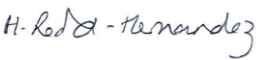

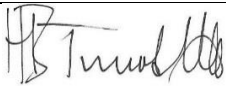


Hungerhill School Pupil Premium Plan 2017/18			
Headteacher name:	H. Redford-Hernandez	Signature:	
Chair of Governors/PP Gov name:	R.Young	Signature:	
Pupil Premium Co-ordinator	H. Tredgett	Signature:	
Pupil Premium Profile 2016/17			
Number on role:	1168		
Number of eligible pupils:	228 (19.5%)		
Amount per pupil:	£935.00 x 207 (FSM) + £1900 x 13 (1 LAC) + £300 x 8 (Service Child)		
Total pupil premium budget:	£220, 645		

Executive Summary	
<p>Hungerhill School uses its Pupil Premium funding to provide Quality First Teaching for all disadvantaged students. There is a focus on raising expectations in the classroom including Growth Mindset and Attitude to Learning. We are aiming to provide mastery and deep learning as well as developing metacognition strategies to help with the knowledge and understanding required by the more demanding content at GCSE. This will be reinforced with more robust assessment in Key Stage 3 and 4. To achieve this, part of the pupil premium funding is used to provide appropriate staff CPD.</p> <p>The Pupil Premium has also contributed towards salary costs towards the posts of Pastoral Support Officers with a focus on student and parenting advice; an Attendance Officer to monitor and support families with the aim to reduce absenteeism; an increase in the school nursing and counselling service addressing particular Emotional, Social and Behaviour Issues; salary costs of staff with a key focus on literacy and numeracy intervention; salary costs for a mentoring scheme where individual or small groups of pupil premium students are mentored based on specifically targeted barriers. For 2017 – 2018, the school will invest significant funds to support greater inclusion with a range of designed to meet the emotional, social needs of key students to help to break down their barriers to learning.</p>	

Approximately 20% of students at Hungerhill qualify for Pupil Premium funding. Over half of these arrive in the lower prior attainment band and many are below national average in English and maths. However, for cohort 2017, our disadvantaged students made better progress compared to other disadvantaged students in the school in English. This is despite our lower ability disadvantaged students having a lower attendance rate than any other group. As attendance at parents' evening can be problematic for disadvantaged students, the school ensures that earlier intervention will be put in place through KS2 transition days and additional information regarding parental engagement for the current year 7. Those parents not attending the form tutor parents' evening in December are contacted and offered alternative arrangements to discuss the progress of their child.

The school secured a positive progress 8 measure for disadvantaged students of +0.12 (2016 = +0.10). This is in spite of the increased challenges of the new English and maths specifications.

Progress in English and maths for disadvantaged students remains high with progress in English being only slightly below that for all students (+0.36 compared to +0.44 respectively). The percentage of disadvantaged students achieving a grade 4+ (good pass) in both English and maths was 58% (76% all students) and the percentage of disadvantaged students gaining a grade 5+ in both English and maths was 33% (52% all students). The progress 8 score for disadvantaged students in maths was +0.14 compared to +0.47 for all students.

Average Attainment 8 score for disadvantaged students in English was 9.58 (10.98 all students) and in maths it was 7.94 (10.06 all students)

Students in cohort 2017 -2018 will continue to require numeracy support to meet the demands of the more challenging maths GCSE. The intervention programme in English and maths from Year 7 to year 11 has made a significant contribution to improving the outcomes for disadvantaged students.

Moving forward, the school needs to target the performance of disadvantaged students in both the Open element of progress 8 and attainment 8 score in the EBacc slots (the average progress 8 score for a disadvantaged student in the open element is - 0.02; the average attainment 8 score in the Ebacc slots being 10.85). Both humanities and MFL need to implement more robust wave one interventions for disadvantaged students, focussing on Quality First Teaching.

The number of disadvantaged students in cohort 2017 who were eligible for the EBacc qualification was lower than national figures. Curriculum pathways have been put in place to increase the numbers achieving the qualification to 29% of disadvantaged students in cohort 2019.

GCSE Attainment 8 analysis identifies the progress and achievement of higher ability disadvantaged boys as a targeted group for improvement. This group is small in terms of numbers across the school and these students predominantly have emotional, social and behavioural barriers to learning. Intervention for these students are being targeted to develop emotional literacy with the use of mentors, the school counselling service and outside agencies are being employed to try to meet their needs.

A number of curriculum changes have been made and the school will continue to review this in order to provide extra literacy and numeracy support for lower ability students in year 7 – 11. This will be crucial to the success of disadvantaged students in the new, more demanding linear exams, not just for English and maths, but for all subjects. Specifications across all GCSEs have a greater literacy and numeracy demand. Two further whole school strategies, from evidence-based research will be rolled out across the school for 2017-2018 (Reciprocal Reading and Talk For Writing). We are also exploring the teaching of maths mastery. Other curriculum changes which have been

implemented and have been received positively by students have been Feedback 50 and Learning to Learn programmes. This has given students extra time to work on personalised targets and feedback given by their teachers and also to develop metacognition strategies to boost exam success.

The new period 7 initiative to provide support for students who need extra help and time to complete class and home-learning has complemented the targeted intervention programme across all subjects. This is already showing benefits as groups of students with organisation issues are choosing to use period 7 to complete work.

The school's focus on improving attitude to learning and home-learning of all students over the past year is already supporting the progress of disadvantaged students. Individual class teachers are accountable for intervening when attitude to learning falls below a certain threshold and this has closed the gap between disadvantaged and non-disadvantaged students. Developing effective learning habits particularly for less able students, continues to be a target for improvement. The number of missed home learning events for disadvantaged students has also decreased and we hope to see further improvements with the implementation of the online home-learning platform (Frog Play) and the development of period 7.

All departments have a key focus to improve outcomes for disadvantaged students' which feeds into the pupil premium priority of their departmental development plans. These are based on whole-school priorities centred on targeted barriers to learning.

A significant investment in professional development is supporting quality first teaching. It is becoming embedded across the school. Part of the premium has been used to provide INSET focusing on key EEF strategies including quality feedback to students, literacy, home-learning, behaviour management (Jason Bangbala).

Hungerhill School is the Pupil Premium Review School for Yorkshire and Humber. As part of the Teaching School Alliance, Partners in Learning, it has delivered several training programmes detailing how to conduct a pupil premium review as well as initiating a pupil premium network. It has also invited Innovation bids to carry out research and evidence-based projects based on improving outcomes for disadvantaged students. The school is currently working with the DfE to develop more robust criteria to support quality pupil premium reviews.