

# Pupil Premium Strategy Statement – Hungerhill School

This statement details our school's use of pupil premium (and recovery premium) funding for 2023-2024 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 outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of pupils in school	1176
Proportion (%) of pupil premium eligible pupils	18.62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2027
Date this statement was published	15/09/2023
Date on which it will be reviewed	15/09/2024
Statement authorised by	Lucie Pond
Pupil premium lead	Martin Keens/LuciePond
Governor / Trustee lead	Jon Watson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,010
Recovery premium funding allocation this academic year	£52,992
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£268,002

# Part A: Pupil Premium Strategy Plan

## Statement of intent

The school's overarching curriculum aim is to deliver on our moral imperative to ensure all students reach their own potential and beyond. Hungerhill Schools' strategy is designed to enhance the progress made in narrowing the gap, by year group, for socially disadvantaged students. There is a focus on the development of a student's character, based around the school's core values so they succeed in modern Britain. In addition, there is an appreciation of where Doncaster sits in the UK to enable us to equip students with the knowledge and tools to think beyond this.

The school's Curriculum Intent is focused on 5 key strands, which continue to be embedded at every level, as the 'golden thread' that knits the school together.

These are;

- o Develop the character of all students
- o Ensure all students are literate and numerate
- o Build knowledge and aspirations of all students
- o Ensure all students have the secure foundations to progress into further education and employment
- o Develop cultural capital of all students

## 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 in order to promote positive next steps
5	Improving disadvantaged students' entry into EBAC subjects, specifically studying languages at Key Stage 4.
6	Focus on developing literacy and reading skills for students from a disadvantaged background

## 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.
Specific focus on improving the proportion of students achieving a grade 5 plus in English and maths.	English and maths 5+ scores/grades
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: £100 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the 'disadvantaged first' focus to ensure all disadvantaged students academic attainment gaps reduces.	<p>Hungerhill Schools disadvantaged first focus is that disadvantaged students are at the forefront teachers' minds. CPD specific on key areas of the EEF Teaching and Learning Toolkit, Principals/Structures of Excellence and specific CPD linked to disadvantaged students.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">educationendowmentfoundation.org.uk</a>)</p> <p><u><a href="https://sec-ed.co.uk/pupil-premium/">Pupil Premium: General and targeted interventions</a></u> (<a href="https://sec-ed.co.uk/pupil-premium/">sec-ed.co.uk</a>)</p>	1,2,3,4,5,6
Professional development of teaching staff through tailored CPD sessions and resources.	<p>Improving what happens in the classroom leads to great improvements at lower costs than structural change.</p> <p>Examples of CPD include: Teaching and Learning CPD, Teaching and Learning resources ie bulletin, Quality assurance process, Peer support coaching, Informal support programme etc</p>	1, 2, 4, 5, 6
The implementation of collaborative structures across all lessons, through tailored CPD sessions, resources, lesson	<p>Recruitment of staff will ensure staff have subject skills. Evidenced based subject specific CPD for staff in curriculum areas where there are non-specialists or with new staff.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/closing-the-attainment-gap/">Closing the attainment gap   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/closing-the-attainment-gap/">educationendowmentfoundation.org.uk</a>)</p>	

<p>observations and peer coaching, developing the 'expert teachers' model.</p> <p>Use of CPD with a focus on the hallmarks of effective teaching, using the Principals of Excellence and EEF toolkit- ie formative assessment, marking and feedback etc.</p> <p>Use internal/external reviews of teaching and learning to inform accurate self-evaluation and amend practice as appropriate.</p>	<p><u><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p> <p><u><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p> <p><u><a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p>	
<p>Development of students' reading and literacy.</p>	<p>The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language. Reading, writing, speaking and listening are at the heart of this and require teachers to effectively communicate the subject.</p> <p>Highly skilled subject specialists will be inspiring and challenge students in their given academic area.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p> <p><u><a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF</a></u> (<a href="https://educationendowmentfoundation.org.uk/">educationendowmentfoundation.org.uk</a>)</p>	<p>2, 4, 6</p>

<p>Increased core teaching time and reduced class sizes, where possible.</p>	<p>For 23-24 increased core teaching time for KS4 Science and maths.</p> <p>For 23-24 increased core teaching time for KS3 English.</p> <p><b>Reduced class sizes examples:</b></p> <p><b>KS4</b></p> <ul style="list-style-type: none"> <li>• Y11/10 English- class sizes 19 (Approx 1/4 PP in each)</li> <li>• Y11/10 maths- Set 5 –class size - 9-11 pupils (Approx. 1/3 PP students in each )</li> <li>• Y11/10 science –class size 16-17 (Approx. 1/3 PP students in each )</li> <li>• Y9 engineering class sizes 14-20 (Approx. 1/4 PP students in each)</li> </ul> <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• English /maths- class sizes 12-15 (Approx 1/3 PP in each)</li> </ul> <p>Reducing class sizes can lead to 3 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p>	<p>1, 2, 4, 6</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £88,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy and numeracy interventions across KS4 for disadvantaged students with low levels of progress.</p> <p>Interventions are wave 1 and classroom based.</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><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 6
<p>Raise levels of parental engagement for disadvantaged students to ensure their academic targets are met. To include;</p> <ul style="list-style-type: none"> <li>The monitoring of attendance at events. Pastoral/Admin team additional support with booking of appointments / promoting events.</li> <li>Support with accessing applications / websites / tools/Classcharts etc</li> </ul>	<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><a href="#">Parental engagement   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 3, 4, 5, 6

<p>Literacy interventions across KS3 for disadvantaged students with low levels of progress</p> <ul style="list-style-type: none"> <li>• Timetabled AR lesson</li> <li>• Small, guided reading group sessions</li> <li>• Reading Buddies Programme</li> <li>• Phonics screening and subsequent Phonic 1-1 or small group intervention as needed</li> <li>• Implement Trust strategy-reading</li> <li>• Curriculum planned comprehension through strategies such as reciprocal reading, echo reading, paired reading, etc</li> <li>• Additional English intervention during the school day using an external tutor</li> </ul>	<p>Internal data tracking and previous assessment has highlighted students whose literacy skills 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 Trust reading strategy and reciprocal reading model.</p> <p>Test and frequently re-test (3 times a year) those with the lowest reading ages to ensure impact of interventions</p> <p><a href="#"><u>Improving Literacy in Secondary Schools  </u></a></p>	<p>2, 4, 6</p>
<p>Numeracy interventions across KS3 for disadvantaged students with low levels of progress. To include:</p> <ul style="list-style-type: none"> <li>• Additional maths intervention during the school day using the core teaching team.</li> <li>• Additional English intervention during the school day using an external tutor</li> </ul>	<p>Internal data tracking and previous assessment has highlighted students whose numeracy skills are lower than the majority of the student cohort.</p> <p><a href="#"><u>Improving Mathematics in Key Stages 2 and 3   EEF</u></a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2, 6</p>

<p>Teaching assistant training</p> <p>Specialist TA's deployed in maths, English and Autism</p>	<p>Continued training of teaching assistants to provide higher levels of in classroom support with a focus on English and maths lessons. Programme of training has included: White Rose Maths, Reciprocal Reading, Accessing a text led curriculum,</p> <p>Additional bespoke internal/external training for specialist TA's deployed in maths and English. Programme of training has included: Bespoke lesson shadowing, Read, Write, Ink Phonics training, Rainbows training etc.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef">Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 5, 6</p>
<p>Effective academic data tracking. To include:</p> <ul style="list-style-type: none"> <li>• Assessments quality assured by Central Team</li> <li>• Outcomes/QLA reviewed in line management meetings</li> <li>• Departmental QA and moderation of staff marking.</li> <li>• Pupil Premium Lead presents f/n at SLT meetings on Pupil Premium focus</li> <li>• QLA led wave 1 and 2 intervention programme.</li> <li>• QA of planned interventions</li> <li>• CPD on data management systems</li> </ul> <p>Monitoring of behavioral data to identify appropriate interventions To include: Monitoring of positive events, monitoring of negative events, analysis of behaviour-</p>	<p>Internal data tracking highlights students whose attitude to learning is lower than the majority of the student cohort.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-behaviour-in-schools-eef">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2, 6</p>



Pupil Premium vs Non-Pupil Premium, celebration events/rewards		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80 000

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 disadvantaged students pastoral lead and use of school attendance officer. For example, Attendance Officers reports disadvantaged students who hit criteria to Pupil Premium Lead, enhanced texts/communications in place for disadvantaged students, enhanced meetings, home visits and support system in place etc	<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. Research still demonstrates the continued impact of the Covid pandemic on disadvantaged students with relation to attendance.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Strategies for schools to improve attendance and manage lateness</a></p>	1, 2
<p>Reduce barriers to learning for students by allowing them access to funding to ensure they are not disadvantaged with additional school activities such as;</p> <ul style="list-style-type: none"> <li>• School uniform and equipment</li> <li>• Employer engagement trips</li> <li>• Enrichment opportunities/visits</li> </ul>	<p>This activity is designed to ensure that disadvantaged students are not further disadvantaged by lack of uniform/ equipment and that the school supports students' exposure to trips and visits to widen their holistic experience and cultural capital.</p> <p><a href="#">Student Travel Company   Diversity Study Trips</a></p>	3, 4

<p>Dis-advantaged students' participation in whole school student leadership opportunities and enrichment opportunities is monitored and tracked to ensure they are given access to this provision.</p> <p>To include; dedicated face to face meetings with the careers team. Additional opportunities with outside partners/experience/ visits to widen aspirations.</p>	<p>This activity is designed to widen their experience, cultural capital opportunities and aspirations to ensure students are targeted to participate in the wider curriculum throughout their school journey</p> <p><u>Socio-economic attainment gap remains stubbornly wide after...   EEF</u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3, 4
<p>Increase student participation and reduce dropout rates in the Brilliant Club to raise student aspirations.</p>	<p>Raise aspiration of students by providing access to competitive higher education universities and providing mentoring from PHd students.</p> <p><u>The Brilliant Club</u></p>	3, 4

**Total budgeted cost: £268.002**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
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.	<ul style="list-style-type: none"> <li>Students achieved a negative progress 8 score or -0.36 vs no PP students achieving +0.54. (a gap of -0.90, 2022 gap was -0.72).</li> <li>However, the Y11 (2023) cohort included 4 students who were either 'mobile' or school refusers. In removing these students, the P8 for disadvantaged students would be +0.02, placing the cohort above national average (-0.01) and reducing the gap to Non-Disadvantaged students to 0.5</li> </ul>
Above average Attainment 8	Achieve above national average and local authority average for attainment for disadvantaged students.	<ul style="list-style-type: none"> <li>Students achieved an average A8 or 45.47 which is below national average of 47. The plan for next 3 years will support improvements to close the attainment gap between Disadvantaged and Non Disadvantaged and achieve above average A8 for disadvantaged students.</li> <li>However, in removing the same students above, the attainment 8 score for disadvantaged students would be 49.91, placing the cohort above the national average.</li> </ul>
Students to achieve 50% Grade 5+ in English and maths	Students to achieve 50% or greater in English and maths 5+ scores	<ul style="list-style-type: none"> <li>38.2% PP students at Hungerhill School achieved grade 5 in English and Maths. 61.8% achieved grade 5 or above in English and 41.2 % Maths. Work is continuing to ensure students achieve in both and not just one. Further information below. (national was 44.7%)</li> <li>However, in removing the same students above, 56.5% of disadvantaged cohort achieved a grade 5 in both English and Maths. 78.3%</li> </ul>

		achieving a grade 5 in English and 56.5% achieving a grade 5 in Maths.
Attendance of students above national levels.	Improve disadvantaged students attendance in line with the whole cohort. Average student attendance of 95% if greater.	<ul style="list-style-type: none"> <li>For the academic year students attendance was above national for pupil premium students based on FFT collaboration data. Disadvantaged attendance for the academic year was 87.7% with a gap between Disadvantaged and Non-Disadvantaged students of 5.92. Intervention strategies to drive attendance are being expanded based on the pupil premium strategy to improve attendance and close the gap.</li> <li>However, there are 12 disadvantaged students who are categorized as severely absent for the 22/23 academic year. In removing these from the data set, attendance for disadvantaged students for the academic year would be 90.67%</li> </ul>

Sources Key stage 4 performance, Academic year 2021/22 – Explore education statistics – GOV.UK ([explore-education-statistics.service.gov.uk](https://explore-education-statistics.service.gov.uk))

Measure	Outcome Hungerhill	National
Average Attainment 8	51.48	46.2
Progress 8 score	0.38	0.01
English & Maths 5+	53.2%	44.7%
English 5+	76%	60.8%
Maths 5+	55.5%	51%
English & Maths 4+	75%	65.4%
Ebac entries	47.2%	39%
Ebac average point score	4.66	4.05

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider