

# 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	Hartshill School
Number of pupils in school	991
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	30 <sup>th</sup> November 2022
Statement authorised by	Mr P Nealon <i>Head of School</i>
Pupil Premium lead	Mrs C Smith <i>Assistant Principal</i> <i>(Mr B Hazard – Teaching and Targeted)</i> <i>(Mr A Ward - Wider)</i>
Governor / Trustee lead	Mr T Render <i>Chair of RAB</i> <i>Trust Director</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,704
Recovery premium funding allocation this academic year	£54,448
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£90,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£479,152

# Part A: Pupil premium strategy plan

## Statement of intent

At Hartshill, we believe all pupils, whatever their background, have a right to access the best that has been said and thought. Our academically rigorous curriculum ensures that pupils are knowledgeable enough about the world around them to transform it in the future. We believe this knowledge is central to our pupils' success and therefore, supports their future dreams and ambitions. We are also passionate about inspiring our students to be confident, ambitious and successful individuals. We support and emulate the strong values which are nurtured at home and are explicitly taught when joining Hartshill School. We promote these values and virtues throughout the school experience and have developed our school motto to remind us to 'Be kind, work hard and achieve'. We highly regard and encourage parental and family involvement and expect parents to have high expectations of the school. We want parents and carers to play an active part in their child's education at Hartshill School, The goal is always that excellent behaviour and excellent learning should be second nature, not something that we work at constantly; it should simply be the way that we are, because this is the Hartshill Way.

At Hartshill School....

- We are kind, work hard and achieve.
- We have high expectations of ourselves and all members of our school community. We uphold our high standards at all times.
- Every lesson matters; knowledge is the key to our success.
- We are a family. We care for each other. We celebrate our differences, are polite and respectful.
- We do all we do following the Hartshill way, we are the masters of our fate and the captains of our soul.

Our approach to the use of Pupil Premium funding is to use this to remove any barriers to the above and to ensure our pupils succeed inline with or better than their peers.

We are committed to ensuring that:

- All strategies implemented using additional funding must benefit eligible pupils, either individually or as part of a group of eligible pupils.
- We recognise the importance of the whole child. Strategies must meet the needs of pupils, both academically and pastorally, so that together ensure that pupils are ready to learn, can access the curriculum and succeed in the learning.
- Chosen approaches and strategies must be based on evidenced approaches using EEF guidance focused on high quality teaching, targeted academic support and wider strategies.

## 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</b></p> <p>Attainment of disadvantaged students on entry to the school.</p> <p>A significant proportion of pupils join Hartshill School below age and stage expectations. Prior attainment is well below national average in reading and mathematics.</p>
2	<p><b>Reading</b></p> <p>Reading ages on entry to the school are low, and this is even lower for those who are in receipt of pupil premium funding. Pupils needs are often masked in primary school due to the set up and smaller group settings, these issues are then exposed on entry to secondary school when pupils struggle to access a wider curriculum with significantly more vocabulary.</p>
3	<p><b>Aspirations</b></p> <p>Disadvantaged students often start at Hartshill School with less understanding of their aspirations and how to achieve them.</p>
4	<p><b>Behaviours and Attitudes to Learning</b></p> <p>Ensuring Disadvantaged students are taught and maintain strong learning and behavioural habits, and are not over represented in suspension data and removals from lessons. The rate of repeat fixed period exclusions (4.5%) was in the highest 20% of schools with a similar level of deprivation in 2018/19.</p>
5	<p><b>Attendance</b></p> <p>Attendance and persistent absence of disadvantaged students is historically below that of non-disadvantaged peers.</p> <p>In 2019-20 prior to the COVID-19 lockdown, the attendance of pupils in receipt of pupil premium funding was 5% below the school average, and 10% below national average for all pupils.</p>
6	<p><b>Parental Engagement</b></p> <p>Building strong school-parent relationships with disadvantaged families can be more complex. Parents own experiences of school have impacted how they engage with school.</p>
7	<p><b>Cultural Capital</b></p> <p>Pupils do not have sufficient access to extracurricular opportunities, clubs, trips and visits outside of school to widen their cultural capital and expose them to seeing and thinking beyond their current known experiences.</p>
8	<p><b>Lived Experience of the Child</b></p> <p>The school is situated in the Hartshill area of North Warwickshire, however a significant majority of pupils at the school live in the Camp Hill area of Nuneaton, where the deprivation indicator is very high. There are a number of implications from this on the lived experience of pupils, including access to basic necessities. There are also a much higher number of safeguarding referrals in this area relating to neglect, which require significant early help resources to support pupils and their families.</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
Progress of Disadvantaged students improves annually and matches or is improving towards that for non-disadvantaged students who have the same starting points on entry	<ul style="list-style-type: none"> <li>• P8 score for disadvantaged students to demonstrate significant progress to &gt;-0.5 in 2022 from 2019 levels of -1.04</li> <li>• P8 score for disadvantaged students in English to demonstrate significant progress to &gt;-0.5 in 2022 from 2019 levels of -1.07</li> <li>• P8 score for disadvantaged students in Maths to demonstrate significant progress to &gt;-0.4 in 2022 from 2019 levels of -0.87</li> </ul>
Reading fluency of disadvantaged students increases and matches or is improving towards that for non-disadvantaged students within the same year group	<ul style="list-style-type: none"> <li>• Reading progress of disadvantaged students to demonstrate increase of 2.5 years or more for period of one school year</li> <li>• Disadvantaged students demonstrate an average independent reading time of 60 minutes or more per week as recorded within Reading Plus</li> </ul>
The percentage of disadvantaged students entered for and achieving the English Baccalaureate matches or is improving towards that of other non-disadvantaged students	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged students entered for the English Baccalaureate demonstrates significant improvement from 2019 levels of 10% to +15%</li> <li>• Percentage of disadvantaged students achieving a standard/strong pass in the English Baccalaureate demonstrates significant improvement from 2019 levels of 1.7%/0% to 10%</li> </ul>
The percentage of disadvantaged students accessing level 3 qualifications at post-16 matches or is improving towards that of other non-disadvantaged students	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged students accessing level 3 qualifications demonstrates continued improvement from 2019 with no NEETs.</li> </ul>
Increased opportunities for pupils to attend after school activities, trips and visits.	<ul style="list-style-type: none"> <li>• Eligible pupils will have had access to and attended at least one trip, visit or after school opportunity.</li> </ul>
The percentage of disadvantaged students with instances of suspension matches or is improving towards that of other non-disadvantaged students	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged students with 1+ instance of suspension demonstrates significant improvement from 2020-21 levels of 23% to &gt;6%</li> <li>• Percentage of disadvantaged students with 1+ instance of suspension demonstrates significant improvement from 2020-21 levels of 15% to &gt;4%</li> </ul>
The percentage of disadvantaged students with instances of serious incidents/truancy or lesson removal matches or is improving towards that of other non-disadvantaged students	<ul style="list-style-type: none"> <li>• Percentage of disadvantaged students with instances of serious incidents truancy demonstrates significant improvement from 2020-21 average of 112 per week to &gt;100 per week with term-on-term improvement</li> </ul>
The attendance of disadvantaged students at least matches that for other students nationally	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged students to be above 2020-21 national average.</li> </ul>
Engagement of parents of disadvantaged students to whole school events matches or is improving towards that of other non-disadvantaged students	<ul style="list-style-type: none"> <li>• Engagement by parents of disadvantaged students to parental consultation events is consistently above 95%</li> </ul>
Feedback from parents of disadvantaged students demonstrates high levels of confidence in the school's ability to offer an effective education / that the school is safe / that they would recommend the school to others. Feedback at least matches that of parents of other non-disadvantaged students	<p>Parental feedback from parents of disadvantaged students demonstrates 90%+ positive feedback against the metrics of</p> <ul style="list-style-type: none"> <li>• Confidence in the school's safeguarding and behaviour processes</li> <li>• That the school offers their child a good education</li> <li>• That they would recommend the school to others</li> </ul>

## 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: £83,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching within lessons that has a focus on deliberate practice and live feedback	EEF shows that this is a low cost high impact way to close the gap in attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 3
Consistent application of retrieval practice to support retention of powerful knowledge. Teaching pupils to better understand and take responsibility for their own learning of key information.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1
Graduated development of whole school instructional coaching programme to incrementally improve individual classroom practice	<a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a>	1
Bespoke CPD programme focused around understanding of curriculum intent and developing highly effective implementation strategies that are aligned with the school's Hartshill Tight Teaching methodology		1
Creation of internal Alternate Provision so as to offer appropriate differentiated curriculum to students identified at being at high risk of permanent exclusion. Curriculum to also offer specific provision focused on re-engaging students with education and developing positive behavioural choices	The use of effective internal inclusion/alternative provision has been seen to have significant impact at Noel Baker School in Derby, visited by leaders.	1, 3, 4
Pupils to receive support in all curriculum areas for trips, books, equipment	Pupils are not limited in what they can access in school due to finances. Barriers are removed and all pupils have equal access to opportunities.	1, 3, 6, 7

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

Budgeted cost: £93,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of whole school reading programme of high quality, culturally rich and lexically challenging fiction. All students to read in school for two hours per week.	EFF evidence shows that this is very high impact for very low cost. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 7
Use of Reading Plus reading programme with Years 7 – 9 to develop lexical fluency and reading comprehension	J and D Murphy, <i>Thinking Reading: What every secondary teacher needs to know about reading</i> , John Catt, 2018	2
Timetabling of Direct Instruction within English and Maths to address gaps in literacy and numeracy fluency	<a href="https://www.nifdi.org/">https://www.nifdi.org/</a>  This programme has been in place at Heath Lane Academy for a number of years and has had a significant impact on the progress of pupils accessing the programme with rapid improvement in reading ages. The Trust was part of a UK Direct Instruction research project and has been implementing this since with great impact on individual pupils.	1, 2
Bespoke strategies for year 11 that are responsive to post-covid progress of students including tutoring and mentoring.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1
Directors of learning to offer appropriate interventions for pupils using COVID recovery funding to ensure pupils 'catch up' where they may have gaps in learning.		1
Brilliant Club Scholars Programme used to raise aspirations and engagement with Higher Education.	<a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a>	3

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

Budgeted cost: £302,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy with particular impact on Disadvantaged students	We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5

Employment of Family Liaison officer to boost engagement with parents.	We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3, 4, 5, 6
Provision of external alternative provision for any pupil who requires significant additional support.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  <a href="https://www.gov.uk/government/publications/alternative-provision-effective-practice-and-post-16-transition">https://www.gov.uk/government/publications/alternative-provision-effective-practice-and-post-16-transition</a>	1, 4
Recruitment of additional pastoral leaders and Behaviour Manager to support positive learning climate within the school with clear expectations, and additional CPD for all staff to better understand the needs of pupils.	The focus of work with pupils presenting behaviours that require support is to reduce the amount of repeat behaviours, to support the pupil to make the right choices, reflect on their behaviour, and work with them to understand the impact, and strategies they can use moving forward and understand the expectations. <a href="https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools">https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools</a>	1, 3, 4, 5, 6, 7
Recruitment of school counsellor to offer support for student well-being and mental health.	The pandemic has had an impact socially and mentally and on pupils and their families. <a href="https://www.childrensociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf">https://www.childrensociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</a>	3, 4
Recruitment of a school based social worker through Warwickshire County Council to act faster and enable more early help.	Pre-pandemic issues faced by pupils and families have been exacerbated by COVID-19. Therefore additional early help is needed to support pupils and their families. The appointment of a social worker is known from experience at the Nuneaton Academy to give quicker and better access to early help support for pupils and their families.  <a href="https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/">https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-schools-bringing-our-expertise-into-educational-settings/</a>	4, 6, 8
Role of Extra-Curricular clubs and extra curricular experiences to raise aspirations and improve cultural capital	Giving pupils access to additional extra-curricular opportunities, trips and visits, e.g, DofE is likely to reduce attainment gap and improve cultural capital. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 3, 7
Additional learning support staff to provide both 1:1 interventions, small group work and in class support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1

**Total budgeted cost: £ £479,152**

## 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.

Within the COVID 19 pandemic, the school made appropriate adjustments to its Pupil Premium provision to be responsive to the emerging needs of remote education. Internal assessment data demonstrates that whilst pupils access to the curriculum was maintained, the gap between those in receipt of pupil premium funding compared to non-pupil premium pupils remained, this is likely to be due to the factors previously outlined. During the previous year funding was specifically used to ensure curriculum access and pastoral care and support for pupils as outlined below:

- The procurement of laptops and other IT equipment for students so that they were able to access the school's curriculum remotely. Pupils were therefore not disadvantaged by COVID and were able to maintain progress in line with their peers.
- Allocating key people to students so that there was appropriate contact from the school, dependant on circumstance, this could be as frequently as daily. This had a learning focus and focus on well-being including mental health
- Creating a resource bus to take resources into the local community, this included stationary, textbooks, revision guides and sanitary products. The bus also provided an additional layer of face-to-face contact with students and their families.
- The appointment of a family engagement officer to get out into the community and support families in need, get pupils back into school who were anxious or not coping with the lockdown, and being a first point of contact for vulnerable families. This was so effective and well received that this post has been extended into the strategy moving forward.
- Additional training was offered to all teachers so that the full curriculum was able to be offered online. Weekly training was undertaken so that effective pedagogical strategies could be implement within the remote classroom
- The school ran a continuous 'hub' provision for identified vulnerable students and the students of key workers. Access to this provision was offered to particular Pupil Premium students where appropriate to offer additional levels of monitoring and support as appropriate
- The school employed a school counsellor who continued to work with students remotely to support their well-being
- Time was spent revising the school curriculum ready for students to return to school. Additional re-integration programmes for identified students took place to alleviate anxiety and to support the re-development of positive attendance habits
- *In addition, the school provided assistance with transport (taxi and bus passes), uniform and equipment, trip subsidies, curriculum resources (e.g. cooking ingredients, paints etc), revision guides, workbooks and learning resources, and individual items for pupils with specific needs or requirements during the year.*