

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	Hungerhill School
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	18.45% (221)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	8/10/2021
Date on which it will be reviewed	5/09/2022
Statement authorised by	Lucie Pond
Pupil premium lead	Owen Davies
Governor / Trustee lead	Lucie Holbrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,985
Recovery premium funding allocation this academic year	£26,390
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	£215,375

Part A: Pupil premium strategy plan

Statement of intent

Hungerhill Schools strategy is designed to enhance the progress made in narrowing the gap, by year group, for socially disadvantaged pupils. This encompasses both academic, personal development and employability skills by providing the best possible education through access to a broad and balanced curriculum with wrap around enrichment opportunities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Increasing student attendance in line with non-disadvantaged students.
2	Closing the progress and attainment gap
3	Widening student participation within enrichment and extra-curricular activities
4	Raising the aspirations of students from a disadvantaged background
5	Improving disadvantaged students' entry into EBAC subjects, specifically studying languages at Key Stage 4.
6	Focus on literacy and the effects due to remote learning and partial school closures

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 Progress 8 score for disadvantaged pupils	Students to achieve positive progress 8 scores across subjects taken. The gap in progress 8 between disadvantaged and non-disadvantaged students is reducing.
Above average Attainment 8	Achieve above national average and local authority average for attainment for disadvantaged students.
Students to achieve 50% Grade 5+ in English and maths	Students to achieve 50% or greater in English and maths 5+ scores
Attendance of students above national levels	Improve disadvantaged students attendance in line with the whole cohort. Average student attendance of 95% if greater.

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: £ 82, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of teaching staff to challenge the most able. The implementation of collaborative structures across all lessons.	Improving what happens in the classroom leads to great improvements at lower costs than structural change EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Development of student's literacy and addressing gaps due to school closures and remote learning.	Small groups to ensure students have access to the support they need. Highly skilled subject specialists will be inspiring and challenge students in their given academic area. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2, 4, 6
Implementation of the 'disadvantaged focus' policy to ensure all disadvantaged students academic attainment gaps reduces.	Hungerhill Schools disadvantaged focus policy is that disadvantaged students are at the forefront teachers' minds. CPD specific on key areas of the Teaching and Learning Toolkit and specific to disadvantaged students. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Pupil Premium: General and targeted interventions (sec-ed.co.uk)	1, 2, 3, 4, 5, 6
Reduced class sizes and additional groups.	Reducing class sizes can lead to 3 months additional progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	2, 4, 5, 6

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

Budgeted cost: £ 73,135 including £26,390 for Covid Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and numeracy interventions across KS4 for disadvantaged pupils with low levels of progress</p>	<p>Internal data tracking and previous assessment has highlighted literacy and numeracy skills of our students arriving in KS3 are lower than the majority of the student cohort.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 6</p>
<p>High levels of parental engagement for disadvantaged students to ensure their academic targets are met.</p>	<p>In order to help raise aspirations of our students' high levels of parental engagement is required. This engagement as part of the school commitment to improve attendance will also support academic progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Literacy interventions across KS3 for disadvantaged pupils with low levels of progress</p> <ul style="list-style-type: none"> • Timetabled RR lesson • Small, guided reading group sessions • Grammar, punctuation, handwriting and spelling booster sessions • Tutor time support sessions 	<p>Internal data tracking and previous assessment has highlighted literacy skills of our students arriving in KS3 are lower than the majority of the student cohort.</p> <p>Provide additional opportunities to develop students understanding of complex texts and increase students' language acquisition Through strategies such as the reciprocal reading model.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 6</p>
<p>Numeracy interventions across KS3 for disadvantaged pupils with low levels of progress</p> <ul style="list-style-type: none"> • Tutor time support sessions 	<p>Internal data tracking and previous assessment has highlighted numeracy skills of our students arriving in KS3 are lower than the majority of the student cohort.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>2,6</p>

Teaching assistant training	<p>Training of teaching assistants to provide higher levels of in classroom support with a focus on English and Maths lessons.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	2, 5, 6
Covid Recovery Premium- Extending the school day- Year 11 cohort 2022	<p>This funding will be utilised by increasing learning time in school by extending the school day. This is centred around extending the teaching of core curriculum subjects, English, maths, and science, as well as the use of additional targeted in school intervention for maths.</p> <p>The EEF's Teaching and Learning Toolkit references plus 3 months impact through extending the school day as a method of intervention.</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	2,6

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

Budgeted cost: 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance of disadvantaged students to be in line with non-disadvantaged students. Use of targeted intervention from a dedicated pupil premium pastoral lead and use of school attendance officer.	<p>Each absence from school results in in lower overall academic attainment. With disadvantages students attendance traditionally 5% lower than non disadvantaged students this can result in an decrease in average attainment grade by a grade.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>110308section3en.pdf (ioe.ac.uk)</p>	1, 2
Students access inclusive funding to ensure they are not disadvantaged with additional school activities such as employer engagement	<p>Research demonstrates the effects on student due to lockdowns and remote learning. This activity is designed to widen their experience and cultural capital.</p> <p>The most disadvantaged pupils are less likely to be engaged in remote learning - Nuffield Foundation</p>	3, 4

trips, enrichment opportunities and rewards events.		
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Total budgeted cost: £ 215,115

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.

Aim	Target	Target date	Review
Progress 8	Achieve equal progress for Pupil Premium and non-Pupil Premium students	August 2021	Due to the cancellation of the exam series, the department for education will not be publishing progress data
Attainment 8	Improved attainment 8 results in line with target grades for students in the top 20%	August 2021	To be reviewed upon publication of GCSE grades
% Grade 5+ in English and maths	Improve English and maths 4+ and 5+ scores	August 2021	To be reviewed upon publication of GCSE grades
Other	Improved attendance for Pupil Premium students to be inline or above national average	July 2021	Due to the ongoing COVID 19 pandemic, national attendance figures vary. Attendance tracking internally has shown the pupil premium attendance has decreased compared to years not effected by COVID. However, the gap between Pupil Premium students and non-Pupil Premium students has maintained constant with previous years.
EBacc entry	Greater proportion of students entered for EBacc to be in line with the school aspirations and above national average	May 2021	53.7% of students entered for EBacc 35.7% of Pupil Premium students entered for EBacc vs 40% of all students nationally

		27% of all students within the local authority.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information: Hungerhill School Projected Spend breakdown

Planned expenditure						
Academic year		2021/2022				
The 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.						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Improve the progress of disadvantaged students through high quality teaching and learning. Teaching Priorities 1 - 4	Quality first teaching	Improving what happens in the classroom leads to great improvements at lower costs than structural change https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf	Teaching and Learning CPD Quality assurance process	LPO PSO JRY	£82 000	Close of the attainment and progress gap
	Reduced class sizes at KS4 and KS3	Reducing class sizes can lead to 3 months additional progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	Enrolment, staffing and timetabling	LPO PSO REV ODA		Close of the attainment and progress gap

	Subject specialist teachers	Highly skilled subject specialists will be inspiring and challenge students in their given academic area.	Recruitment of staff will ensure staff have subject skills. Additional subject specific CPD for staff in new qualification areas	LPO PSO		Improved transfer of knowledge
	Specialist CPD	Ongoing training on evidence based CPD for closing the gap	Review of teaching and learning based upon the school QA T&L team to plan CPD Pupil Premium Champion running CPD	LPO PSO JRY		Close of the attainment and progress gap
Desired outcome	• Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Effective interventions for literacy and numeracy Targeted Strategies Priority 1	Timetabled reading comprehension interventions, through strategies such as the reciprocal reading model. Small group intervention with the learning support team. Additional English and Maths intervention during the school day	Reading comprehension strategies can lead to 6 additional months progress. Small groups to ensure students have access to the support they need. Highly skilled subject specialists will be inspiring and	Monitoring of pre intervention ability and post intervention ability. Learning walks Student voice	LPO ODA	£40000	Close of the attainment and progress gap

	using core teaching team.	challenge students in their given academic area.				
Covid Recovery Premium- Extending the school day- Year 11 cohort 2022 Targeted Strategies Priority 5	Increasing learning time in school by extending the school day. This is centred around extending the teaching of core curriculum subjects, English, maths, and science.	The EEF's Teaching and Learning Toolkit references plus 3 months impact through extending the school day as a method of intervention.	Monitoring of pre intervention ability and post intervention ability. Learning walks Student voice	PST ODA	£28,135	Students achieving target grades
Desired outcome	• Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Effective data tracking and reporting of academic performance, attendance and behavioural data	Ensure all curriculum areas have appropriate assessments the provide reliable accurate data	Interventions are effective when based on reliable data.	Assessments quality assured by T&L team. Planned assessments reviewed in line management meetings QA of staff marking	LPO PSO HTR	£10,000	Students achieving target grades Tracking predictions in line with external results
	Accountability cycle of pupil premium performance	Effective data analysis and targeted intervention can promote progress - NfER	Line management meetings reviewing of data	LPO JRY		Pupil Premium Students progress improved

Wider Strategies Priority 1	<ul style="list-style-type: none"> All staff monitor their students' progress data Curriculum Directors monitor and report progress gaps at each assessment point Effective intervention plans in place for each curriculum area to address underperformance QA of interventions in place Half termly review of interventions in place 		<p>Half termly meeting with Pupil Premium champion on Pupil Premium data</p> <p>QA of planned intervention</p> <p>CPD on data management</p>		<p>Data showing closing of the gap</p> <p>Effective bespoke interventions</p>
	<p>Attendance inline or better than national average</p> <ul style="list-style-type: none"> Attendance data tracked weekly Pupil Premium attendance tracker when hitting specified criteria 	Higher levels of attendance results in improved academic performance	<p>Attendance officer reports Pupil Premium students who hit criteria to learning manager and Pupil Premium champion.</p> <p>Meetings and support system in place</p>	<p>LPO</p> <p>JLA</p> <p>ODA</p> <p>SRA</p>	Inline or above average attendance
	<p>Behaviour monitoring</p> <ul style="list-style-type: none"> Monitoring of positive events 	Positive behaviour improvements academic performance	Learning manager completed weekly behaviour summaries	<p>LPO</p> <p>JLA</p>	Reduction in negative behaviour incidents

	<ul style="list-style-type: none"> Monitoring of negative events Analysis of behaviour Pupil Premium vs Non- Pupil Premium Celebration events 		<p>Line management meeting reviewing department behaviour trends</p> <p>Reduced negative behaviour events and increased positive events</p>	<p>ODA</p> <p>DPA</p> <p>MHI</p>		Improved academic performance
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
<p>High levels of parental engagement</p> <p>Targeted Strategies Priority 2</p>	High levels of attendance of parental engagement events	Where parents are involved students' attitudes to their learning are improved	Monitoring of attendance at events. Pastoral team support with booking of appointments / promoting events	LPO JLA ODA	£5000	Students being proud of studying at the Hungerhill School. Parents/Carers involved with students' education
	Access to parental information tools	Parents can support students with their studies, celebrate success and support behaviour at the UTC	<p>Support with accessing applications / websites / tools</p> <p>Parental questionnaires on access</p> <p>Support guides available</p>	RHA JRY		<p>High levels of parental usage</p> <p>Positive feedback from parents</p> <p>Constructive comments on future improvements</p>
	Teacher / Parent communication	Celebrate success, address concerns, worries, promote academic performance, support social and emotional needs	<p>Ensure contact details up to date.</p> <p>CPD on parental communication methods</p>	LPO JLA ODA		<p>High levels of parental usage</p> <p>Positive feedback from parents on communication</p>

			Parents / carers supporting teacher with students academic and personal success Parental questionnaire on communication			Constructive comments on future improvements in communication methods
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
High level of engagement with extra curricular activities and partners Wider Strategies priority 2	Monitor Pupil Premium student's allocation to extracurricular activities to ensure engagement	Raise aspiration of students to provide inclusive environment	Enrichment lead. These will be reviewed in LM with SLT lead	ODA GPA	£10 000	High levels of engagement and attendance of extra curriculum activities
	Support Pupil Premium student's independent careers and guidance	Raise aspiration of students to provide inclusive environment. Widen exposure to professionals in different settings.	Dedicated face to face meetings with the careers team. Additional opportunities with outside partners/experience/ visits	ODA HTR JMO		High levels of engagement with the careers team.
	Encourage and support attendance at extracurricular / educational trips for Pupil Premium students.	Raise aspiration of students and negate further disadvantage and increase cultural exposure	Places on trips will be reviewed by Pupil Premium champion in consultation with trip/visit leads	ODA SRA		High level student participation in trips/visit. Percentage attendance equal between Pupil Premium & Non- Pupil Premium

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Supporting Students with additional financial costs Wider Strategies priority 2	Financial support with school uniform	Students on FSM face monetary pressures. Starting a new school and purchasing a new full school uniform is unaffordable for some families	Parents must complete assessment of need and submit to the Hungerhill School	JLA ODA	£40 000	Inclusive access
	Support for specialist equipment	Students on FSM face monetary pressures. Students may require additional software / equipment to access the curriculum	Curriculum Leaders highlight need and refer to Pupil Premium champion for assessment of need.	LPO ODA		Inclusive access
	Support for trips / visits	Pupil Premium students more likely to face monetary pressures and have lower aspirations	High levels of student's engagement with trips visits Identified students in need will be allocated funding/partial funding to attend specific trips / visits. Parents of students not identified as needing support who fall on Pupil Premium register must complete an	LPO ODA SRA		Inclusive access, improved aspirations, high levels of engagement

			assessment of need and submit to Hungerhill School.		
	Raising aspirations trips/events	Aspirations of many pupil premium students within the school is low. Student voice has highlighted some students have never left Doncaster and have little opportunity to experience wider opportunities.	Dedicated funded trips for key disadvantaged cohorts of students. Identified and planned to raise long term aspirations	LPO ODA SRA	Improved aspirations and greater levels of cultural experiences.
					Total Income- £215375 Total Cost- £215375