

# Pupil premium strategy statement - Hanley Castle High School 2021-22

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	Hanley Castle High School
Number of pupils in school	1081 (including 6 <sup>th</sup> Form) 876 (KS3 & 4)
Proportion (%) of pupil premium eligible pupils	12% (of all pupils) 15% (of KS3/4)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lindsey Cooke Headteacher
Pupil premium lead	Jacqui Burrows Assistant Headteacher
Governor / Trustee lead	Kate Taylor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115 040
Recovery premium funding allocation this academic year	£15 660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
LAC	£28 140
School Led Tutoring	£13 162
<b>Total budget for this academic year</b>	<b>£ 172 002</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 this 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>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 gap amongst disadvantaged students</b></p> <p>Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension and a more limited vocabulary than peers. This impacts their progress in all subjects.</p> <p>Early baseline testing in current Y7 in English, has enabled identification of 18 students who would benefit from additional literacy provision. In addition, internal assessments have enabled identification of a further 18 students in Y8 and 10 in Y9 who would benefit from literacy interventions.</p>
3	<p><b>Persistent absenteeism amongst disadvantaged group</b></p> <p>Attendance data indicates that attendance amongst disadvantaged students has been lower than for non-disadvantaged students.</p> <p>Currently (up to 16/11/21)(and we do need to bear in mind the disruption caused by Covid-related absences) the average attendance for non PP is 92.81 - 25% below 90% and for PP students is 90.98 - with 38% PP students at less than 90% attendance.</p>
4	<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 wellbeing 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> <p>Around 50 students in Y7-9 have been identified to take part in additional numeracy and literacy sessions.</p>
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## 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.	<p>Students' are explicitly taught key tier 2 vocabulary.</p> <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:</p> <ul style="list-style-type: none"> <li>- Overall absence rate for all students being no more than the national average and the attendance gap between disadvantaged and non disadvantaged students being reduced.</li> <li>- % students who are persistently absent being at the National Average and the figure among disadvantaged students being no more than 2% lower than their peers.</li> </ul>

	<p>Safeguarding &amp; attendance officer in touch with families to encourage attendance</p> <p>Use of external agencies to support</p>
<p>Numeracy and literacy gaps caused by Covid-related disruption to learning are addressed.</p>	<p>Catch-up tutoring programme for Y7-9 put into place (in-school tutoring)</p> <p>NTP tutors engaged to support KS4 students with identified gaps in a specific subject (focus on maths, English &amp; science)</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: £ 60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a whole school focus on explicit teaching of vocabulary. This will involve ongoing teacher training and support.</p>	<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://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools</a></p> <p>Relaunch of Accelerated Reader in Y7 using librarian and library lessons to maintain consistent approach.</p>	<p>1, 2</p>
<p>Additional maths teacher to reduce class sizes especially in lower prior attaining groups.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1</p>
<p>Focus on curriculum and teaching sequences to ensure effective learning</p>		<p>1</p>
<p>Targeted and personalised CPD offer for staff with focus on feedback</p>	<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>1, 2</p>

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

Budgeted cost: £53, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Employment of full-time Catch-Up tutor to deliver small group interventions. Providing targeted and specific numeracy Catch-Up as in house provision via Catch-Up tutor.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1, 4</p>
<p>Engagement of NTP tutors to deliver subject-specific interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 4</p>

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

Budgeted cost: £ 40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice from DFEs Improving School attendance advice. Independent attendance audit to be carried out by ... Safeguarding and attendance officer to work on FSM provision to make links with families to make positive links with school.</p>	<p>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 pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.”</p>	<p>4</p>

Increased hours for school counsellor, volunteer stress counsellor	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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
Supporting students with devices to access online learning		4
Supporting students to be able to access Arts and Sports education	<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>	
Supporting students to make informed choices in next steps	<p>“Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.”</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a></p>	
Support with online parents' evenings to increase attendance and build relationships with families		All
Contingency Fund for acute issues.		All

**Total budgeted cost: £ 152 000 (+£20 000 contingency)**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

Focus for 2020-1 was on ensuring that disadvantaged students had access to devices as a priority. Over 50 devices were provided to families to ensure that remote learning could take place. Pastoral support was also continued in that from January, all tutors conducted live tutor sessions each day with their tutees and those not attending, followed up by Key Stage offices.

Pupil surveys in place in autumn term and again in Jan/Feb for comparison.

In most recent surveys:

- Only 5% KS3 students said they were struggling with online learning and 10% requested some support. All those contacted for 1:1 meetings and discussions.
- In KS4 around 3% said they weren't coping well with online learning and 4% requested additional support. Only 1% said they didn't have sufficient resources to complete lessons. Again, all those in need of support have been contacted individually by KS offices supported by tutors also

Maintaining quality first teaching in lockdown was also key:

Clear expectations communicated to staff regarding provision of remote education (from October)

- Every lesson will start with a live register, following the timetable and including tutor time from 9 am
- A cycle of 4 lessons given as guidance to structure remote teaching:
  - o Lesson 1 – Live lesson to introduce, encourage interaction, questioning
  - o Lesson 2 – Live/recorded lesson to model and reinforce lesson 1, support with application
  - o Lessons 3&4 – Practice and application, acting on feedback, encouraging a more independent approach.

Feedback expectations

- Every student to receive individual feedback on an identified piece of work once per cycle as a minimum.
- A&E (criteria re-worked for remote learning) sent every 2 weeks to keep students motivated and on-task and to inform parents.

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Robust measures (following normal school procedures) for those a) not attending lessons and/or b) not producing work of sufficient quality/quantity.

Data from assessments completed at the end of summer 2021 show gaps that need to be the focus of teaching and curriculum tweaks for the start of the new school year 2021. Each department has written a mini self-evaluation in order to focus on key questions regarding how to address these across the curriculum.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Rapid Plus	Pearson
GCSE Pod	GCSE Pod