



Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hyde High School
Number of pupils in school	1159
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Andrea Radcliffe, Headteacher
Pupil premium lead	Lesley Mallon, Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 452,115.00
Recovery premium funding allocation this academic year	£36,231
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	£488,346

Part A: Pupil premium strategy plan

Statement of intent

At Hyde High School, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PP use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Using evidence-based research to inform practice and our local knowledge, we respond to the common challenges and individual needs. Our aim is to eliminate the impact that relative and absolute poverty many of our students face could have on their educational and social mobility.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- deliver the highest quality teaching
- ensure disadvantaged pupils are challenged in the work that they receive
- ensure evidence informed practice informs our strategy and interventions
- act early to intervene at the point need is identified
- set the highest expectations for all learners, focusing particularly on raising pupils' outcomes and raising the expectations of what our disadvantaged pupils can achieve

- adopt a whole school approach in which all staff take responsibility for literacy development
- remember the importance of physical and emotional well-being including providing experiences beyond the classroom
- focus on improving the outcomes of disadvantaged pupils alongside sustaining and improving progress for their peers

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap for students with lower than national prior attainment on entry
2	Low reading ages, literacy and numeracy on entrance to KS3
3	A vocabulary gap that inhibits learning and progress
4	An increase in mental health and well-being issues and concerns as a result of the COVID-19 pandemic.
5	Attendance rates that are not yet at the national average
6	Low aspirations for some students and their families
7	Reduced exposure to wider cultural capital experiences

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.

Challenge number	Intended outcome	Success criteria
1	Increased attainment for disadvantaged pupils	P8 data evidences a narrowing of the gap between PP students and their NPP peers.
2	Improving literacy in all subject areas in line with the recommendations in the 'EEF Improving Literacy in Secondary Schools' guidance	Data evidences increases in reading and spelling ages for those identified pupils.

3	Confident teaching of tier 3 vocabulary across the curriculum and teaching of tier 2 vocabulary in Y7 form time which narrows the vocabulary gap over time	Data from form time vocabulary programme (A wealth of Words) evidences retention of tier 2 vocabulary over time.
4	To achieve and sustain improved wellbeing for all our pupils ensuring that they have access to social, emotional, mental health and wellbeing support.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - Data provided by the learning mentor team - An increase in participation in enrichment activities, particularly among disadvantaged pupils. - Identified pupils are provided with learning mentor appointments to sustain high levels of wellbeing.
5	To achieve and sustain improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils.	Attendance at least at the national average with no gap between the disadvantaged pupils and their non-disadvantaged peers.
6	To ensure that all pupils receive the Gatsby Benchmark Entitlement which will enable them to make informed decisions on post 16 progression.	NEET to remain below regional and national average figure.
7	To ensure that all pupils have access to wider curriculum opportunities.	Increased engagement and participation in extracurricular music lessons; participation in food technology practical session; participation in educational trips.

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: £ 182,828

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Retention: Employment of AHT responsible for intervention			Percentage of salary: £13,904
Retention: Employment of three core teachers	<u>EEF Guide to Pupil Premium page 8:</u> “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	1	Three teacher salaries: £168,874
Action Research Groups: Employment of 6 ARG leads with the focus on improving classroom teaching and assessment	As above – plus: <u>MELC – Andy Tharby</u> <u>Teaching WALKTHRU’s – Tom Sherrington & Oliver Caviglioli#</u> These two texts underpin the ARG training and development within school.	1	
Teaching of tier 3 vocabulary across the curriculum	<u>EEF – Improving Literacy in Secondary Schools – recommendation 2:</u> Provide targeted vocabulary instruction in every subject	3	
Teaching of tier 2 vocabulary in Y7 form time	<u>EEF – Improving Literacy in Secondary Schools – recommendation 2:</u> Provide targeted vocabulary instruction in every subject	3	Printing and resources: £50

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

Budgeted cost: £ 157,154

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Employment of subject specific HLTA (English) and UQT (maths) and HLTA in science (from January 2022)	<u>EEF Guide to Pupil Premium page 8:</u> “Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	1	HLTA salary plus 50% of UQT salary plus HLTA salary (from January 2022): £75,444
Year 7 Catch Up: Project Group Employment of a primary specialist to facilitate the teaching of the Y7 Project group	<u>EEF – Improving Literacy in Secondary Schools – recommendation 7:</u> Provide high quality literacy interventions for struggling pupils	2	Percentage of salary £35,560
IDL Literacy intervention & IDL numeracy intervention	<u>EEF - Improving Literacy in Secondary Schools recommendation 7:</u> Provide high quality literacy interventions for struggling pupils	2	IDL literacy package: £358 IDL numeracy package: £250
Targeted Inclusion Interventions: Employment of 3 TAs – including EAL - to enable additional targeted interventions	<u>EEF Guide to Pupil Premium page 8:</u> “Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	2	£45,542

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

Budgeted cost: £ 122,931

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
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Ensure pupils have access to technology, devices and online educational materials to enable effective home study.	<u>EEF report – ‘Using Digital Technology to Improve Learning’ (published 2019)</u>	1	
Ensure that pupils have access to social, emotional, mental health and wellbeing support. Employment of a senior learning mentor and a learning mentor.	EEF – SEL (social, emotional learning), wellbeing and mental health: <u>(EEF website: support-for-schools/school-improvement-planning/3-wider-strategies)</u>	4	Percentage senior learning mentor salary: £16,660
Ensure that pupils have access to social, emotional, mental health and wellbeing support. Employment of additional pastoral support.	EEF – SEL (social, emotional learning), wellbeing and mental health: <u>(EEF website: support-for-schools/school-improvement-planning/3-wider-strategies)</u>	4	Percentage of pastoral support salary: £10, 555
To achieve and sustain improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils. Employment of a senior attendance officer.	DfE report – ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ (published 2015) Durrington Research School article: <u>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</u> (published 2018)	5	Percentage of senior attendance officer salary: £16,660
To ensure that all students receive the Gatsby Benchmark Entitlement which will enable them to make informed decisions on post 16 progression. Employment of a school dedicated careers officer	“A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.” <u>Gatsby Benchmark 3: Addressing the Needs of Each Pupil</u>	6	Percentage of career officer salary: £20,421
Retention: Employment of AHT responsible for parental engagement	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u>	6	£4,635

Education Psychologist	Historic school-based evidence	4	£6,500
External Counselling Service	Historic school-based evidence	4	£6,000
Education Welfare Officer	Historic school-based attendance data and evidence	5	£1,200
Food Technology	<p>“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year-olds will have done many fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them, either through extra-curricular activities or through focused financially-supported visits.”</p> <p><u>Sir John Dunford TES Jan 2016 (Former headteacher, general secretary of the Association of School and College Leaders and PP champion from September 2013 to 2015.)</u></p>	7	£4,000
Educational Trips		7	£3,000
Additional teaching materials		1	£7,500
Breakfast club		4	
Music Lessons		7	£8,300
Uniform grant		4	£10,000
Teaching Materials (including internal bid system)			7

Total budgeted cost: £ 462,913

Part B: Review of outcomes in the 2022-2023 academic year

Attainment

Please find the figures below, which have been taken from SMID.

	PP (94)	NPP (124)
Whole Cohort	-0.73	-0.27
Female	(42) -0.3	(67) -0.21
Male	(52) -1.12	(57) -0.34
English Element	-0.83	-0.31
Maths	-0.64	-0.25
Maths 4+	44.6%	65.32%
Maths 5+	25%	39.52%
English 4+	47.87%	71.77%
English 5+	31.91%	54.84%
English & Maths 4+	36.17%	59.68%
English & Maths 5+	19.15%	34.68%
Ebacc 5+	6.38%	9.58%
Ebacc 4+	9.57%	14.52%
5+ Grade 5 inc. Eng & Maths	17.02%	33.87%
5+ Grade 4 inc Eng & Maths	35.11%	56.45%

Assessment of the reasons for these outcomes

The attainment of pupil premium pupils is below that of their peers and will continue to be a focus. They performed poorly in comparison to their counterparts, and despite interventions in place their attainment was disappointing. Of the pupil premium students only 33% of pp students made a positive contribution to P8. There were also a minority of students who performed far below that of their other pp peers and this has negatively impacted overall pupil premium performance. 7 students had a P8 figure of below -3 and the average attendance of these students was 33%, including two students with attendance of 4%. There is also a significant difference in the performance of boys and girls, with PP boys performing far worse than girls.

Literacy levels

The purchase of the GL Exact reading test programme has made the testing of reading and identification of areas of concern as well as possible access arrangement requirements, far more streamlined.

After a number of years fluctuating between reading tests, this has enabled a far slicker way of measuring the progress of reading initiatives in school. The school years that have had been tested via GL Exact are:

- Class of 2028 - testing has taken place at the end of year 6.
- Class of 2027 - testing has taken place at the end of year 6 and the end of year 7.
- Class of 2026 - testing has taken place at the end of year 7, this will be repeated at the end of year 9.
- Class of 2025 - testing has taken place at the end of year 9.
- Class of 2024 - testing has taken place at the end of year 9.

For those year groups where comparison data is available the following can be deduced:

Class of 2027		
	Reading Comprehension standardised score	Word Recognition Standardised Score
End of Year 6	95.56	104.43
End of Year 7	96.93	105

As standardised scores have been used, to see an improvement in both categories, however small, is very pleasing and might go to show the impact reading interventions have had. However, it is clear that reading and literacy levels need to continue to be a focus as the reading comprehension level of this year group is still below the national average.

The use of GL Exact, along with internal triage and the project group class was also used to identify pupils who needed additional phonics support. Pupil premium funding has enabled 1:1 interventions for identified pupils using the Read Write Inc Fresh Start phonics programme. In total, 53% were pupil premium students. The HILTA in charge of phonics interventions has identified and has planned phonics interventions for the following academic year where pupils are still well below the expected level.

In addition to GL Exact, Hyde is now taking part in the two year Tameside Right to Succeed programme which also provides NGRT reading ages for those pupils involved (current year 7 and next year's year 7). This will enable us to dig down more deeply into the PP and non-PP data.

Vocabulary Teaching

The planned form time activity Wealth of Words did not go to plan due to the scheduling of form time activities, where students complete Character Curriculum, numeracy, current affairs, reading and an assembly each week. However vocabulary remained a focus throughout the curriculum and lesson visits and deep dives showed vocabulary was a strength across all subject areas where the teaching of tier 2 and 3 vocabulary is embedded into schemes of work with explicit teaching of vocabulary in a huge majority of lessons seen.

Student wellbeing

Student wellbeing and mental health continues to be a focus post pandemic and students facing disadvantage are more heavily affected by this, as shown by the data below. Pupil premium funding has increased capacity within the learning mentor team, meaning more students can access wellbeing support and these students can be triaged and referred more swiftly for further help such as support from the mental health practitioners.

	PP	Non PP	Total
School Counsellors	30 (71.4%)	12 (28.6%)	42
Mental Health Practitioners	17 (63%)	10 (37%)	27
Mental Health Mentor	5 (55%)	4 (45%)	9
Drop Ins	The learning mentors in school also deal with around 15 drop ins a week. No data is collected for these students.		

The school counsellor completes a Child Outcome Rating Scale at the start and end of each session and these are discussed with the client to ensure that the overall outcome from this data is a reflection of how they feel. Feedback forms are also collected anonymously after counselling has finished to collate student voice about their experience. This found the following improvements in wellbeing scores of the pupil premium students she works with; 30% of pupil premium students made more than 35% improvement, 40% made between 15-35% improvement and 30% made between 5-15% improvement. Due to the nature of mental health and wellbeing it can be complex to measure progress over time and going forward there are plans in place to investigate how this can be improved.

Attendance

	National Sep 2022- July 2023	School Sep 2022- July 2023	School Sep 2021 - Jul 2022
Whole School	90.7%	91.64%	92.43%
NPP	92.6%	93.77%	93.79%
PP	85.3%	88.95%	90.30%
Gap PP v NPP	7.3%	4.82%	3.49%

Attendance across the school fell over the course of the last academic year and the gap between PP and NPP widened. However, the whole school PP attendance was higher than the national average, which is pleasing. Despite this, the attendance of these students is still below the expected level and will therefore remain a focus, especially considering the impact this has clearly had on outcomes.

Of the students identified in the outcomes section earlier, a number of strategies were used to help support attendance to school including referrals to Early Help, alternative provision with Works4U, LA prosecution, referrals to outside mental health agencies including CAMHS. Pupil premium funding contributes towards the work of the attendance team who use a number of strategies to promote good attendance; the team have an open door policy and build positive relationships with students in order to encourage students into school. However where attendance becomes a concern the team conduct regular meetings with the student and their family, conduct home visits, keep in regular contact with home, fixed penalty notices and prosecutions.

Careers

All year 11 students were provided with initial careers interviews from the designated careers advisor, including those that required a home visit. Looked After Children were prioritised for external support via Positive Steps who provided careers information, advice and guidance to help pupils make well informed and realistic decisions about their future pathways. As part of the personal development program all students have dedicated careers lessons which include key GB components including labour market information, apprenticeships, mock interviews, and workplace experiences. At KS3, careers is delivered through form time once per week in the Autumn term. Supporting the careers programme are bespoke events such as industry days, and university and college visits.

NEET figures for this year stand around 4.6% according to the Tameside Moving On report. This can be broken down into the following areas:

	2023	
	Number	Percentage
Further Education College	118	54.4%
School Sixth Form	1	0.5%
Sixth Form College	81	37.3%
Re-Engagement	0	0.0%
Training - Non Employed	4	1.8%
Employed - Apprenticeship	2	0.9%
Employed - with NVQ or locally recognised training	1	0.5%
Employed - no recognised training	0	0.0%
NEET - Available	8	3.7%
NEET - Awaiting Start Date	1	0.5%
NEET - Declined Support	0	0.0%
NEET - Illness	1	0.5%
NEET - Not available	0	0.0%
Unable to Contact	0	0.0%
Refused to Disclose Activity	0	0.0%
Total	217	100.0%

An assessment of CEIAG understanding was completed for all year 10 students. Amongst the findings it showed that 63% of students knew how many A level subjects can be taken, 91% of students were able to identify grades required to study Level 3 courses and 87% of students correctly prepared for, and carried out mock interviews. There are however areas for improvement, only 50 and 51% of students were able to identify entry requirements onto Level 1 and Level 2 courses respectively.

Extra Curricular

We recognise that some pupils have a narrow experience outside of school and aim to ensure that we provide them with a wider curriculum and additional opportunities to enable them to make the most of their educational opportunities. We have offered an enormous range of extra-curricular activities during this academic year. These include additional music lessons, sport, residential visits, art club and computing club. The extra curricular register shows that the total number of students attending sessions 39.5% were pupil premium students. This is an increase of 2.5% on the previous academic year.

Pupil premium funding is used to provide extra curricular music lessons. These lessons include piano, guitar, drum, string, brass, woodwind and singing lessons. During this academic year pupil premium has funded 29 pupil's music lessons - that is 57% of pupils participating at KS3. In addition to this, 24 students at KS4 receive music lessons as part of their GCSE course.

Externally provided programmes

Programme	Details
On-line resource	GCSE Pod
Careers Advice	Positive Steps