

Pupil premium strategy statement – South Hunsley School



This statement details our school's use of pupil premium (and recovery 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	1735 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-2022 and 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Richard Williman (Headteacher)
Pupil premium lead	Barry Gray
Governor / Trustee lead	The Governing Body (David Nuttall)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,300
Recovery premium funding allocation this academic year	£39,700
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£206,000

Part A: Pupil premium strategy plan

Statement of intent

Our school curriculum centres on our three core values of Learning, Potential and Community. There is a purposeful and tailored curriculum plan in place in every subject area that ensures all students are given the best chance to progress to the broadest range of further study and future careers. This core curriculum is supported by a diverse range of additional experiences that enrich understanding of issues within and beyond school, and mean that our students and staff consistently make a positive contribution to their communities. It is our ambition that all of our students are able to take advantage of all of these experiences.

Our classroom teaching is focused on high aspirations for all. Teachers and associate colleagues understand that the most effective way of reducing gaps in attainment between groups of students is to provide lessons that effectively challenge, engage and motivate each individual in our classrooms. The ability to recall prior learning and make connections with new concepts is fundamental to students being able to achieve their potential.

Our curriculum is underpinned by tailored support, designed to identify any gaps that exist or develop for students and to support the closing of these. School leaders, subject leaders and the SEND team work closely to provide stronger support where a need is identified, and there is a particular focus on students with additional needs and those who are disadvantaged. If access to IT equipment is a barrier to learning and progress, this will be provided.

The basics of literacy and numeracy are fundamental to learning. From their arrival at our school, we use all available data to identify and support students who have gaps in these areas. Effective use of grammar, punctuation, vocabulary and spelling in particular allows clearer communication for all and help ensure students who are disadvantaged are able to convey their knowledge and understanding.

All of these support systems rely on students being in school and focused in their lessons. Dedicated teams that support attendance, pastoral needs and behaviour work to ensure disadvantaged students keep pace with, and narrow gaps between their peers.

All of these intents are laid out in our school improvement documents and our progress in each area is reviewed frequently by governors and school leaders through our ongoing quality assurance processes.

Challenges

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

Challenge number	Detail of challenge
1	Students must be able to access a high quality, challenging curriculum that is appropriately scaffolded and is delivered by teachers with secure subject knowledge as well as effective strategies for teaching, assessment and feedback.
2	Lower literacy and numeracy skills that may restrict access to the curriculum are evident for disadvantaged students. For the Year 7 cohort in 2022/23: <u>GPVS</u> Non-disadvantaged students not meeting the expected standard = 19% Disadvantaged students not meeting the standard = 32%

	<p><u>Reading</u></p> <p>Non-disadvantaged students not meeting the expected standard = 15%</p> <p>Disadvantaged students not meeting the standard = 25%</p> <p><u>Maths</u></p> <p>Non-disadvantaged students not meeting the expected standard = 20%</p> <p>Disadvantaged students not meeting the standard = 37%</p>
3	<p>Prior attainment across the range of KS2 tests is lower for disadvantaged students, which may in turn reduce overall outcomes:</p> <p><u>KS2 Average Scores</u></p> <p>Year 7 Non-disadvantaged = 105.0</p> <p>Year 7 disadvantaged score = 101.7</p> <p>Year 10 Non-disadvantaged = 105.1</p> <p>Year 10 disadvantaged score = 105.0</p> <p>Year 11 Non-disadvantaged = 105.6</p> <p>Year 11 disadvantaged score = 102.1</p> <p>* Data not available for Y9 and Y8</p>
4	<p>Safeguarding and welfare issues are more prevalent for disadvantaged students. 14.4% of students with active CP concerns are eligible for Pupil Premium.</p>
5	<p>Disadvantaged students have higher rates of absence than their non-disadvantaged peers, and they make up a larger proportion of our persistent absentees (13.3%). In the academic year 2021-22 attendance amongst disadvantaged students was 89% compared to non-FSM6 on 93%.</p>
6	<p>Lower parental engagement can lead to lower levels of expectation and motivation for disadvantaged students. It can make it more challenging to implement effective intervention for these students, and can also lead to a higher likelihood of these students becoming NEET.</p>
7	<p>Cultural disadvantage will make it more difficult for students to understand the curriculum across a range of subject areas.</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
Strong outcomes, with a high proportion of students achieving passes at grade 5 and above in English and Maths.	The percentage of students achieving 5+ in English and maths (as well as 4+ and 7+) is as strong as non-disadvantaged students nationally.
Disadvantaged students meet their end of key stage expectations.	The percentage of students reaching expectations as measured by Progress 8 is in line with all students nationally.
High levels of attendance.	Attendance for students is above 95%, is in line with the national average and fewer disadvantaged students are persistently absent.
Increased Ebacc entry.	Students are as likely as non-disadvantaged students to choose a suite of options that fulfil the Ebacc criteria.

Successful Destinations are achieved.	Students have ambitious career expectations, sustain their Post-16 destination and there are no NEET students from this cohort.
Wider opportunities are accessed.	Students are more than proportionally represented in co-curricular and extra-curricular activities across a wide range of areas.
Students have emotional resilience.	Students receive additional support from trained colleagues as and when needed.
Parental engagement is strong.	Parents engage with progress evenings, support sessions, workshops and options evenings

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: £105 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development focused on evidence-based strategies to support quality first teaching	<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'. 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>	1, 2, 3
Diagnostic assessments will identify gaps, support targeted teaching and help to ensure any additional interventions are implemented based on individual student-level data.	<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 student progress, particularly as they maintain classroom routines and recover any learning loss.</p> <p>Effective gap analysis will support teachers in planning effectively to close gaps between our disadvantaged</p>	1, 2, 3

	<p>cohort and their non-disadvantaged peers that potentially increased during 2020-2021.</p> <p>Effective assessment means that teaching staff can provide better quality feedback – shown to have significant impact on student progress.</p> <p><i>EEF Guide to Diagnostic Planning</i></p>	
Whole school focus on Literacy and Instruction	<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> <i>EEF Disciplinary Literacy</i> <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> <i>TEAL Teaching Charter</i></p>	1, 2, 3, 7
Retrieval and Revision Techniques	<p>Teachers engage in CPD on effective learning behaviours and work with all students to develop effective learning and recall behaviours. Lesson sequencing, classroom activities and independent learning and revision plans are used to support self-regulated learning in a build up to KS4/KS5 end of key stage assessments.</p> <p>Revision techniques are taught in lessons and students in year 11 and year 13 and are consolidated by weekly form tutor monitoring and one-to-one mentoring during form time for targeted year 11 students.</p> <p><i>Evidence from the EEF guidance on metacognition and self-regulated learning suggests is particularly for disadvantaged students.</i></p>	1, 2, 3, 6, 7

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

Budgeted cost: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutor Programme focusing on core subjects</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 a range of software packages that students work on with support or independently, support specific needs and are tailored to students identified through SATs, CATs, NGRT, NGST, teacher referral and any other information from primary phase or external agencies.	2
<i>Y11 targeted intervention</i>	Based on diagnostic assessment, short-term, focused intervention has been shown to have impact with the students who need it most. This was seen in previous school years as a useful and effective method for addressing missing content due to the impact of Covid-19. Activities included teaching students time management, study skills and developing a structured approach to revision, with use of technology where available.	1, 2, 3, 6, 7
<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 support for maths/English to support disadvantaged students develop learning behaviours around homework and provide academic support to ensure high and aspirational; completion rate. 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.	6, 7

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

Budgeted cost: £36 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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><i>ASCL Blueprint A Great Education for Every Child</i></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><i>Education Policy Institute Annual Report 2018 Literature Review</i></p>	6, 7
<i>Implementing the whole school approach to attendance including subscription to SOL attendance tracker.</i>	<p>Previous attendance data specific to South Hunsley has shown that disadvantaged students whose attendance is above the national average achieve in line with their non-disadvantaged peers. Subscription to a package already used successfully in a partner secondary will allow fine-level tracking to allow earlier intervention with students who are showing patterns than lead to non-attendance.</p>	4, 5
<i>Embed the principles set out in the attendance strategy</i>	<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.</p> <p><i>Dfe Improving School Attendance.</i></p>	4, 5
<i>Enrichment and aspirations</i>	<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><i>Education Policy Institute Annual Report 2018 Literature Review</i></p>	1, 6, 7

<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><i>EEF Improving behaviour in schools</i></p>	6
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Total budgeted cost: £ 206 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Students completing Year 11 in 2022 were the first cohort in three years to sit formal external exams following the disruption caused by COVID-19. The Department for Education therefore strongly discourage comparing 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

What is presented here is a summary of outcomes for all Year 11 students in summer 2022, outcomes for our disadvantaged cohort, and outcomes for our disadvantaged cohort with data removed for 6 students who were not attending school.

	All	All PP	Excl. non att.	National PP
Cohort	343	31	25	26.3% of national cohort
Attainment 8	52.9	41.03	45.6	37.5
Progress 8	0.23	-0.3	-0.11	-0.55
% Basics 5+	60	35	44	29.5
% Basics 4+	80	55	66	N/A
% Ebacc entry	33	26	32	26.9

The average Attainment 8 score of 41.03 was a drop from 2019. However, when adjusted for non-attendance A8 was 45.6, representing an increase from our 2021 score, and 8.1 ahead of national, representing an average score for students that is one grade higher across each of their subjects than was the case nationally.

On Progress 8 and Basics at grade 5+ our disadvantaged students performed better than the national disadvantaged cohort. Gaps in our own cohort are significantly reduced when students are in school. During school closures, a significant number of our vulnerable students continued to attend school and since 2021, attendance of disadvantaged students has been above local and national figures.

The behaviour of disadvantaged students, as well as the number of exclusions for our disadvantaged cohort is good. The percentage of disadvantaged students with at least one period fixed of suspension was 0.73%, compared to 11.34% national, a gap of 10.61.

Externally provided programmes

Programme	Provider
SMASH	Hull and East Yorkshire Hospitals
Big Umbrella	HEY MIND
Resilience Programme	HEY MIND
Label of Love	Adam Norton

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We used the Service pupil premium money to ensure all students had a named person within the school. This will usually be their Head of House or House Leader.</p> <p>Students met their named person regularly and were monitored over the course of the year for attendance, achievement and behaviour. 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. 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>
The impact of that spending on service pupil premium eligible pupils
<p>Attendance at parents evening was positive and students felt well supported.</p> <p>All service children are supported through their choices for provision after Y11 and were successful in their applications. All were supported with well-being and inclusion support.</p>