

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 | Hellesdon High School |
| Number of pupils in school | 1247 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers | 2020-2021 2021-2022 2022-2023 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | M Earl/T Rolfe Principals |
| Pupil premium lead | A McLellan Assistant Principal |
| Governor / Trustee lead | K Avenell Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £317,000 |
| Recovery premium funding allocation this academic year | £46,500 |
| Summer School funding | £32,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £46,000 |
| 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 | £442,000 |

Part A: Pupil premium strategy plan

Statement of intent

The purpose of our Pupil Premium Strategy plan is to support disadvantaged students to:

- Make expected progress at KS3 in core subjects, through good classroom teaching and targeted intervention - monitored through GL assessments in English, Maths and Science*
- Make expected progress at KS4, through good classroom teaching and targeted intervention - monitored through teacher assessment and examinations at the end of KS4*
- Improve overall attendance to at least 92% through increased pastoral support*
- Access well-being and mental health support*
- Access extra-curricular opportunities*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Persistent absence of disadvantaged students |
| 2 | Gaps in learning from remote learning during COVID 19 lockdowns |
| 3 | Wellbeing concerns |
| 4 | Rates of behaviour incidents and exclusions |
| 5 | High mobility of disadvantaged students |
| 6 | Low levels of literacy |

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 overall attendance for Disadvantaged | Overall attendance for disadvantaged students (with outliers removed) is at least 90% |
| Disadvantaged students make expected progress at KS3 | GL assessments show expected progress levels in line with non-disadvantaged students |
| Disadvantaged students make expected progress at KS4 | End of KS4 assessments show disadvantaged students making expected progress with an overall residual of at least -0.2 |
| Wellbeing support is accessible for disadvantaged students, this supports attendance and progress | High percentage of students receiving wellbeing support are disadvantaged, these students attendance and progress is at expected level |

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: £97,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Teaching Assistants – English, Maths, Humanities focus</i> | <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> | 2/5/6 |
| <i>Assessment of learning at KS3 – GL Assessments</i> | <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science</p> | 2/5/6 |
| <i>Homework Club</i> | <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning</p> | 2/6 |

| | | |
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| | <p>can be supported (e.g. through providing homework clubs for pupils). Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> | |
| <i>Revision sessions</i> | <p>The effects of collaborative learning are slightly higher in secondary schools (+6 months).</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> | 2/5/6 |
| <i>6TH Form Prep sessions</i> | <p>The effects of collaborative learning are slightly higher in secondary schools (+6 months).</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> | 2 |

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

Budgeted cost: £88,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| <i>Numeracy/Literacy support</i> | <p>The effects of collaborative learning are slightly higher in secondary schools (+6 months).</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> | 2/5/6 |
| <i>Small group/1:1 tuition</i> | <p>The effects of collaborative learning are slightly higher in secondary schools (+6 months).</p> <p>For pupils identified as having low prior attainment or at risk of falling behind,</p> | 2/5/6 |

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| | <p>individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> | |
| <i>Information, Advice and Guidance/Aspirations</i> | <p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work</p> | 3/5 |
| <i>Y7 Transition Activity camp</i> | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome</p> | 3 |

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

Budgeted cost: £257,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|--|-------------------------------|
| <i>Pastoral support</i> | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. | 1/3/4 |
| <i>Mentoring</i> | Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. | 1/3/4 |
| <i>Behaviour support</i> | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 1/3/4 |
| <i>Sport</i> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link</p> | 1/3/4 |

| | | |
|-----------------------------|---|-------|
| | between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. | |
| <i>Attendance Support</i> | <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons | 1 |
| <i>Wellbeing support</i> | <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> | 1/3/4 |
| <i>Safeguarding support</i> | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment | 1/3/4 |
| <i>Young carers support</i> | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. | 1/3/4 |

| | | |
|--------------------|---|---|
| <i>Summer Camp</i> | On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. | 3 |
|--------------------|---|---|

Total budgeted cost: £ 442,500

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.

Progress at KS3 in literacy and numeracy:

Year 7

Students who have made expected progress (or higher) from the baseline test at the start of Year 7

English PP: 56.9%, non-PP: 64.4%

Maths PP: 30.9%, non-PP: 34.6%

Year 8

Students who have made expected progress (or higher) from the last test at the end of Year 7

English PP: 58.9%, non-PP: 66.5%

Maths PP: 85.1%, non-PP: 84.7%

Year 9

Students who have made expected progress (or higher) from the last test at the end of Year 8

English PP: 57.4%, non-PP: 68.3%

Maths PP: 83.7%, non-PP: 71.9%

There remains a gap in Y7 for both English and Maths, a gap in Y8 for English only and a gap for English only in Y9. Without KS2 data to compare gaps to, it is difficult to monitor the impact of the interventions for Y7/Y8.

Improved rates of progress for students eligible for PP (particularly FSM) at KS4:

Progress 8 2021

All: 0.08

Non-PP: 0.24

PP: -0.44

This is not comparable to previous years due to COVID isolation periods/remote Learning/Centre assessed grades and Teacher assessed grades.

Improved attitude to learning of students eligible for PP at KS4:

Year 10

All: 89.8% always or usually RRS

Non-PP: 93.9% always or usually RRS

PP: 81.6% always or usually RRS

Year 11

All: 86.5% always or usually RRS

Non-PP: 89.4% always or usually RRS

PP: 76.3% always or usually RRS

The is not comparable to previous years due to COVID isolation periods/remote learning.

Increased attendance rates for students eligible for PP:

FSM – 86.1%

PP – 87.6%

All – 91.62%

Non-PP – 93.1%

The is not comparable to previous years due to COVID isolation periods/remote learning.

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 |
|----------------------------|----------|
| National Tuition Programme | My Tutor |
| | |

