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	Hawkley Hall
Number of pupils in school	1165
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mathew Klinck
Pupil premium lead	Alison O'Brien
Governor / Trustee lead	Catherine Cartwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,189
Recovery premium funding allocation this academic year	£82,346
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,333
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£354,202

Part A: Pupil premium strategy plan

Statement of intent

Fundamentally, the Pupil Premium funding is paid to schools to maximise the potential of disadvantaged students. At Hawkley Hall High School (HHHS) the decisions made about the use of Pupil Premium funding are based on what we believe will have the most impact on the outcomes for our students. All decisions are based on current academic research and address the main challenges that disadvantaged students face in our school.

We embody an 'ethos of attainment for all' (NFER 2015) and this is vital for our improvement journey but as 'evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils' (DFE) it is our responsibility to ensure PP students are seen as individuals , underpinned by our philosophy that disadvantaged pupils have as much potential to achieve as their peers.

The challenges that our students face vary so our plan focuses on addressing these barriers and ensuring that all students are provided with the opportunity to enjoy academic and personal success. Our main priority is to ensure quality first teaching for all, along with a strong intent and implementation of the curriculum. However, we will also ensure that students individual needs and barriers are identified and addressed. This will be achieved through rigorous tracking and targeted interventions. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Finally, our pupil premium strategy is not a standalone document it forms an fundamental part of our whole school self-evaluation and whole school development planning.

Key Principles

We will ensure that teaching and learning is good or better for all students regardless of their social background.

We will continue to consider best practice, based on research and best practice, to adapt our plan whilst considering the needs of our school.

We will ensure that staff are aware of the barriers that exist in our school and ensure that staff are committed to addressing these.

We will continue to offer and create enrichment opportunities to promote positive experiences.

We will use a range of data to identify priority classes, groups or individuals. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We reserve the right to allocate the Pupil Premium funding to support any student or groups of students that the school has legitimately identified as being socially disadvantaged. This is not solely based on FSM.

Ultimate Objectives

• To narrow the attainment gap between disadvantaged and non-disadvantaged students nationally and also within internal school data.

• For all disadvantaged students in school to exceed nationally expected progress rates, in order to reach Age Related Expectations

Challenges

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

Challenge number	Detail of challenge
1	Literacy and oracy
2	Numeracy
3	Individual needs of students due to gaps in knowledge and skills- Covid Recovery
4	Staff awareness of PP
5	Attendance and punctuality
6	Student aspirations and parental engagement
7	Access to technology, resources & experiences- improve Cultural Capital

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
To improve the standards of literacy for targeted disadvantaged students	Increase in reading ages and attainment data Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age.
To improve the standards of numeracy for targeted disadvantaged students	Increase in maths attainment
Assessment systems allow staff to identify knowledge/ skill gaps and intervene when necessary.	Increase in attainment for all subjects. Faculties embed QLAs and new KS3 criteria/ assessments into working practice
Ensure that there is a range of extra-curricular clubs at KS3/4 that all students have access to.	Increase % of disadvantaged students attending clubs
Ensure that all Y7 students have data for reading and CATs.	Students complete baseline testing and further diagnostic testing if identified.

An increase of awareness about PP students – what individual needs they have in their classes and shared strategies to increase progress.	Staff will have training about PP – barriers, challenges and strategies Focus on PP through T&L programme. QFT is good or better
Increase in attendance and punctuality for vast majority of disadvantaged students.	Attendance % is in line or better than National figures for disadvantaged
To ensure that students have the correct career/ academic aspirations. Implement a PSHE programme that inspires all students.	PSHE programme in place Students receive personal advice on careers and colleges. % of NEET below or in line with national figures
Improve communication between school and parents about events, progress and opportunities.	Increase % of parents attending parents evenings/ rewards evening
Offer support to families that are struggling financially with resources and equipment.	Audit of support given/ offered.
Offer support to families to ensure that students do not miss out on cultural experience – clubs, trips etc	Audit of support given/ offered.
Increase leadership opportunities across the school, particularly for disadvantaged students	Increase % of disadvantaged student accessing leadership opportunities

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: £ 130,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L programme explicitly refers to impact of strategies on sub groups (disadvantaged, boys, SEN)	The EEF report on effective professional development suggests that schools should 'Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation'	1,2,3
Ensure aspirational targets are set for all disadvantaged students based on upper limits of FFT (5%/ 20%)	General assumptions about student aspirations should be avoided. However, aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.(EEF)	6
PP Profiling to ensure staff are aware of the individual needs of PP students.	Effective use of data in schools can promote better teaching and learning. The commonly reported use of data in all schools was to track pupil progress, to set targets, to identify pupils for further support and to inform teaching and learning and strategic planning (Kirkup et al 2005,p.3).	3,4
Employ additional, experienced maths and English teachers to reduce class sizes and allow more targeted support. Priority to ensure they are 'good' teachers.	Reducing class size has a small positive impacts of +2 month, on average. (EEF) Quality First Teaching is key. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. (EEF PP Report)	1,2
Use Blended learning to support KS4 students	EEF report into remote schooling suggests that online support can play a role in supporting progress.	3,7
Explicitly teach tier 2 and 3 vocabulary and subject specific vocabulary through engagement periods and lessons	Oral language interventions can be delivered intensively over the course of a few weeks but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.	1
Reading sessions during engagement 2-3 times a week	In the Education Inspection Framework there is an increased focus on reading.	1,3,

| | 'Reading is prioritised to allow pupils to access the full curriculum offer.' (EIF) | |
| | 'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.' (Mary Myatt) | |

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

Budgeted cost: £ *82,939*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus used in KS3 classes as part of homework.	'The results of this study show that students in all grade levels who engaged in Reading Plus instruction over the course of the 2018-2019 school year significantly increased their capacity to comprehend increasingly complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus lessons achieved significantly larger gains than their peers who engaged in little or no Reading Plus practice' Reading plus research 2019	1
1:3 sessions for KS3 students for identified maths and English students	There is good evidence that one-to-one and small group tuition can have a positive impact on attainment. (EEF)	1,2
Peer mentoring programme implemented to improve reading	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school (EEF) We have used peer mentoring in previous years and found this to be effective in helping students improve reading.	1
Further diagnostic testing and targeted reading interventions by key staff in school (school librarian)	Oral language interventions can be delivered intensively over the course of a few weeks, but may also be developed over the course of an academic year. Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.	1
Complete reading assessments & CATs tests for KS3 and any targeted groups	Sharing detailed information about a pupil's strengths, weaknesses and next steps can help combat the post-summer dips that are often seen in children's learning. (Parker 2017)	1,2,3
Targeted mentoring sessions for students based on individual needs	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may	3,6

	be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	
Dedicated TAs to support faculties, in addition to individual TA support	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF). The shift from general TAs to faculty specific TAs should give more targeted support in all subjects	1,2,3
Academic resilience support group at KS4 to prepare for exams	Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. EEF	3, 6
Academic progress meetings to discuss underperforming students	Early identification of gaps and subsequent rapid intervention supports pupils in making good progress. Regular pupil progress meetings promote this approach and give teachers the time and support to reflect on how to support the progress of all pupils in their class. (LD)	3,4,6
Year 11 tutoring Programme in the evening. GCSE Subjects.	Evidence consistently shows the positive impact that targeted academic support can have. Structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. (EEF)	1,2,3

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

Budgeted cost: £140,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and implementation of 'Hawkley way' to instil consistent standards and expectations across school	Consistency and coherence at a whole-school level are paramount. Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches. However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.(EEF)	5,6
Use of SIMs/ Class Charts/Power Bi/ 4matrix to share data and allow targeted interventions for students	Effective use of data in schools can promote better teaching and learning. The commonly reported use of data in all schools was to track pupil progress, to set targets, to identify pupils for further support and to inform teaching and learning and strategic planning (Kirkup et al 2005,p.3).	3,4,

Peer mentoring programme introduced for attitude and behaviour	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school (EEF) We have used peer mentoring in previous years and found this to be effective in helping students improve reading.	5,6
PSHE programme to include career advice and aspirations	Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. (Gov.uk) 'Careers education given to secondary school students can be linked to higher earnings in adult life." (STEM learning 2017)	6
Provide uniform and equipment to families in need	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. (EEF recommendations)	6,7
Targeted attendance meetings and strategies in place for low attenders	Pupils with no absence are 1.3 times more likely to achieve grade 4 or above, and 3.1 times more likely to achieve grade 5 or above, than pupils who missed 10-15 percent of all sessions. At KS4 the study reports that : '...pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs and 2.8 times more likely to achieve5+ GCSEs including English and maths, than pupils missing 10-15% of KS4 lessons.' (DFE 2016)	5
Assistant Head and Lead Practitioners to oversee PP strategy	One of the most important jobs in a school is the Pupil Premium Champion. Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective Pupil Premium champion (Dabell 2018)	All
Contingency fund *To fund/ part fund trips, visits, ECA etc for families in hardship*	The study found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school. NEA 2021	7

Increase leadership opportunities for disadvantaged students	'Learners' leadership qualities can enhance the understanding of learner and can increase the motivational level of student while engaging with learning climate'. (Dempster & Lizzio 2007)	6,7

Total budgeted cost: £ *354,193*

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, and 2020 to 2021 results will not be used to hold schools to account.

Challenge 1- Literacy and Oracy

- Engagement periods were utilised, once a week, to focus on improving vocabulary, specifically tier 2 vocabulary. Competition was used to highlight the importance- KS3 took part in 'The Big Vocabulary challenge' competing as a form.
- Current year 8 completed reading tests in year 7 and from this data, of the 69 PP students, 52% of PP students have made progress in the year. 30% of the students made over 2 years progress.
- 50 KS3 students accessed additional English tuition, over 85% of these were PP. The data shows that that on average students made progress in line with others.
- In terms of whole school behaviour, PP students had a behaviour ratio on Class Charts of 89%. This was in line with the rest of the school.

Challenge 2- Numeracy

- Engagement period was used to continue heightening the importance of numeracy. KS3 students completed 'Numeracy Ninjas' booklets.
- In 2021/22, 80 KS3 students accessed additional maths tutoring, over 85% of these were PP. The data shows that on average students made progress above those that were not tutored.

Challenge 3- Individual needs of students due to gaps in knowledge and skills- Covid Recovery

- Review of KS3 criteria- collaboration at trust level and new criteria created.
- Year 11- 21% of students were classed as PP (45 students).
- Progress 8 score for PP students -0.81- 4/5th of a grade below their expected. Whole cohort -0.34.

Challenge 4- Staff Awareness of PP

- Staff proficient in using Class Charts with the PP data on. Training given for new staff.
- PP profiles launched in whole staff meeting.
- PP profiles used by staff to inform them of individual needs/helpful information.
- Heads of Faculty and Department analyse sub- groups, including PP.

Challenge 5- Attendance and Punctuality

- Senior Pastoral Lead (SPL) is monitoring attendance.
- School Attendance Officer is working with the SPL to improve punctuality and attendance.
- Lead Attendance Worker works with us a day a week. He meets parents with the attendance officer and makes home visits.
- An attendance tracker is updated weekly and shared with staff.

Challenge 6- Student aspirations and parental engagement

- Year 11 Parents' Information Evening- 125 families represented.

- Careers interviews for all students including PP students. Any students at risk of being NEET are offered additional careers meetings.
- NEET data has not been officially released but the vast majority of PP students have been placed in a post 16 educational setting.
- Mentor working with LAC and vulnerable students

Challenge 7- Access to technology, resources & experiences- improve Cultural Capital

- The Shakespeare Schools Festival (ran by the drama department) was fully funded by PP and students performed in November.
- The PP budget is also available and has been used for subject resources, like ingredients for food technology.
- The PP budget is used for sporting activities for students.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This is not yet approved by Governors, meeting 2nd February 2023.