

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Hungerhill School				
Academic Year	2017-2018	Total PP budget	£220, 645	Date of most recent PP Review	N/A
Total number of pupils	1168	Number of pupils eligible for PP	228	Date for next internal review of this strategy	Sep"18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ English and maths	55	63.3
% achieving 5+ English and maths	33	39.1
Progress 8 score average	+0.12	0.00
Attainment 8 score average	41.83	44.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy
B.	Numeracy
C.	Attainment In EBacc MFL and Humanities
D.	Grade 5+ in GCSE maths
E.	Social and emotional health; climate for learning

External barriers *(issues which also require action outside school, such as low attendance rates)*

F.	Attendance
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise standards of literacy	To accelerate the reading ages of PP students in Year 7 so that they make above expected progress in reading of at least 13 months.
B.	To raise standards of numeracy	To accelerate the numeracy skills of year 7 PP students who transitioned with lower than national average for KS2 maths
C.	To raise attainment in French, History and Geography	In French, to increase the proportion of PP students gaining a C grade (4+) to above 2016-2017 figures of 50% and those meeting FFTD to above 12%; In history, to increase the proportion of PP students gaining a C grade (4+) to above 2016-2017 figures of 0% and those meeting FFTD to above 20%. In geography, to increase the proportion of PP students gaining a C grade (4+) to above 2016-2017 figures of 67% and those meeting FFTD to above 44%.
D.	To increase the number of PP students gaining 5+ in maths	To increase the proportion of PP students gaining 5+ in maths from 2016-2017 figure of 32% and those meeting FFTD 5+ of 32%.
E.	To improve the social and emotional health of PP students and their climate for learning	To increase the average number of bonus credits awarded per PP student to equal or exceed those awarded to non PP students; to decrease the average number of behaviour and isolation events of PP students from those of 2016-2017.
F.	To improve attendance and persistent absenteeism for PP students	To improve attendance for PP students to be greater than 2016-2017 of 94%; To improve attendance for FSM students from 2016-2017 figures of 89.3% and to lower FSM persistent absenteeism rate of 25.4%
5. Planned expenditure		
Academic year	2017-2018	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To raise the standards of PP students across all subject areas by improving quality First Teaching – literacy, numeracy, EBacc (MFL, Humanities)</p>	<p>Quality feedback and target work to all students; Year 7 and Year 8 Catch up classes in English; Y7 Accelerated Reader and reading Buddies; Year 7 TA reading programme; Talk for Writing; maths peer tutoring, and mastery lessons; Whole school focus and CPD on literacy using Reciprocal Reading and Marking for Literacy; Year 11 English and maths intervention; coaching programme for MFL and Humanities teachers; appointment of lead coach in MFL; Feedback 50 and Learning to Learn programmes for metacognition strategies.</p>	<p>PP students have lower prior attainment on entry for reading and grammar as well as lower reading ages compared to non PP students; Reading programmes have been implemented previously, with some impact, to accelerate students but there are still gaps by the end of KS3 so additional approaches are required. The school is now looking at developing a more systematic approach to cross-curricular reading. Direction of resources to develop reading is a key priority for all subjects</p> <p>In cohort 2016-2017, the % of PP students reaching Grade 4+ and 5+ in English and maths were both 8% below the FFTD predictions. The % of PP students gaining 4+ and 5+ in both English and maths are below the school's non PP cohort.</p> <p>In cohort 2016-2017, the proportion of PP students who met their FFTD target in geography, history and French was less than 50%.</p> <p>On entry, a significant proportion of students attaining less than the average of 100 in maths and English at KS2 were PP students. Improving literacy and</p>	<p>Testing of reading ages; Analysis of English and maths assessments and SRGs; QA of lessons for literacy and numeracy; QA of department development plans and assessments; QA of books. Analysis of French, geography and history SOWs; Learning and Climate Walks; student voice. Regular analysis of progress data with students identified early who are not on target to achieve their target grades. Interventions will include the use of subject reports; intervention via period 7 or subject specific intervention; mentoring; parental contact;</p>	<p>HT/ SH/ SPB</p>	<p>Termly and Annually</p>

		roll out of more demanding GCSEs. Reference 1: Building block for success - Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours p4 Reference 2 - Effective intervention classes and individual tuition to improve achievement in English and mathematics p14			
Total budgeted cost					£66, 793
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the engagement and achievement for our most vulnerable students by providing pastoral and welfare support for students with emotional, social and behavioural issues	Student profiling; School counselling service, School nurse, use of the Key Stage 3 learning centre; Staff student individual and small group mentoring; Appointment of Inclusion manager; Establishing and refurbishing the Inclusion Unit	Different PP students have different and complex needs. By identifying individual barriers to learning, students can be supported by different in school and out of school agencies as well as the in school mentoring programme. In 2016-2017, PP students gained approximately twice as many behaviour events than for non PP students. In the current year 9 and 10, seven PP students accounted for over a third of their year's isolation events. Reference 5	QA of Staff and student evaluations of mentoring programme; case studies; analysis of behavioural events; Attainment and progress data analysis; QA of inclusion unit	JRi/ HT/ A. Brown, Achievement leaders/ Curriculum Leaders	Termly
Total budgeted cost					£135, 124
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve attendance of PP students at school and parental attendance at parents' evenings.	Increased parental contact; raise awareness assemblies; rewards; form attendance competitions; attendance action plans; SLT parental interviews; appointment of attendance officer; redesignation of duties of S. Bagshaw to intervene with key focus students; individual parent interviews with SLT at parents' evenings	In 2016 -2017, PP students had a lower attendance rate than non PP students and a higher persistent absenteeism rate. In particular, the FSM group had lower attendance and higher persistent absenteeism than any other group. Lower ability PP students have a lower attendance rate than any other group. High attendance rates are linked to higher progress and achievement. Reference 2 p6	Records of parental contact and weekly attendance analysis; records of parent evenings attendance	HT/JRi/ K. Meanwell/ S. Bagshaw	Weekly
Total budgeted cost					£18, 728

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To raise the standards of PP students across all subject areas by improving quality First Teaching – literacy, numeracy, EBacc (MFL, Humanities)</p>	<p>Quality feedback and target work to all students; Year 7 and Year 8 Catch up classes; Y7 Accelerated Reader; peer tutoring, extra literacy lessons in Year 8; curriculum pathways in year 9; Year 10 Enrichment Reading Group; maths mastery lessons; Whole school focus and CPD on literacy and numeracy in the classroom; maths same day intervention; coaching programme for MFL and Humanities teachers targeted at controlled assessment; Feedback 50 and Learning to Learn programmes for metacognition strategies.</p>	<p>The average improvement in reading age for a PP student in Y7 was 10 months which is just under expected progress. Out of those six were part of the Reading Buddies programme and made an average. 14.6 months progress which is above expected progress. Twelve students were in the Year 7 English Catch up group and had additional reading with the TAs. Of those, nine made positive progress with an average improvement of 12.5 months. In English, all year 11 students received, including PP students, either afterschool intervention on a Monday night or an enrichment period session every fortnight. Some more students also received intervention on a Friday morning before school. PP students exceeded their average FFTD target on all measures. On 'best' grade, 7.7% more hit 4+, 17.9% more hit 5+ and 10.2% more hit 7+. Each of these differentials is greater than for non PP differentials, indicating that PP students made more progress in English than non PP students. PP students, at both 4+ and 5+ outperformed National all students.</p> <p>All year 11 students received, including PP students, either afterschool intervention on a Wednesday night or an enrichment period session every fortnight. Year 10 and Year 11 Maths Ambassadors, one of which was a PP student peer mentored Year 7 and Year 8 lower ability students, including PP students, on a Wednesday lunchtime. There was an extra period of numeracy every fortnight for Year 8 and 9 students in curriculum time. There was also maths Intervention in form time for Year 7 and Year 8 students.</p> <p>For the 2017 GCSE maths cohort, the gap between non PP and PP students at grade 7+ and 5+ was smaller than FFTD predictions. The actual gap between non PP and PP students was slightly wider at grade 4+.than FFTD predictions. Non PP and PP students exceeded FFTD targets at grades 7+.</p> <p>In both humanities and MFL at grade 4+ and 5+, PP students achieved actual grades lower than the FFTD targets. However, the gap between actual and target was smaller than that for non PP students.</p>	<p>The same literacy interventions will continue in 2017-2018. Reading ages of PP students will continue to be monitored and tracked across KS3. The year 11 English intervention programme will also continue.</p> <p>The extra numeracy lesson for year 9 was not successful as due to timetabling, this was taught by non specialists. This lesson has now been removed for 2017-2018. The year 11 maths intervention programme will continue in 2017 - 2018. The maths department will target PP students at the 4+/5+ boundary, particularly girls, who did not perform as strongly as the boys. Best practice meetings with Beverley Grammar School are scheduled and a detailed Raising Achievement plan are to be put in place. A member of the department will now be made responsible for monitoring, tracking and intervening all PP students in maths.</p> <p>MFL require further support in constructing SOW following on from the CPD received in 2016-2017; a new curriculum post for MFL will be created to coach teaching and learning in the department; more emphasis will be placed on students and teachers speaking the target language.</p> <p>History teaching will focus on improving the engagement of boys and to improve literacy techniques in constructing longer answers with coaching from the literacy coordinator. Memorisation and recall techniques will need to be developed in history in order to improve content retrieval in the exam.</p> <p>Literacy and home learning remain priorities for all departments. All departments have literacy, home learning and PP as priorities in their departmental development plans.</p>	<p>£157920</p>
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<p>To improve the quality of Home- Learning set and completion by students</p>	<p>Frog Learning online platform; Period 7; new Home-Learning policy</p>	<p>The updated version of Frog Learning has allowed students and parents to track the home learning. Frog play records show that all staff are recording home learning using Frog Play as directed by objective targets in appraisal. QA of the quality of home learning has shown that some staff have improved the quality of home learning set using the preparation, consolidation and develop model.</p> <p>The Library home learning club has continued to be used by a high proportion of PP students, particularly those in KS3 and LAC students.</p> <p>In 2016-2017, year 7, 8 and 9 students gained twice as many home learning events than for non PP students. These students are predominately low ability boys. The average ATOH grade for PP students in all year groups were less than 3, compared with that of non PP students being above 3. All PP boys in all year groups have an average ATOH of less than a 3. All PP girls have an average ATOH of 3 or more except for Year 8.</p>	<p>Teaching staff will continue to have home learning as an objective as part of the appraisal process as well as departments having home learning as a priority on the department development plan.</p> <p>The library homework club will continue.</p> <p>Period 7 continues to be reviewed as certain students are often requested for non completion of home learning. An extended period 7 is now in place for one night a week.</p> <p>The year 11 intervention programme will be reviewed, with priority given to maths and English and a focus on MFL and humanities.</p>	
<p>To improve the Attitude to Learning of students in all subject areas</p>	<p>Use of ATOL matrix in class; class teacher expectation of ATOL of 3 or more; whole school intervention for students consistently below ATOL of 2.</p>	<p>In school gaps between PP and non PP students still exist between average ATOL grades. However, the average ATOL grade for year 10 and year 11 students are at grade 3 and above. Those for year 7, 8, 9, PP students are below 3. There is a clear gender difference as PP girls in all year groups have an average ATOL greater than 3 whereas boys have a score of less than 3.</p>	<p>ATOL grades will continue to be monitored after every data capture by the PP champion. Students who gain an average of 2 will have intervention e.g contact home, parental interviews, Achievement Leader report, Inclusion unit.</p> <p>Class teachers will reward every term, students with consistently high ATOL reward postcards as well as placing students on subject report in discussion with parents.</p> <p>Form tutors will reward students with praise postcards termly based on the school's core values.</p> <p>Achievement Leaders will continue to meet with parents of students who are underachieving across many subjects.</p>	
<p>ii. Targeted support</p>				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve the engagement and achievement for our most vulnerable students by providing pastoral and welfare support for students with emotional, social and behavioural issues</p>	<p>Student profiling; School counselling service, School nurse, use of the Key Stage 3 learning centre; Staff student individual and small group mentoring</p>	<p>LEA provision for KS4 students who find mainstream school is scarce and the school has found it increasingly difficult to meet the needs of some of the more vulnerable students. The school has seen an increase in students with mental health issues. Parental engagement for some students is difficult.</p> <p>PP students gained approximately twice as many behaviour events per student than for non PP students. Year 9 and Year 8 PP students gain a significantly higher number of behaviour events than for other year groups. However, 7 key students account for over a third of their year group's behaviour events. These 7 students have particularly complex home situations and will need further intensive support in 2017-2018.</p> <p>The mentoring programme involved 17 staff and 80 students, including 47 PP students, with a high proportion of boys. Students were mentored on a one to one basis or part of a small group, once a fortnight. Student voice has been very positive and indicated that the programme has helped them in various areas including careers, revision, behaviour, home learning, friendship issues, stress management, having someone to discuss their problems with. Some students were taken off the programme as they showed improvement in their barriers to learning.</p>	<p>Staff will receive CPD into how to deescalate behavioural issues.</p> <p>An inclusion unit will be set up and an inclusion unit coordinator will be appointed. Vulnerable students and students having difficulty accessing the curriculum will be withdrawn from some lessons over short periods of time for one to one and small group work to accelerate progress and improve social skills.</p> <p>The school counselling and school nurse will continue at the same level of increased provision from 2016-2017 in response to the increased need, particularly surrounding mental health issues; the school is also looking to increase provision regarding sexual health.</p> <p>Weekly staff briefings focussing on key, vulnerable students will continue.</p> <p>Mentoring for year 7 students needs to start earlier to have more impact and making use of information from feeder primary schools will help. Information regarding parental engagement from primary schools will be used more effectively e.g. personal invites to parents' evenings.</p> <p>The learning centre, JASP and CAMHS will continue to be employed for students unable to access the mainstream curriculum.</p> <p>Following suggestions made via student voice, the mentoring programme will continue with one to one mentoring rather than small group mentoring. This will allow a greater focus on needs and students will have more time with their mentor. Older students have suggested that they would have liked mentoring earlier in their school career. Consequently we will ensure that more students in years 7, 8, and 9 are part of the programme.</p> <p>Termly mentor meetings with staff will be placed on the calendar with termly evaluations required.</p>	<p>£79217</p>

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance of PP students at school and parental attendance at parents' evenings.	Increased parental contact; raise awareness assemblies; rewards; attendance action plans; SLT parental interviews;	Attendance for PP students in 2016-2017 has improved slightly from 92.6 to 92.9%. However, the attendance for FSM students has decreased from 90.2 to 89.3%. The persistent absence rate for both PP and FSM has also increased. The attendance of PP girls and cohort 2019 are of particular concern. This can mostly be accounted for by certain key students with medical and mental health issues. In school, gaps between PP and non PP students exist. Parents of PP students have a lower attendance at parents' evening (average = 72%) compared to that of all students (83%). For those PP parents who did not attend, a 15 minute appointment was offered at a later date with a member of SLT. This had a low uptake (less than 20%).	The school counselling and school nurse will continue at increased provision from 2015-2016 in response to the increased need, particularly surrounding mental health issues; Weekly staff briefings focussing on key, vulnerable students will continue. Weekly analysis of attendance will continue to identify patterns in attendance and students at risk of continued absence. Fortnightly, half- termly and annual form attendance competitions will be implemented to promote raising attendance. Appointment of an attendance officer to monitor, track and intervene with key students. For parents' evenings, those PP parents who could not attend in 2016-2017, will be offered SLT appointment on the same night of the evening.	£12320

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

3. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-secondary/>
4. <https://www.demos.co.uk/project/mind-over-matter/>
5. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>