

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 (Y7-11)	1726
Proportion (%) of pupil premium eligible pupils	9.2
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Michaela Blackledge (Headteacher)
Pupil premium lead	Barry Gray
Governor / Trustee lead	David Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£46,644
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£210,174

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 pupils 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 pupils and staff consistently make a positive contribution to their communities. It is our ambition that all pupils are able to take advantage of the full range 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 pupils 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 pupils being able to achieve their potential.

Our curriculum is underpinned by tailored support, designed to identify any gaps that exist or develop for pupils and to bring about 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 pupils with additional needs and those who are disadvantaged. If access to equipment, including 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 identify and support pupils who have gaps in these areas. Effective use of grammar, punctuation, vocabulary and spelling in particular allows clearer communication for all and helps ensure pupils who are disadvantaged are able to convey their knowledge and understanding.

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

Our curriculum and pastoral 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	Pupils must be able to access a high quality, challenging curriculum that is appropriately scaffolded. This should be delivered by teachers who have secure subject knowledge and who are trained and skilled in effective strategies for teaching, assessment and feedback.
2	Lower literacy and numeracy skills that may become barriers to accessing the curriculum are evident for disadvantaged pupils. For the Year 7 cohort in 2023/24: <u>GPVS</u> Non-disadvantaged pupils not meeting the expected standard = 20% Disadvantaged pupils not meeting the standard = 41% <u>Reading</u>

	<p>Non-disadvantaged pupils not meeting the expected standard = 17%</p> <p>Disadvantaged pupils not meeting the standard = 25%</p> <p><u>Maths</u></p> <p>Non-disadvantaged pupils not meeting the expected standard = 17%</p> <p>Disadvantaged pupils not meeting the standard = 45%</p>
3	<p>Prior attainment across the range of KS2 tests is lower for disadvantaged pupils, which may in turn reduce overall KS4 or KS5 outcomes:</p> <p><u>KS2 Average Scores</u></p> <p>Year 7 Non-disadvantaged = 105.8</p> <p>Year 7 disadvantaged score = 101.1</p> <p>Year 8 Non-disadvantaged = 105.0</p> <p>Year 8 disadvantaged score = 101.7</p> <p>Year 11 Non-disadvantaged = 105.1</p> <p>Year 11 disadvantaged score = 105.0</p> <p>* Data not available for Y9 and Y10</p>
4	<p>Safeguarding and welfare issues are more prevalent for disadvantaged pupils. 28.8% of pupils with active CP concerns are eligible for Pupil Premium.</p>
5	<p>Disadvantaged pupils 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 2022-23 attendance amongst disadvantaged pupils was 88.2% compared to non-disadvantaged pupils on 93.1%.</p>
6	<p>Lower parental engagement can lead to lower levels of expectation and motivation for disadvantaged pupils. It can make it more challenging to implement effective intervention for these pupils, and can also lead to a higher likelihood of these pupils becoming NEET.</p>
7	<p>Cultural disadvantage will make it more difficult for pupils 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 pupils achieving passes at grade 5 and above in English and Maths to improve life chances.	The percentage of pupils achieving 5+ in English and maths (as well as 4+ and 7+) is as strong as non-disadvantaged pupils nationally.
Disadvantaged pupils meet their end of key stage expectations.	The percentage of pupils reaching expectations as measured by Progress 8 is in line with all pupils nationally.
High levels of attendance for pupils so they are safe in school, learning and participating in wider school life.	Attendance for pupils is above 95%, is in line with the national average and fewer disadvantaged pupils are persistently absent.
Increased Ebacc entry so pupils can compete with their peers and secure high quality university places, apprenticeships and employment.	Pupils are as likely as non-disadvantaged pupils to choose a suite of options that fulfil the Ebacc criteria.
Successful destinations are achieved.	Pupils have ambitious career expectations, access their preferred Post-16 destination and there are no NEET pupils from the cohort.

Wider opportunities are accessed.	Pupils are more than proportionally represented in co-curricular and extra-curricular activities across the range of available areas.
Pupils have emotional resilience, particularly following the pandemic meaning they are able to cope with setbacks and challenges.	Pupils receive additional support from trained colleagues as and when needed.
Parent and carer engagement is strong.	Parents and carers 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: £110,000

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 pupils' 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> <i>September 2023</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.	High-quality assessment is essential to great teaching, helping us understand what pupils 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.	1, 2, 3

	<p>Effective gap analysis will support teachers in planning effectively to close gaps between our disadvantaged cohort and their non-disadvantaged peers that potentially increased during the pandemic.</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 Moving forwards, making a difference 2022-23</i></p>	
Whole school focus on Literacy and Instruction	<p>Nationally in 2019, over 120,000 disadvantaged pupils 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 Improving Literacy in Secondary Schools</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 pupils.</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 pupils 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 pupils 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 pupils.</p> <p><i>Evidence from the EEF guidance on metacognition and self-regulated learning</i></p>	1, 2, 3, 6, 7

	<i>suggests is particularly for disadvantaged pupils.</i>	
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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 pupils they are working with.	2, 3
<i>Literacy interventions – Key Stage 3</i>	Literacy interventions, including a range of software packages that pupils work on with support or independently, support specific needs and are tailored to pupils 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 pupils 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 pupils 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 pupils. 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 pupils develop learning behaviours around homework and provide academic support to ensure high and aspirational; completion rate.	6, 7

	<p>A twilight bus will be made available to all pupils on a Monday and Thursday evening so they can access the library and other school resources and clubs.</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.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CEIAG programme that signposts routes into further and higher education to ensure pupils 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 pupils, 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 pupils 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 pupils 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 pupils 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 2022</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 pupils 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 pupils.</p> <p>With an increasing need to support pupils emotionally with their mental health and anxiety, staffing has been focused and increased to address this need.</p> <p>Pupils have been moved from a House structure with a Head of House and a teaching House Leader to a year group structure with a Head of Year and full time deputy.</p> <p><i>EEF Improving behaviour in schools 2021</i></p>	6

Total budgeted cost: £210,374

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils were strong in 2023. The average attainment 8 score was above a grade 4 and facilitated progression to L3 courses for most pupils. The progress 8 score was positive and significantly higher than the figure for the national cohort, and this was the case for boys and girls. The numbers of pupils achieving above a grade 5 in English and in Maths was significantly higher than the national cohort figures.

Pupils completing key stage 4 in 2023 were affected by a number of factors including a return to pre-pandemic grading with some protections and uneven impacts of the pandemic on different schools and pupils. The Department for Education therefore strongly discourage comparing 2023 performance data with data from the previous three years.

What is presented here is a summary of outcomes for Year 11 students in summer 2023, outcomes for our disadvantaged cohort and the dataset for disadvantaged students nationally.

	All	Disadvantaged	National Disadvantaged
Cohort	341	9.6%	26.3%
Attainment 8	51.73	43.64	34.9
Progress 8	0.4	0.08	-0.57
% Basics 5+	57	39	25
% Basics 4+	78	58	N/A
% Ebacc entry	41	36	28

The average Attainment 8 score of 43.64 was an increase on the 2019 figure of 42.40. The progress 8 score of 0.08 was also significantly higher than the figure for 2019 of -0.35 as well as the national figure. This figure is also significantly above the Progress 8 figure nationally for British disadvantaged pupils which was -0.78 in 2023, and compares positively when taken in the context of the north/south divide in P8 scores.

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. This has led to an increase in their outcomes.

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 7.61%, compared to 20.7% national, a gap of 13.09.

Externally provided programmes

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

Programme	Provider
SMASH	Hull and East Yorkshire Hospitals
MIND Drop In Sessions	HEY MIND
Big Umbrella	HEY MIND
Resilience Programme	HEY MIND
Emotional Wellbeing Team	ERSCP/Humber Teaching Foundation Trust
Label of Love	Adam Norton
School Nurse	Humber ISPHN

Service pupil premium funding

<i>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</i>
<p>We used the service pupil premium money to ensure all pupils had a named person within the school. This will usually be their Head of Year (previously their Head of House or House Leaders).</p> <p>Pupils 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>Pupils 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 invited directly to attend parents evening.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Attendance at parents evening was positive and pupils 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>