

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	Hartford Church of England High School
Number of students in school	Pupils on roll 1081
Proportion (%) of pupil premium eligible students	208 (19.6%)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2022
Date on which it will be reviewed	Termly at data drops
Statement authorised by	Mike Holland
Pupil Premium lead	Inma Peña
Governor / Trustee lead	Caroline Seddon

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 250,228
Recovery Premium funding allocation this academic year	£ 89,724
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£339,952

Part A: Pupil Premium strategy plan

Statement of intent

Our key objectives are to raise the attainment for those in receipt of Pupil Premium funding and continue to diminish the difference between them and their peers. We are committed to ensuring that students within all groups achieve their full potential, regardless of their background or disadvantage.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of Pupil Premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- An ethos exists where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support.

Our intended outcomes feed into our School Improvement Plan and therefore remain at the heart of our improvement journey.

Challenges

Key challenges to achievement identified amongst our disadvantaged students.

Challenge number	Detail of challenge
1	Improving attendance and punctuality
2	Closing learning gaps caused by disrupted learning due to COVID
3	Improving academic behaviours: homework completion, revision, reading
4	Developing learning behaviours to reduce behaviour incidents including detentions, internal exclusions and suspensions
5	Intent and implementation of curriculum to ensure all teachers are upskilled so all students (especially PP) have access to the curriculum
6	Families with complex needs
7	A rise in mental health issues
8	Poorer literacy levels and lack of cultural capital
9	Poorer attitude to learning , organisation skills and lack of 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
Improved reading ages and literacy	<ul style="list-style-type: none">• Reading ages are higher on average for all key groups
More students passing core GCSE exams	<ul style="list-style-type: none">• Percentages of grades 4+ in Maths, English and Science GCSEs are higher
Improved engagement and completion of homework	<ul style="list-style-type: none">• Percentage of completed HW is higher• HW sanctions are reduced
Improved attendance and punctuality	<ul style="list-style-type: none">• Punctuality and attendance increased for all key groups
Improvement in behaviour of students	<ul style="list-style-type: none">• Number of sanctions decreased• Number of internal exclusions and suspensions decreased
Improved teaching and learning for teachers and students	<ul style="list-style-type: none">• Teaching in lessons demonstrate a high quality of adaptive and responsive teaching and learning• All students can access the curriculum to close the learning gap

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: £ 59,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching and learning	Whole school and individual CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their ability. The main CPD drive this year is on Disciplinary Literacy and the school has purchased a subscription for the National College and Mary Myatt Co.	5, 8
Additional EAL support to improve the learning gap to ensure those students for whom English is a second language are supported in accessing the curriculum and succeeding in school	Effective differentiation enables all learners to access the curriculum. For EAL learners the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding. All students need to understand and be able to use the language of the curriculum in order to achieve at or above age expectations	3,5

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

Budgeted cost: £ 171,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding and delivering Reading and Literacy programme for those with expected reading age in KS3	Embed Accelerated Reader, which focuses on accelerating reading ages so that students can access the curriculum. Intensive programme, which focuses on both fluency and comprehension to support students accessing a wide ranging and challenging curriculum.	2,3, 8
NGRT reading tests to identify students who need intervention with literacy and reading	Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised assessment that reliably measures reading skills to help get to the root of any problems precisely and quickly. Particularly useful to identify who may appear to be competent readers but who could have weak comprehension skills, NGRT provides	2, 8

	information about sentence completion and comprehension skills, allowing identification of where difficulties lie.	
Catch up intervention for Year 7 students who are not High School ready	Catch up tutoring: higher level intervention to support accessing literacy and numeracy lessons. Using core knowledge to provide opportunities for frequent revisiting of curriculum content to facilitate retention.	2,3,5
Satchel One and Homework Club to support students and parents with organisation and completion of homework	Completion of homework is one of the ways in which students access the curriculum and commit it to long-term memory. It is also a scholarly habit which supports student success in examinations.	3,9
In class and small group intervention in E-Bacc subjects delivered by specialist intervention TAs	Through formative assessment, teachers identify gaps in knowledge and adapt lesson planning and delivery accordingly. Bespoke, teacher-led actions identified following summative assessments to support students at risk of not achieving their academic potential. Effective deployment of E-Bacc TAs to support students 'at risk'	2, 3, 5
<u>Timetabled Intervention with tutors</u> Tutors to work with KS4 students needing academic support specifically for core subjects	Tutoring helps students build academic skills and assists them in areas they struggle in whilst preparing them with improved study skills. The extra layer of preparedness and confidence students gain through tutoring will increase their overall academic achievement.	2, 3
<u>Timetabled Intervention Period 6</u> Extend school day for Year 11 three days a week	Extend school day for Year 11 students 3 days a week (Monday, Tuesday and Wednesday) will increase the contact time with their teachers and therefore cover curriculum content missed due to COVID19. As this is timetabled, all PP students benefit from this intervention.	2
Homework portals for maths and science	Hegarty Maths , Seneca and Active Learn use videos with well-thought out explanations, carefully modelled examples, with all learning built on pre-requisite knowledge. All videos followed by bespoke assessments perfectly matching the video; and finally a simple and easy to use tracking system that allowed teachers to focus on students' mistakes whilst making the collection of tracking data easy.	2, 3,9

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

Budgeted cost: £ 108,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students.	Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.	1, 4, 6, 7
Child protection team provides support and intervention for our most vulnerable students and ultimately helps keep our students safe.	By identifying the needs and risks students face reduces the amount of negative incidents they will encounter and allows support to be put in place in a timely manner. Investing in robust safeguarding ultimately improves the mental, social, emotional and physical health of our students making them more successful in the future.	1, 4, 6, 7
Counselling support and inclusion intervention.	Such strategies increase focus, attention, self-control, classroom participation, compassion. Improved academic performance, ability to resolve conflict, overall well-being. Decreased levels of stress, depression, anxiety, disruptive behaviour.	1, 3, 4, 6, 7
Provide alternative provision for vulnerable students and students at risk who are given suspensions.	Supporting students who have been excluded from mainstream education ensures students can still access the curriculum and complete GCSE exams and therefore improving their chances in being successful in adulthood	1, 4, 6
Careers advice and intervention in order to provide students with goals and a clear informed path to get there.	Careers' guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work. It enhances links between the academic and career experiences and thus, improves career preparation. There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.	1, 3

Total budgeted cost: £339,952

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 students in the 2021 to 2022 academic year.

2021/22 Impact Evaluation	
Year 11 Results (Current Year 12 SISRA 2022 windows2 data)	
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)	
Number of Students	37 (2022) vs 36 (2019)
Number of Students included in Progress 8 calculation	37 (2022) vs 35 (2019)
Attainment 8	40.76 (2022) vs 33.71 (2019)
Progress 8	-0.31 (2022) vs -1.09 (2019)
Progress 8 English	-0.36 (2022) vs -1.28 (2019)
Progress 8 Maths	-0.14 (2022) vs -0.99 (2019)
English Baccalaureate	Progress 8 EBacc -0.46 (2022) vs -0.95 (2019)
Progress 8 Open Slots	-0.25% (2022) vs -0.83% (2019)
% achieving a strong pass in English and Maths (Grade 5 or above)	32% (2022) vs 23% (2019)

% achieving a standard pass in English and Maths (Grade 4 or above)	57% (2022) vs 46% (2019)			
2021/22 Impact Evaluation				
Year 10 (Current Year 11s)				
Pupil Premium students’ targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)				
Number of Students	23			
Number of Students included in Progress 8 calculation	23			
Attainment 8	34.74			
Progress 8	-1.76			
% achieving a strong pass in English and Maths (Grade 5 or above)	26%			
% achieving a standard pass in English and Maths (Grade 4 or above)	39%			
2021/22 Impact Evaluation				
KS3				
Year Group	Number of PP Students	% subject grades exceeding	% subject grades on track	% subject grades below track
Year 7 (Current Year 8)	46	34%	22%	44%
Year 8 (Current Year 9s)	47	31%	26%	43%
Year 9 (Current year 10s)	58	34%	16%	50%

This data reflects how the interventions, strategies and resources we use for our Pupil Premium students impact results over time; as such plans are not just put into place in Y11 but are used from Y7 onwards. While disadvantaged students' outcomes have greatly improved, there is still a gap in school between those students eligible for the PP grant and those that are not. As seen in our strategy above, our focus as a school is on early intervention, targeted support and making Key Stage 3 matter in order to try to close that gap and improve the life chances of our most disadvantaged students. As our cohorts have become more complex in recent years with larger vulnerable groups, we are aware of the necessity of addressing the disadvantage these students face to ensure it does not hold them back in the future.