

Pupil premium strategy statement – Anglo European School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1490 incl. 6 th form 1,191 excl. 6 th form
Proportion (%) of pupil premium eligible pupils	Years 7-11 9.2% Whole School 8.8%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	27.11.24
Date on which it will be reviewed	27.11.25
Statement authorised by	J Gee, Headteacher S Nichols, Assistant Headteacher
Pupil premium lead	V Edge-Baron
Governor / Trustee lead	J Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,090
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,090

Part A: Pupil premium strategy plan

Statement of intent

The Anglo European School continues to develop ambitious, resilient and principled young people who recognise their common humanity and who seek to create a better and more peaceful society through inter-cultural understanding and respect. We encourage our students to become global citizens who are internationally-minded, lifelong learners who understand that other people, with their differences can also be right. We do this through our broad and balanced international curriculum, underpinned by the philosophies of the International Baccalaureate (IB). Our intention is that all students, regardless of their background, academic starting point or home language, achieve the very best progress and outcomes that they are capable of.

Every student should feel safe, be supported pastorally and feel that they have equal opportunity to engage with learning and participate in the rich and varied international and enrichment programmes that our school offers all students. Our intention is that all students feel they belong to and are valued by the Anglo Family, fostering a culture of inclusion, safeguarding and a celebration of difference. We aim to provide all students with the confidence to grow beyond their home and school community, communicate in more than two languages to equip themselves to take their place in a global society, and to feel ready and prepared for the next stage in their educational journey.

All students have access to quality careers information, advice and guidance provision including rich work experience opportunities. Our intention is to provide a challenging, inclusive, international curriculum which is aspirational, yet accessible for all students. We aim to continue to close the gap between disadvantaged and non-disadvantaged students taking on a challenging curriculum to ensure breadth and depth. High quality teaching is key. We continue to work with staff to prioritise the learning of disadvantaged students with a particular focus on cognitive challenge for all, good questioning, effective modelling and structured talk. Our CPD time has been dedicated to developing evidence-based approaches. Staff are provided with training and a toolkit of strategies to enable them to provide appropriate support in and out of lessons. Our approach will be responsive to common challenges and individual needs, rooted in robust identification but never assumptions about our disadvantaged pupils and their families.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment and progress in Mathematics compared with non- disadvantaged peers
2	Lower levels of attendance and punctuality

3	Lower levels of literacy and reading comprehension and fluency leading to limited sophisticated or disciplinary vocabulary when writing
4	Lower levels of participation in enrichment and international activities
5	Lower aspirations which may lead to a lower proportion of students not progressing to the Sixth Form or aspirational destinations

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	Increased attainment and better progress in Mathematics.	Improved attainment for Mathematics for disadvantaged students compared to internal target grades. A narrowed residual between disadvantaged and non-disadvantaged students
2	Reduced levels of absence for disadvantaged students and a reduction in persistent absence	Attendance for disadvantaged students to be 95% or above. A 5% reduction in persistent absence of disadvantaged students.
3	Robust reading intervention with bespoke intervention for students to have achieved their chronological reading age by the end of KS3 Extended writing with improved levels of tier 3 disciplinary vocabulary	Thinking Reading programme outcomes showing notable improvement in the reading age and ability of disadvantaged students. Improved GCSE English attainment for disadvantaged students.
4	Disadvantaged student attendance at essential curriculum visits, Year 7 residential in Ebbingham and one exchange through priority access to a grants system All disadvantaged students take part in at least one club or enrichment activity termly.	Disadvantage students' participation in at least one residential trip. Disadvantaged students can speak with pride and engagement about their participation in enrichment activities and how this has impacted them in a positive way.
5	For this year's high sixth form retention rate to be maintained to show it is a trend rather than an anomaly. Disadvantaged students to have an aspirational progression destination plan for post-16.	A high proportion of students matriculate and/or choose to remain with us at AES Sixth Form or go on to alternative providers with similarly academically challenging courses.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,907.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD: Investment in training staff in metacognitive strategies, structured talk, modelling and challenge for all.</p> <p>National College Seminars and Webinars</p> <p>On-line ECC training for PPG Champion</p>	<p>EEF teaching and learning toolkit</p> <p>EEF metacognition and self-regulation learning.</p> <p>Oracy across the curriculum: the evidence – Voice 21.</p>	1.
<p>CPD for Mathematics Department</p> <ul style="list-style-type: none"> • Improve question level analysis & level of entry • Mastery strategies • Curriculum planning and sequencing • Raise level of challenge in KS3 	<p>EEF Maths article and recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://www.bristol.ac.uk/education/research/networks/mern/</p>	1
<p>LSA training and development</p> <p>LSA mathematics specialism: Specialist CPD Knowledge of teaching Mathematics for Secondary Teaching Assistants</p>	<p>EEF</p> <p>EEF Toolkit</p>	1,2 3, 4, 5
<p>Pupil Premium Coordinator</p> <p>For whole school planning intervention and targeted support for disadvantaged pupils</p>	<p>EEF</p> <p>Sutton Trust</p>	1,2,3,4,5
<p>Enhanced Careers Provision</p> <p>CIAG and work experience programme</p> <p>Careers administration and event support</p> <p>Future Ready Programme</p>	<p>EEF</p> <p>Gatsby Benchmark Standards of Career Guidance</p>	1,5

Essex Independent Careers support, advice and guidance		
Improved Formative Feedback Targeted disadvantaged pupils to receive effective oral and written feedback and to make progress from this. Continued CPD for teachers to use effective questioning and feedback for progress	EEF EEF Toolkit Quality First Teaching National College Sutton Trust PPG AES Toolkit	1,5
Continuation of the Anglo Reading Curriculum Enhanced reading provision Thinking Reading Programme Reading mentor materials and training Reading Diagnostic materials	EEF Literacy Intervention Thinking Reading Mind the Gap Reading	1, 3, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant Club Develop research and study skills, academic referencing and presentation skills. Access to university visits	Annual reports have shown improvements in participants' academic self-efficacy and increased application and progression to universities. More able DA students are benefitting in the immediate term by learning academic study and writing skills.	1, 3, 4, 5
Study Club: To ensure students have a quiet, equipped, supported environment to work, before and after school	We know some students lack an appropriate workspace at home or the necessary equipment to complete their homework, including internet access and laptops. Study Club supplements this provision.	1, 2, 3, 4, 5
Sixth Form Mentoring: Peer Reading Mentors Training for Mentors	Mentoring seen to have impact of +1 month progress (EEF toolkit). It can also raise the aspirations of students in KS3, earlier on. A very well-subscribed programme.	1,2, 3, 4, 5
Support Options Choices:	DFR Priority	4, 5

Course Counselling and Curriculum Information, leading to informed, aspirational choices	Gatsby Standard Career Framework	
Revision Workshops for KS4 and earlier intervention of study skills for KS3. Subject-specific and general revision guides provided.	Revision skills provided. Revision materials purchased and distributed. PPG and SEND cross over students receive bespoke revision workshops.	1, 2, 3, 4, 5
Progression Plans Personalised support for Year 10 and Year 11 pupils. Individual interviews to identify individual barriers to learning. Mentoring of some students by PP lead.	EEF toolkit AES PPG Toolkit	1, 2, 3, 5
Small Group Work on literacy and numeracy With particular focus on the SEND PP overlap LSA intervention and training	GCSE Attainment Reading scores	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35, 949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Levels of absence and PA decreased by 5% Attendance Champion Attendance Officer training & administration Student Welfare and Inclusion Manager employed to support Attendance and Pastoral teams to intervene and eliminate barriers to attendance and learning Reflection spaces staffing	PAUL Report Attendance Return & dashboard data updates	2
Well-Being and Mental Health support 4 Mental Health First Aiders trained Access to course of at least 6 sessions with counsellor	Ofsted: Mental Health and Behaviour in Schools – “it is also important that all the pupils who attract pupil premium to the school, including	3

Hello Yellow Day resources Talk 2 Nish Mental Health Mentors	mental health needs, are assessed and support is arranged accordingly	
Other Student Resources Support with equipment and materials for disadvantaged GCSE students who might need support with the necessary equipment and food for their coursed in textiles, Food Technology ingredients or Art supplies. Calculators for the Mathematics department. Laptop loan system		2, 4
Free School Meal Allocation (FSM) All disadvantaged pupils to be allocated a free lunch via their biometric identification	EEF	1, 2, 3,
Locker Hire All disadvantaged pupils to have free access to a locker	EEF This will impact on levels of organisations and preparedness for learning. Gives dignity and hides difference.	2
Increased participation in extracurricular/enrichment activities. Fully Funded: Music lessons and instrument hire LAMDA lessons & exam entry	Arts participation can have a positive impact on academic outcomes in other areas of the curriculum EEF. Sense of belonging- participating in bands, assemblies and choir etc Opportunities to perform, building self confidence and oral opportunities	4, 5

Total budgeted cost: £122,783

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has reviewed and revised its annual disadvantage strategy and has worked with Essex LA and other schools in the county to reflect, share best practice and improve performance to close any gaps in performance and progress for all our disadvantaged students. Our self-reflection has shown that expectations are high for all pupils and that data has been used to identify tightly-focused improvement priorities and to ensure that our strategy statement is evidence-based and specific to address disadvantage. The strategy aligns with the school's overall mission, goals and whole-school strategy.

For the Year 2023-24, the key performance indicators for our disadvantaged students were as follows; for 2024 the Progress 8 score (how much progress students made across 8 qualifications between the end of KS2 and the end of KS4, compared with other similar students nationally) was -0.25 compared with an overall progress 8 score of +0.12. Therefore, disadvantaged students still do not do quite as well as their peers. However, compared with a progress 8 score of -0.60 in 2023 and -0.43 in 2022, we can see that the progress 8 gap is closing at The Anglo European School.

We remain ambitious for our disadvantaged students. 66% of the whole GCSE cohort entered EBACC subjects. The corresponding figure for disadvantaged students was 64%, indicating that disadvantaged students are able to access the same range of subjects under the broad baccalaureate system, as their peers and the gap is now very small and close to being eliminated.

46% of our disadvantaged students achieved grade 9-5 in both English and Maths compared with 35% for Essex, which means our disadvantaged pupils are performing better than their peers in Essex. Our attainment 8 score for disadvantaged pupils is 52.6 which also compares favourably with the figure for Essex which is 32.6, but a gap does remain in our school in for attainment 8 for disadvantaged as the non-disadvantaged figure is 55.9 and so addressing this gap will continue in our next annual strategy

We are pleased that 66% of last years' disadvantaged students were able to return to Anglo European School to follow a sixth form pathway, which is especially high considering the distance some students travel to our school.

Disadvantaged students are late to am and pm registration 3.8% of the time compared with 3.2% for the whole school. However, they were more punctual in 2023-24 compared with the previous year. Too many disadvantaged students are only punctual 90-95% of the time compared with the whole school.

The attendance of disadvantaged students 2023-24 was approximately 1% lower than for the whole school. This was a smaller difference compared with the year before and the attendance of disadvantaged students has improved over the last two years which indicates that attendance interventions are having some impact. Persistent absence is still a concern for some individuals as there is a slightly higher unauthorised absence rate for disadvantaged students. There is an overlap between SEND and disadvantage for this group of students and this informs our combined approach to support these pupils to increase their attendance.

Whilst the academic performance, when compared to national figures, looks promising we are still very mindful of the gap in performance that still exists. We are increasingly aware of the barriers to performance through sharper analysis and qualitative knowledge of individual students and we hope to continue our improvements in 2024-25 continuing our good work on mental health, attendance, resources and well-being and focusing more on the quality provision in the classroom, student outcomes in assessments, metacognitive and self-regulation strategies to ensure that our disadvantaged students fully access our challenging curriculum. Looking to next steps, our sixth form

cohort have also performed well. In our Sixth form, our disadvantaged cohort left with 50% going to university, 50% to full time employment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Brilliant Club Young Scholars	Young Scholars
Thinking Reading	Thinking Reading
NGRT	GL assessment

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Our diverse school community is committed to ensuring our international curriculum is accessible and inclusive for all students. We work hard to ensure that our students have an amazing enrichment offer which includes international visits and exchanges and have the opportunity to study two languages or Chinese Mandarin to GCSE, choosing from French, Spanish, German, Italian, Russian, Japanese and Chinese Mandarin. We believe that this enriched and distinct curriculum provides fantastic opportunities to enable social mobility and pathways to aspirational future destinations. A remarkable feature of the school is its visits and exchanges programme with over 17 partner schools worldwide. Over 700 students every year take part in the exchange programmes and extended study abroad. The cultural capital gain is immense and ensuring our students take up these opportunities and financial restriction is no barrier to participation is critical to our success.