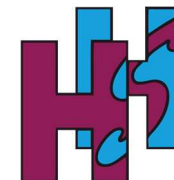


# Hellesdon High School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1508
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	M Earl/T Rolfe Principals
Pupil premium lead	J Read Assistant Principal
Governor / Trustee lead	S Acres Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,403
Recovery premium funding allocation this academic year	£82,248
School led tuition	£20,722.50.
Premium funding carried forward from previous years (enter £0 if not applicable)	NA
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£411,373.50.

## Part A: Pupil premium strategy plan

### Statement of intent

At Hellesdon High School, we are committed to providing every student with the opportunity to thrive academically, socially, and emotionally. We recognize the unique challenges that some of our students may face, and we are dedicated to ensuring that they receive the support they need to reach their full potential. Our Pupil Premium Statement of Intent outlines our key strategies and priorities for the coming year.

#### Our Vision

Our vision is to create an inclusive and nurturing learning environment where every student, regardless of their background, can excel and achieve their aspirations. We believe that every child has the potential for greatness, and we are determined to unlock that potential through targeted and effective interventions.

#### Key Strategies for 2023-2024

##### Pupil Voice and Empowerment:

We will ensure that the voices and perspectives of Pupil Premium students are sort on a regular basis in order to measure the impact of our actions, and focus our resourcing on the most pertinent barriers. Through this, our students will be empowered, knowing that they can shape the direction of the school and the support they receive.

##### Quality Teaching and Learning:

We will invest in ongoing professional development for our teaching staff to ensure that they are equipped with the best strategies to engage and support Pupil Premium students effectively. This includes differentiation, assessment for learning, and the use of technology to enhance learning experiences.

#### Mentoring and Pastoral Support:

We will ensure that our most vulnerable Pupil Premium students have a key adult linked to their house able to provide an additional layer of support, so that emerging issues are identified and remedied at the earliest opportunity.

#### Enrichment and Extracurricular Activities:

We will offer a wide range of enrichment activities and extracurricular clubs, many of which will be specifically tailored to the interests and talents of Pupil Premium students. These activities will help students build confidence, develop new skills, and foster a sense of belonging within the school community.

#### Parental Engagement:

We recognise the vital role parents and guardians play in a child's education. We will actively engage with Pupil Premium families through regular meetings, workshops, and communication to ensure they are informed and involved in their child's progress.

#### Access to Resources:

We will allocate a portion of the Pupil Premium funding to provide necessary resources such as textbooks, learning materials, and technology devices to Pupil Premium students to ensure they have equitable access to learning tools.

#### Tracking and Monitoring Progress:

We will closely monitor the academic progress and well-being of Pupil Premium students through data analysis and regular assessments. Any emerging issues will be addressed promptly to provide timely support.

#### Celebrating Achievements:

We will celebrate the achievements of Pupil Premium students both academically and personally to boost their self-esteem and motivation. This includes recognition in school assemblies and awards ceremonies.

#### Careers and Aspirations:

Working closely with our dedicated careers advisors, each Pupil Premium student will have a personalised career plan developed. These plans will outline their career goals, educational pathways, and steps needed to achieve their aspirations.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality Issues: <ul style="list-style-type: none"> <li>Unpredictable or inconsistent attendance due to family circumstances.</li> </ul>
2	Educational Disadvantage: <ul style="list-style-type: none"> <li>May lack access to quality early childhood education.</li> <li>Limited access to extracurricular activities and educational enrichment.</li> <li>Typically lower levels of literacy, particularly reading ages</li> </ul>
3	Health and Wellbeing Challenges: <ul style="list-style-type: none"> <li>Higher likelihood of health issues due to lower access to healthcare.</li> <li>Emotional and psychological challenges related to socioeconomic stress.</li> </ul>
4	Peer Pressure and Social Challenges: <ul style="list-style-type: none"> <li>Increased risk of negative peer influences, which can impact behaviour and achievement.</li> <li>Comparatively high levels of inclusions and exclusions as a result of behavioural incidents</li> </ul>
5	Transient Living Situations: <ul style="list-style-type: none"> <li>Frequent family moves or housing instability can disrupt continuity in education.</li> </ul>

## 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
Increase in Overall Attendance Rate:	Achieve a 5% increase in the overall attendance rate of Pupil Premium students compared to the previous academic year.
Raised Aspirations and Ambitions	The rate of students going on to Level 3 courses at the end of KS4, and the Level 4 courses at the end of KS5 increase over the next 3 years.

Intended outcome	Success criteria
Enhanced Academic Outcomes at the end of Key Stage 4	The attainment gap between Pupil Premium and others is narrowed to within -0.2 over the course of the strategy.
Well-being and Enrichment	Pupil Premium students' engagement in enrichment and extracurricular activities increases across the 3-year plan, with Pupil Voice reflecting an improvement in how students feel about themselves and school.

## 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: £237,000

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>	1,2,5
<i>GL Assessment</i>	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.	2,5

	<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>	
<i>CPD with PP linked impact</i>	Developing the pedagogy and skills of teachers to improve the overall quality of learning in the classroom is the most effective way of improving outcomes for learners. Research tells us that high quality teaching can narrow the disadvantaged gap.	<b>2</b>
<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 schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>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>	<b>1,2,5</b>
<i>Seneca Learning</i>	<p>A unified approach to revision and homework at KS4, provides all pupils with the opportunity to embed independent learning habits into their working practice, allowing them to more seek support and close gaps more effectively.</p> <p>Diagnostic analysis of pupil performance via this platform also allows for identification of vulnerable knowledge by class teachers, followed by intervention or reteach.</p>	<b>1,2,5</b>

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

Budgeted cost: £139,873.50

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>	1,2
<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>	1,2,3,4
<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, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p>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>	1,2,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 on-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>	2,3,4
<i>Revision Strategies</i>	<p>Personalised workshops built around the specific needs of learners allows for a more targeted and bespoke programme of support.</p> <p>For pupils identified from summative assessment as having vulnerable knowledge, small group sessions can provide an excellent bridge back to the curriculum.</p>	1,2,5

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £129,873.50

Budgeted cost: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	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.	1,2,4,5
Sport	<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 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.</p>	1,3,4
Attendance Support	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>	1,2,5
Wellbeing support	The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	1,3,4,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	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.	
Behaviour support	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	2,4
Safeguarding support	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	3,4,5
Young carers support	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.	2,3,4,5

**Total budgeted cost: £411,373.50**