

# Pupil premium strategy statement – Hanley Castle High 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	1111 (including Sixth Form) 893 (KS3 & 4)
Proportion (%) of pupil premium eligible pupils	12% of total cohort 15% of KS3 & 4
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mark Stow Headteacher
Pupil premium lead	Jacqui Burrows Assistant Headteacher
Governor / Trustee lead	Kate Taylor Chair of ASC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Including LAC	£118 241 £ 20 276
Recovery premium funding allocation this academic year School Led Tutoring	£ 17 668 £ 16 605
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£183 508</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Official figures show that the number of students entitled to Free School Meals at Hanley Castle sits at around 12-15% depending on the year group and is slowly rising. Of course disadvantaged students may come from families with not enough money to live on, but financial constraints may also lead to a much broader lack of resources and opportunities. It is our intent to close the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities:

Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Ensuring disadvantaged students are challenged in the work that they are set
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most
- Adopting a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment gap for low/middle prior attainers disadvantaged students</b></p> <p>Despite improvements in the attainment gap for disadvantaged students, assessment data over the last 2 years, albeit in a disrupted format, shows that the attainment of disadvantaged students in the low and middle prior attaining categories has been lower than that of their peers. Whilst it would not be prudent to base future interventions solely on the data from the last two years, internal assessment data will be carefully monitored to ensure that rapid and effective interventions may be put in place to prevent further gaps from forming.</p>
2	<p><b>Academic vocabulary/reading gap amongst disadvantaged students</b></p> <p>Assessments, observations and discussion with students indicate that disadvantaged students tend to have lower levels of reading comprehension and a more limited vocabulary than peers. This impacts their progress in all subjects. The student survey (Autumn 2022) shows lower than desired responses regarding students' reading for pleasure which is likely to affect disadvantaged students more acutely.</p>
3	<p><b>Persistent absenteeism amongst disadvantaged group</b></p> <p>Despite favourable comparisons with national attendance data (2021-22), persistent absenteeism amongst disadvantaged students continues to be higher than for non-disadvantaged students.</p>
4	<p><b>Participation in enrichment activities</b></p> <p>Internal tracking data shows that fewer disadvantaged students take part in enrichment activities than their non-disadvantaged peers.</p>
5	<p><b>Covid-related gaps in literacy and numeracy</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and well-being of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in some knowledge gaps identified by mini-SEFs completed by each faculty in Summer 2021.</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
Low/middle ability group perform equally well in relation to non-PP as higher prior attainers.	Data checks, diagnostic testing shows PP students in line with or above their personal targets set using in-house data with support of FFT Aspire.
Students' barriers to success through poor vocabulary are reduced.	Students are explicitly taught key tier 2 vocabulary.

	<p>Students become more curious about vocabulary and independent in finding meanings of words as well as looking for links.</p> <p>Consistent approach to teaching vocabulary is implemented across the school.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and their non-disadvantaged peers.</p>
Persistent absenteeism is improved for all students and particularly for our disadvantaged students.	<p>Monitoring of attendance data shows sustained high attendance in FSM6 group: working towards figure above national figure.</p> <p>Safeguarding &amp; attendance officer in touch with families to encourage attendance</p> <p>Use of external agencies to support</p>
More disadvantaged students have access to enrichment activities.	<p>Monitoring of internal data through tracking of trips and visits and extra-curricular enrichment shows higher proportions of disadvantaged students participating in enrichment activities.</p>
Numeracy and literacy gaps caused by Covid-related disruption to learning are addressed.	<p>Catch-up tutoring programme for Y7-9 put into place (in-school tutoring)</p>

## 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: £ 85 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on high quality teaching through:	Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring	1

	<p>an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a></p>	
Continuing a whole school focus on explicit teaching of vocabulary. This will involve ongoing teacher training and support.	<p>Teaching vocabulary explicitly is an inexpensive method to improve students' access to all subject areas and particularly in accessing more challenging academic reading and exam content.</p> <p><a href="http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">http://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools-EEF">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5
In addition to the above, developing a whole-school reading culture.	<a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools-EEF">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5
Targeted and personalised CPD offer for staff with focus on key School Development Plan themes and areas recommended to have high impact by EEF (e.g. metacognition, instructional coaching, vocabulary and oracy, embedding reading)	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>“Professional development activities should be appropriately spaced and aligned—avoid one-off inputs” EEF Professional Development Summary</p> <p>This collaborative approach is also designed to improve staff morale and well-being and addresses concerns about tailored CPD and career progression opportunities.</p>	1, 2

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

Budgeted cost: £ 45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help	<a href="https://www.educationendowmentfoundation.org.uk/One-to-one-tuition-EEF">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5

to comprehend texts and address vocabulary gaps. Employment of Catch-Up tutors to deliver small group interventions. Providing targeted and specific numeracy Catch-Up as in house provision via Catch-Up tutors.		
Peer collaboration through Leadership Ladder (e.g. Book Brothers, Cultural Capital Conversations, Peer mentoring)	<a href="https://www.educationendowmentfoundation.org.uk">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a>	1,2

## Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice from DFEs Improving School attendance advice. Continuing work identified as good practice by last year's independent attendance audit Safeguarding and attendance officer to work on FSM provision to make links with families to develop positive relationships with school.	EEF: "A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a prerequisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning."	3
Increased hours for school counsellor, volunteer stress counsellor. In addition, action research group working on supporting students' mental health. KS assistant to complete a course in counselling.	Through school surveys and discussion with pastoral teams, well-being of disadvantaged students may have suffered more significantly than that of their non-disadvantaged peers. Increasing access to trained colleagues aims to provide more support when required.	

Key Stage mentoring. Students identified through A&E awarding process who would benefit from behavioural or academic mentoring	<a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	
Supporting students to be able to access enrichment activities whilst also conducting pupil voice surveys to investigate barriers to enrichment participation.	<p>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p>	4
Support with online parents' evenings to increase attendance and build relationships with families	<p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p>	All
Contingency Fund for acute issues.		All

**Total budgeted cost: £ 185 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

DFE performance tables for Y11 cohort 2021-22 show that the average GCSE grade for FSM6 pupils is +0.3, nearly a third of a grade above all pupils nationally. This is around a quarter of a grade difference to non FSM6 students at Hanley Castle, so whilst there remains a gap, the value added is positive and gaps are reducing. In English and maths too, the value-added figures are positive for disadvantaged students (+0.3 in English and +0.39 in maths). The value added for disadvantaged students is higher than for all pupils in maths.

Subject VA	All	FMS6
English	0.61	0.3
Maths	0.3	0.39
EBacc	0.68	0.36
Open	0.56	0.19

The pattern of disadvantaged performance by average GCSE grade, mirrors that of non-disadvantaged students.

As far as attainment goes, English and maths at grade 4+ are very much in line with non-disadvantaged pupils nationally as are Ebacc grades at 5+. It is also worth noting that the percentage of students entering our Ebacc pathway is 55% compared to 43% of non-disadvantaged students nationally, really showing the breadth of subjects and ambitious curriculum accessed by FSM6 students.

	School disadvantaged pupils	Local authority non disadvantaged pupils	England non disadvantaged pupils
No of pupils	22	4532	432831
English & maths at grade 4+	73%	75%	76%
Ebacc at grade 5+	23%	21%	24%
Entering Ebacc	55%	44%	43%
Ebacc average Point score (APS)	4.52	4.51	4.65

FSM6 attendance at 83% for 2021-22 cohort is significantly above national figures.

For all pupils at Hanley Castle, the FFT Aspire attendance tracker shows FSM6 attendance at 86.1% as compared to 84.9% nationally a difference of +1.2% for the school year 2021-22. (2724 schools included in this data)



Early indications from the reintroduction of a consistent approach to the Accelerated Reader programme in Year 7 shows 75% disadvantaged students made progress in reading, 40% of these students made improvements of 2 years or more to their reading age.

Catch-up tutoring in KS3 numeracy focussed on 5 key learning points in which the 23 students made rapid improvement. KS3 literacy work focussed on word study, grammar and comprehension and led to an average increase in reading age of more than one year.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Rapid Plus	Pearson
GCSE Pod	GCSE Pod
Student Elevation/Study Sensei	Elevate Education
Reading Fluency	Herts for Education