

# Pupil premium strategy statement – Hawkley Hall 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	1182
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Klinck
Pupil premium lead	Alison O'Brien
Governor / Trustee lead	Catherine Cartwright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 302,220
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>	£ 85,219
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 19,024
<b>Total budget for this academic year</b> <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>	£ 406,493

# 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 a 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	Attendance and punctuality
4	Life experiences and aspirations
5	Rewards
6	Parental Engagement

## 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	Increased maths attainment and confidence in the subject.
Improve attendance and punctuality of disadvantaged students	Attendance % is in line or better than National figures for disadvantaged.
Increase the amount of exposure that disadvantaged students have to new and varied experiences.	Tracking of additional experiences will show that a greater number of disadvantaged students will have been involved in these opportunities thus raising aspirations.

Increase the amount of exposure to rewards that disadvantaged students have for their efforts in order to increase engagement	Tracking will show that a greater number of disadvantaged students will have been rewarded for their efforts and that they are more motivated to engage.
To provide disadvantaged students with the 'tools' to succeed in line with their peers..	Greater number of resources provided to increase engagement, outcomes and aspiration.
Ensure that students who are both disadvantaged are being exposed to additional resource and intervention.	Tracking of those who are both disadvantaged and SEND will show increased attainment, engagement and attendance. Subsequent provision of intervention strategies will improve the outcomes for these students.
Increase and vary the type of parental engagement activity that features in the yearly calendar.	Increase in the number of disadvantaged students and families engaging with school life.

## 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: £ 135,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff focused on: <ul style="list-style-type: none"> <li>- Improving literacy</li> <li>- The '5 a day' approach to include explicit instruction; cognitive and metacognitive approaches; scaffolding; flexible grouping; using technology</li> <li>- Executive functioning</li> <li>- Specific research groups to include Independent learning, Rosenshine's</li> </ul>	For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. (Sutton Trust 2011).  EEF Toolkit- Collaborative Learning can add 5 months to learning	1,2,4

Principles and Learning Culture - Taught Behaviour Curriculum		
Improve teaching and learning in mathematics lessons through curriculum design and new resources as well as approaches to T&L.	It is unlikely that introducing a resource on its own, whether it is a textbook or a new technology, will (on its own) have a positive impact on teaching or learning. Resources must support, or at least be accompanied by, an improvement in the quality of teaching to make a real difference (EEF). Sutton Trust- QFT has direct impact on student outcomes.	2,4
Continue to develop and implement a rigorous Deep Dive Process which accurately QA's T&L and curriculum design.	QFT is key. 'Good teaching is the most important lever for schools have to improve outcomes for disadvantaged pupils'. (EEF PP report).	1,2
Subtly adapt the curriculum and teaching hours at KS3 and KS4 to ensure that all students achieve the best outcomes they can.	When pupils are not successful, this is sometimes because the knowledge they need was not identified and taught to them. It might be obvious if there are gaps in the teaching of mathematics but often pupils can be asked complex questions in English or foundation subjects without the depth of knowledge that would allow them to provide a meaningful answer. (DfE).	1,2,4
Reading sessions during the Engagement period to continue 2-3 times a week.	'Reading is prioritised to allow pupils to access the full curriculum offer.' (EIF)	1,4

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

Budgeted cost: £ 110,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group interventions for targeted students. These include literacy, numeracy, nurture and SEMH provision.	EEF- Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1,2,4

<p>Additional opportunities for reading sessions/ phonics.</p>	<p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. (DfE Reading strategy 2023).</p> <p>At secondary level, Ofsted expects that 'all pupils, particularly disadvantaged pupils and those with special educational needs and disabilities (SEND) ... are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)'. </p>	<p>1,4</p>
<p>Increase the budget contributions to Alternative Provision in order to target more students.</p>	<p>Aspirations and personalised curriculums are often crucial in behaviour management for the most vulnerable and in turn this will impact on attainment. (EEF)</p>	<p>1,2,3,4</p>
<p>Staff mentors allocated for specific students.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may 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. (EEF)</p>	<p>1,2,3,4</p>
<p>Continue to raise the profile of PP students amongst staff in order to promote the attainment of those that are disadvantaged.</p>	<p>More successful schools have an ethos of high attainment for all pupils. They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. (DfE).</p> <p>More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. (DfE)</p>	<p>1,2,3,4</p>
<p>Year 11 tutoring programme (GCSE subjects).</p>	<p>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 component of an effective Pupil Premium Strategy. (EEF).</p>	<p>1,2,4</p>

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

Budgeted cost: £ 160,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create bespoke attendance interventions- including those that specifically target sub-groups.	Pupils have to be in school and able to pay attention before they can access learning..... more successful schools set up rapid response systems to address poor attendance (DfE).	1,2,3,4
Increase consistency around improving punctuality.	PP students are three times as likely to be persistent absentees than their non - PP peers. (DFE).	3
Increase spend on rewards and devise further rewards strategies to improve student motivation and aspiraton.	Raising aspiration is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps for later success (EEF).	1,2,3,4,5
Provide bespoke guidance for every child in Year 9 in relation to the Options Process.	Aspirations and personalised curriculums are often crucial in behaviour management for the most vulnerable and in turn this will impact on attainment. (EEF)	3,4
Hardship funding – to include learning materials, trips and visits and uniform. Supports parents so that they can provide physical resource to support their child’s education and wider experiences.	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Outdoor adventure learning shows positive benefits on academic learning and self-confidence (EEF).	1,2,3,4,5,6
Supporting parents and improving parental engagement through better communication and bespoke strategies.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. (EEF)	1,2,6

**Total budgeted cost: £ 406,506**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Challenge 1- Literacy and Oracy**

*The literacy action plan was RAG rate regularly and new strategies were implemented.*

*All students in years 7,8 and 9 completed their reading tests. The analysis of reading ages occurred to identify 'red readers' (those with the lowest reading ages) and 'amber readers' (below chronological reading age by a year or more). With the amber readers the English tutor implemented Rainbow Reading. The majority of the amber group were PP students. Further diagnostic testing for 'red readers' was carried out using either YARC tests or Sounds Write.*

*The Engagement period was used to begin a reading strategy where adults read challenging texts to students. This is happening in years 7 and 8, twice a week. This was quality assured and strategies for improvement were shared on staff training day.*

*A group of year 9 students were identified to work on Reading Plus (a computer-based reading programme) with the librarian during the Engagement period twice a week. They were a group of all boys and predominantly PP.*

*Anne Seneviratne, an Ex- HMI inspector who came highly recommended worked with us in an advisory capacity to strengthen the push on improving reading at whole school level. She met with groups of staff, HoF, SLT, Literacy leads and then delivered in the staff meeting on the importance of improving reading.*

*A 'Reading Strategies' document has been created to guide staff on how they can help struggling students to read and driver group literacy leads deliver sessions in the meeting cycle to heighten its importance and share best practice.*

*Training day in November focused on reading in the curriculum and sharing the reading ages with staff. Training for staff occurred, utilising the literacy lead at Marus Bridge Primary School, to deliver whole staff training on the basics of phonics so that staff understand how students learn to read.*

#### **Challenge 2- Numeracy**

*Maths tutoring occurred (shared tutor through the trust) for 2 days a week. Majority were PP students. Unfortunately the tutor left Hawkley mid- way through the year and we were unable to replace them.*

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



*New KS3 Criteria was been implemented by faculties (created at trust level during the summer term last academic year)*

*Year 11 students accessed English and maths tutoring via the National Tutoring Programme. Hawkley teaching staff taught the sessions during evening sessions after school. Last year there were 10 weeks of tutoring but due to its success. this year, funding has been agreed for 20 weeks. 10 weeks of English and maths and then 10-weeks of all subjects . Despite the fact that as a school we were disappointed with the GCSE outcome this year, without the NTP the outcomes are likely to have been significantly lower.*

*Study sessions after school were available for all year 11 students throughout the year, and these covered all subjects being studied.*

#### **Challenge 4- Staff Awareness of PP**

*Staff became very proficient in using Class Charts to analyse PP data and training was given for new staff.*

*Heads of Faculty and Department analyse sub- groups, including PP.*

#### **Challenge 5- Attendance and Punctuality**

*By the end of the academic year, whole school attendance was 91.5%. This compared to 87.1% for PP students (a gap of -4.4%). Despite the gap, a number of interventions were put in to place. One of the Senior Pastoral Leads (a new role) has been leading on attendance in order to raise the profile in school and works closely with the School Attendance Officer to improve punctuality and attendance. An attendance tracker is updated weekly, monitoring sub- groups too.*

*Concerns about students with attendance issues are raised at the Team Around The Child meeting each Thursday and subsequent actions are taken. Termly letters are sent home for every student informing parents/carers of their child's current attendance.*

*Increased funding meant that Lead Attendance Worker for Wigan (Simon Wetton) works with us two days a week. He meets parents with the attendance officer and makes home visits.*

#### **Challenge 6- Student aspirations and parental engagement**

*At Year 11 Parents' Information Evening- 125 families were represented. PP families were phoned to encourage attendance, and this was successful as some parents attended who don't usually.*

Letters were sent home reminding families about FSM in order to establish if any more families were eligible for the funding.

A breakfast toast initiative was introduced for PP students.

New award evenings were introduced to celebrate the efforts of the students and these were held externally at The Edge. The evenings were well attended by parents/carers and students.

Parental forums were held more regularly in order to establish parent voice on important issues.

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

PP financial support continued to be offered for trips.

The Shakespeare Schools Festival (ran by the drama department) was fully funded by PP and performed in November.

The PP budget is also available and has been used for subject resources, like ingredients for food technology.

Opportunities for student voice and student leadership were further developed.

## **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.

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*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***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*