



Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year

School overview

Detail	Data
School name	Hyde High School
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	42.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rorick Houghton, Headteacher
Pupil premium lead	Katie Lang, Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£503,163.00
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	£503,163.00

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
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
8	Difficulties in forming and maintaining positive and respectful relationships.

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 oracy across the curriculum which narrows the vocabulary gap over time	Deep dive and lesson visit data shows pupils confidently use tier 2 and 3 vocabulary in written and spoken work.
4	To achieve and sustain improved wellbeing for all our pupils ensuring that they have	Sustained high levels of wellbeing demonstrated by:

	access to social, emotional, mental health and wellbeing support.	<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 figures.
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 sessions; participation in educational trips.
8	Reduction in negative behaviour and an increase in positive behaviour, punctuality and attendance. Where pupils face challenges with this, ensure that pupils have access to personal development intervention, if required.	<p>Decrease in on-calls and suspensions of identified pupils.</p> <p>Positive balance of behaviour and positive points</p> <p>Improvement in respect grades shown in school tracking system</p> <p>Improvement in school punctuality</p>

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: £ 205,540

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Retention: Employment of three core teachers and qualified supply.	<p><u>EEF Guide to Pupil Premium page 8:</u></p> <p>“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.”</p>	1	Three teacher salaries and qualified supply: £190,692

<p>Action Research Groups: Employment of 6 ARG leads with the focus on improving classroom teaching and assessment</p>	<p>As above – plus: <u>MELC – Andy Tharby</u> <u>Teaching WALKTHRU</u>s – Tom Sherrington & Oliver Caviglioli# These two texts underpin the ARG training and development within school.</p>	1	Percentage of TLR payment £5,000
<p>INSET training on Oracy</p>	<p><u>EEF - Oral language interventions</u> “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.” “the targeted use of approaches may support some disadvantaged pupils to catch up with peers”</p>	3	Printing and resources: £50
<p>Development of structured oracy activities in lessons</p>	<p><u>EEF – Improving Literacy in Secondary Schools – recommendation 2:</u> Provide targeted vocabulary instruction in every subject</p>	3	
<p>Planning and monitoring of effective PD curriculum - Employment of AHT responsible for PD.</p>	<p>https://behaviour-in-schools.orcula.co.uk/webinar-1 “Effective schools teach good behaviour, they do not merely prohibit misbehaviour” DfE Behaviour in Schools Guidance - Tom Bennet OBE Nov 23</p>	8	Percentage of salary: £9,800
<p>INSET training on behaviour and whole school consistent approach</p>	<p>EEF Managing Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Recommendation 4 - Use simple approaches as part of your regular routine; “greeting each student positively at the door; • giving specific behaviour-related praise throughout the lesson; • using simple approaches to improve teacher–student relationships (see Recommendation 2); and</p>	8	

	<ul style="list-style-type: none"> • using checklists to ensure behaviour policies and procedures are embedded with rigour.” 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 172,082

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Employment of subject specific HLTA (English)and HLTA (Science) and UQT (maths - Apr-Aug).	<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 Salaries: £55,121 & £17,516
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: £43,608
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	HLTA percentage of salary: £16,245 IDL literacy package: £199 IDL numeracy package: £399
Targeted Inclusion Interventions: Employment of 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	TA percentage of salaries: £38,994

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

Budgeted cost: £125,539

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Ongoing monitoring and deployment of digital devices to 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	£0
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: (EEF website: <u>support-for-schools/school-improvement-planning/3-wider-strategies</u>)	4 & 8	Percentage senior learning mentor salary: £17,842
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: (EEF website: <u>support-for-schools/school-improvement-planning/3-wider-strategies</u>)	4 & 8	Percentage of pastoral support salary: £14,300
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 & 8	Percentage of senior attendance officer salary: £8,980
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: £10,665

Retention: Employment of AHT responsible for parental engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6	Percentage of salary: £4,700
Education Psychologist	Historic school-based evidence	4	£7,500
External Counselling Service	Historic school-based evidence	4	£10,000
Education Welfare Officer	Historic school-based attendance data and evidence	5	£1,200
Educational Trips	<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	£10,000
Breakfast club		4	£5,000
Music Lessons		7	£8,500
Uniform grant		4	£20,000
Teaching Materials (including internal bid system)		7 & 8	£6,852 (minus IDL & printing costs identified above)

Total budgeted cost: £503,163