

## South Hunsley School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	South Hunsley School
Number of pupils in school	2136
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers	2020-2021 and 2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Williman
Pupil premium lead	Mitch Trainor
Governor / Trustee lead	The Governing Body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151555
Recovery premium funding allocation this academic year	£23490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175045

# Part A: Pupil premium strategy plan

## Statement of intent

- Academic performance of students from vulnerable and disadvantaged backgrounds is as strong as non-disadvantaged students nationally
- The cultural understanding of these students has been levelled up so that it is on par with the wider student population
- The students from disadvantaged backgrounds understand the education and training routes that they can follow in order to achieve their ambition.
- We will work towards a deep understanding of the disadvantaging factors that inhibit our students, including for our long-term disadvantaged cohort, and from that point develop strategies that address the classroom approaches, targeted academic support and wider needs of this cohort.
- We will work to understand the intersections of disadvantage across our student population and how to address the individual needs arising from this.
- We will address training needs of our teachers and teaching staff through a domain-specific approach, ensuring that we have experts in their subject in every classroom.
- We will use our assessment information carefully to ensure that wider academic needs of our disadvantaged students are addressed consistently, including through vocabulary, reading and wider literacy.
- The full range of student information will be monitored and used to target wider interventions where needed – around attendance, behaviour, family support (including with technology where appropriate), social and emotional factors and classroom-based learning strategies
- Monitoring of the implementation and impact of this plan will be ongoing
- We recognise that early intervention is the most likely route to long term success.

## Challenges

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

Challenge number	Detail of challenge
1	Students need to be able to access a high quality, challenging curriculum, appropriately scaffolded and delivered by experts
2	Low literacy/numeracy levels – in terms of oral communication, reading comprehension, less developed vocabulary. Communication difficulties, low reading ages and capacity for extended writing having an impact across the full range of academic subjects. The

	<p>impact of this is amplified with a number of students with limited vocab. Current Year 7 students. 7% of students with reading ages well below expected – 22 in the year group have a reading age of below 9 years. The gap between disadvantaged and non-disadvantaged students at KS2 reading and Maths is much greater in their reading. 6% of non PP students have a reading age of below 9 where as 9% of PP students have a reading age if less than 9 years. The reading age standardised score also highlights this gap as 3% of non PP students achieved a score of 82 or less compared to 6% of PP students.</p>																		
3	<p>Low prior attainment in a range of subjects – this means that starting points of students on entry to the school can vary widely, these gaps leading to further learning loss as students’ progress through school. In current Y11, the gap between reading and maths is 1.1. The average scaled score in reading is 105.3 and maths is 104.2. This gap is similar across all year groups for which we have KS2 data. For pupil premium students in Y11, their average reading scaled score is 104.04 compared to 105.41 for non PP students. For maths the gap is larger with PP at 102.36 compared to 104.42. This is replicated current Y9 and Y10 where the gap between PP and non PP is greater in maths than in reading.</p>																		
4	<p>Safeguarding and welfare issues – family stress and low resilience. 14.4% of children for whom Child protection concerns are active are PP.</p>																		
5	<p>Low parental engagement – academic. This leads to a low level of self-expectation on the part of the student which demotivates with challenging work. The lack of parental engagement also means that it becomes very challenging to develop an effective intervention for students in this category.</p>																		
6	<p>Attendance over previous years indicates that our disadvantaged students have higher absence than our non-disadvantaged. Please see table below, based on last year. Disadvantaged students also make up a disproportionate amount of our persistent absentees (13.3% for the last academic year).</p> <table border="1" data-bbox="363 1346 775 1771"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94.96</td> <td>96.1</td> </tr> <tr> <td>8</td> <td>91.39</td> <td>94.95</td> </tr> <tr> <td>9</td> <td>89.18</td> <td>94.18</td> </tr> <tr> <td>10</td> <td>88.77</td> <td>94.2</td> </tr> <tr> <td>11</td> <td>92.13</td> <td>94.71</td> </tr> </tbody> </table>	Year	PP	Non-PP	7	94.96	96.1	8	91.39	94.95	9	89.18	94.18	10	88.77	94.2	11	92.13	94.71
Year	PP	Non-PP																	
7	94.96	96.1																	
8	91.39	94.95																	
9	89.18	94.18																	
10	88.77	94.2																	
11	92.13	94.71																	
7	<p>Cultural disadvantage – has a significant impact across a wide range of subjects</p>																		
8	<p>Low expectations and pathway guidance to support progression – students at risk of becoming NEETS without detailed and in depth support.</p>																		

## 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
Improve outcomes – increase the proportion achieving basics 4+ and 5+	% of students achieving KS4 4+/ 5+ and 7+ in <b>all subjects</b> is as strong as non-disadvantaged students nationally.
Improve proportions of students meeting end point expectations at KS3 and 4	% of students reaching expectations at each point is in line with wider school population
Increased attendance	Attendance for disadvantaged students is in line with the national average and the number of persistent absentees reduce
Increased EBAC entry	In line with non-disadvantaged students and increasing yearly with school targets
Destinations	All students have high expectations and there are no NEETS

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Professional development focused on evidence-based strategies to support quality first teaching</i></p>	<p>There is a broad range of evidence that shows that 'high-quality professional development for teachers has a significant effect on students' learning outcomes'.</p> <p>High quality professional development ensures that an effective teacher is in front of every class and every teacher is supported to keep improving.</p> <p><i>EEF report Effective Professional Development</i></p> <p>Having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve to their ability in that subject. This is our long term, ongoing aim.</p> <p><i>2016 Professional Development standards</i> <i>EEF Guide to the Pupil Premium</i></p>	<p>1, 2 ,3</p>
<p><i>Diagnostic assessments will identify gaps and support targeted teaching and help to ensure any interventions are based on specific data.</i></p>	<p>High-quality assessment is essential to great teaching, helping us understand what students have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor students' progress, particularly as they maintain classroom routines and recover any learning loss. Effective gap analysis will support teachers in planning effectively to close gaps between our disadvantaged cohort and their non-disadvantaged peers that have potentially increased during the pandemic.</p>	<p>1, 2 ,3</p>

	<p>Effective assessment means that teaching staff can provide better quality feedback – shown to have a massive impact on student progress.</p> <p><i>EEF Guide to Diagnostic Planning</i></p>	
<i>Whole School focus on Literacy and Instruction</i>	<p>Nationally in 2019, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. Good literacy is key to academic success across the curriculum.</p> <p><i>EEF Disciplinary Literacy</i></p> <p>A focus on tier 2 and 3 vocabulary across subjects will develop a more consistent understanding across the PP cohort of both subject-specific language and academic language more broadly.</p> <p><i>EEF Guidance Report on Literacy at KS3/4</i></p> <p><i>EEF Disciplinary Literacy</i></p> <p><i>Learning Scientists Vocabulary</i></p> <p>Prioritising high quality instruction in the classroom through explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for students.</p> <p><i>Rosenshine - Principles of Instruction</i></p> <p><i>TEAL Teaching Charter</i></p>	1, 2 3
<i>Revision Techniques</i>	<p>Teachers have received CPD on <b>effective learning behaviours</b> and work with all students at KS4 to develop effective learning behaviours, including the development in and out of classroom revision plans to support <b>self-regulated learning</b> in a build up to KS4/KS5 end of key stage assessments. These are <b>explicitly taught in lessons</b> and students in year 11 and year 13 are consolidated by weekly form tutor monitoring and one-to-one <b>mentoring</b> during form time for targeted year 11 students.</p>	3, 4, 5, 6

	Evidence from the EEF guidance on metacognition and self-regulated learning suggests is particularly for disadvantaged students.	
--	--	--

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

Budgeted cost: £53 490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutor Programme focusing on Maths and English</i>	Individual and small group tutoring has been shown to have a strong impact as a targeted intervention. Teaching staff can more easily meet the needs of the students they are working with.	2, 3
<i>Literacy interventions – Key Stage 3</i>	Literacy interventions including Good2Learn as well as reading programmes, and work to support specific needs are tailored to the students who have been identified through NGRT, CATS, teacher referral, information from primary phase.	2
<i>Y11 targeted intervention</i>	Based on sound diagnostic assessment – a short-term, focused intervention has been shown to have impact with the students who need it most. This was seen in the previous school year as a useful and effective method for addressing missing content due to the impact of Covid-19.  Activities also included teaching the students a structured approach to revision and use of technology to chunk pieces of key content.	3, 4, 5, 6
<i>Tutor reading programme</i>	Sussex University trial 2018 showed the potential impact of a non-intervention based reading programme on student reading ages of up to 9 months+	2, 3
<i>Homework support</i>	School evidence suggests that there is a gap between the completion and quality of homework completion between disadvantaged and non-disadvantaged students.  Teachers are guided to set homework which is an integral part of learning.  The school will provide out of school hours quiet space along with academic	3, 4, 5, 6

	<p>support for maths/English to support disadvantaged students develop learning behaviours around homework and provide academic support to ensure high and aspirational; completion rate.</p> <p>Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</p>	
--	---	--

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

Budgeted cost: £21 555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CEIAG programme that signposts routes into further and higher education to ensure students are not NEETS and have clear direction for the next stage of education.</i></p>	<p>Access to high quality careers advice and guidance should form a key part of the curriculum for less advantaged students, particular in terms of enabling better decision making and involving parents and carers.</p> <p><a href="#">ASCL Blueprint A Great Education for Every Child</a></p> <p>“Disadvantaged students are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.”</p> <p><a href="#">Education Policy Institute Annual Report 2018 Literature Review</a></p>	8
<p><i>Re-establishing a whole school approach to attendance recovery post pandemic, including increasing capacity in the attendance team.</i></p>	<p>Previous attendance data specific to South Hunsley has shown that disadvantaged students whose attendance is above the national average are in line with their non-disadvantaged peers.</p>	4, 5, 6



<p><i>Embed further the principles set out in the attendance strategy</i></p>	<p>Increasing capacity allows home school relationships to promote attendance to be built and to effectively ensure any request for EHE and referrals for CME are managed. <a href="#"><u>Dfe Improving School Attendance.</u></a></p>	
<p><i>Enrichment and aspirations</i></p>	<p>“A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap”</p> <p>“Qualitative and quantitative evidence from the US and UK suggest socio-economic differences in parenting approaches privilege more affluent children in education.” This is particularly linked to whether students participate in enrichment activities and the impact of community social capital (or lack of).</p> <p><a href="#"><u>Education Policy Institute Annual Report 2018 Literature Review</u></a></p>	<p>7, 8</p>
<p><i>Maintaining the funding of the strategic and highly effective pastoral staffing to continue to provide a safe and purposeful environment for all.</i></p> <p><i>Further staff training on aspects of behaviour and mental health in response to the additional needs created by the pandemic.</i></p>	<p>Strong and effective pastoral systems that are simple and consistent are proven to support the behaviour of students.</p> <p>With an increasing need to support students emotionally with their mental health and anxiety, staffing has been focused and increased to address this need.</p> <p><a href="#"><u>EEF Improving behaviour in schools</u></a></p>	<p>4, 5, 6</p>

**Total budgeted cost: £ 175045**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As 2021 outcomes were awarded via Centre Assessed Grades we have looked at the difference between disadvantaged and not-disadvantaged students and compared outcomes to 2019 when we last had validated DfE attainment 8 estimates.

	2021	2019
Attainment 8 score	45.56	43.80
KS2 prior attainment	4.76	4.78
Att 8 gap	-11.12	-11.50
Entered for EBacc	42% (11)	4% (1)
5+ English & Maths	39%	42%
5+ EM gap	-30.1	-23.2
4+ English & Maths	65%	58%
4+ EM gap	-22.7	-28.7

The average A8 score for disadvantaged students was 45.56. This was an increase from 43.80 for the 2019 summer exam series and comes from a cohort with a slightly lower KS2 prior attainment.

The gap between disadvantaged and not disadvantaged is -11.12, which is a slight decrease from -11.50. Nationally there has been an increase in the gap.

The percentage of disadvantaged students entered for EBacc has increased significantly from 4% in 2019 to 42%.

The % achieving 5+ in English and Maths has decreased from 42% to 39% with the gap increasing from -23.2 to -30.1.

The % achieving 4+ in English and Maths has increased from 58% to 65% with the gap decreasing from -28.7 to -22.7.

Attendance is only comparable for the Autumn term due to the national picture and COVID-19 related attendance issues.

*Attendance of disadvantaged students continues to improve to be above that of similar students nationally as well as the number of persistent absentees who are disadvantaged. This figure is well below the national figure. This is an improving three year trend since 2017. During school closures, we had a significant amount of vulnerable students attend and once schools opened, attendance of particular groups including SEND and vulnerable was above the local and National figures.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
SMASH	Hull and East Yorkshire Hospitals
Big Umbrella	HEY MIND
Resilience Programme	HEY MIND
Unstoppable Teen	Kevin Mincher

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We used the Service pupil premium money to ensure all students had a named person within the school which is their HOH or HL.</p> <p>They met regularly and they were monitored over the course of the year.</p> <p>The student's attendance was tracked and monitored weekly.</p> <p>Students had opportunity to engage in inclusion support from two dedicated inclusion support officers to support their social and emotional well-being</p> <p>We maximised the use of resources including revision guides, pens, highlighters and revision cracked books</p> <p>Parents were encouraged to attend parents evening</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Attendance at parents evening was positive</p> <p>Students felt well supported</p>

	<p>All service children are supported through their choices for provision after Y11 and were successful in their applications</p> <p>All were supported with well-being and inclusion support</p>
--	---