



Pupil Premium Strategy Statement: Review Document 2021-22



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 and how we intend to spend the funding in this academic year. The effect that last year's spending of pupil premium had within our school is presented in the document: Review of Long Term Pupil Premium Strategy (2019-21)

School overview

Detail	Data
School name	Hyde High School
Number of pupils in school	1149
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrea Radcliffe, Headteacher
Pupil premium lead	Lesley Mallon, Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£431,103
Recovery premium funding allocation this academic year	£30,994
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	£462,097

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.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	A vocabulary gap that inhibits learning and progress.
2	Low levels of literacy on entrance to KS3.
3	Access to digital learning is sometimes limited and students do not have adequate equipment and devices to cope with the demands of home and remote learning.
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	Local deprivation

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	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.
2	Rapidly improved reading and spelling ages for those students not able to read to an age-appropriate level and fluency at the beginning of year 7.	Data evidences increases in reading and spelling ages for those identified students.
3	Improved student access to technology, devices and online educational materials to enable effective home study.	Increased engagement for students provided with devices.
4	To achieve and sustain improved wellbeing for all our students 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 students. - Identified students are provided with learning mentor appointments to sustain high levels of wellbeing.
5	To achieve and sustain improved attendance rates for all our students, including disadvantaged and vulnerable students.	Attendance at least at the national average with no gap between the disadvantaged students and their non-disadvantaged peers.

6	To ensure that all students 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 students 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: £172,583

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Retention: Employment of AHT responsible for intervention			Percentage of salary: £17,218
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	2	Three teacher salaries: £147,489

	ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”		
Action Research Groups: Employment of 6 ARG leads with the focus on improving classroom teaching	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.		6 TLR 3b: £7,826
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	1	
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	1	Printing and resources: £50

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

Budgeted cost: £ 153,483

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.”	2	HLTA salary plus 50% of UQT salary plus HLTA salary (from January 2022): £51,508
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 students	2	£32,590

IDL Literacy intervention & IDL numeracy intervention	<u>EEF - Improving Literacy in Secondary Schools recommendation 7:</u> Provide high quality literacy interventions for struggling students	2	IDL literacy package: £358 IDL numeracy package: £250
Targeted Inclusion Interventions: Employment of 4 TAs 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	£68,777

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

Budgeted cost: £130,002

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
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>	3	
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 of learning mentor and senior learning mentor salaries: £41,406
To achieve and sustain improved attendance rates for all our students, including disadvantaged and vulnerable students. 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:	5	Percentage of senior attendance officer salary: £25,000

	https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance (published 2018)		
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: £18,246
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	£1,500
Food Technology	“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.” <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>	7	£4,000
Educational Trips		7	£1,000
Music Lessons		7	£8,850
Uniform		7	£10,000
Teaching Materials (including internal bid system)			£7,500

Total budgeted cost: £456,068

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 2021 to 2022 academic year.

Attainment

The PP students P8 score for 2021-22 was -0.15 (cohort of 71). The corresponding figure for NPP students (cohort of 135) was -0.01.

The female PP P8 score for 2021-22 was -0.06 (cohort of 44). The corresponding figure for NPP female students was 0.27 (cohort of 73)

The male PP P8 score for 2021-22 was -0.3 (cohort of 27). The corresponding figure for NPP male students was -0.35 (cohort of 62)

In English language, the 9-4 grades overall was 77% with the PP students achieving 61% compared to NPP students' figure of 84%.

In maths, the 9-4 grades overall was 73% with the PP students achieving 58% compared to NPP students' figure of 82%.

The overall percentage of grades 9-4 EM in 2022 was 69%, with PP students achieving 53% and NPP students achieving 77%. The corresponding figures for 9-5 EM were 42% overall, PP 33% and NPP 47.4%.

Actual Results 2022:

	Full Year (207)	NPP	PP
Maths 4+ %	73	82	58
Maths 5+ %	49	53	42
English 4+ %	77	84	61
English 5+ %	60	68	46
English and Maths 4+ %	69	77	53
English and Maths 5+ %	42	47	32
Ebacc 5+ %	5	41	33

Total EBacc entry in was 17.4% in 2021-22 (18.5% NPP, 15.3% PP) which was, on the whole, slightly higher than the previous academic year entry of 17% in 2020-21 however did show a slight drop in terms of the percentage of PP students entering for EBacc (15.2% NPP, 20.3% PP). The corresponding figures for 2019-20 was 12.6 (13.9% NPP, 11%PP).

Assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, who were not always able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that was intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and a blended teaching curriculum during these times.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide targeted wellbeing support for pupils where identified and required. We are building on that approach in our new plan.

Digital divide

The DfE provided us with 434 devices during 2020-22 which enabled the rapid closure of the digital divide. Devices and data packages were prioritised for disadvantaged pupils. Training students in the use of Google Classroom has led to many significant home learning barriers being removed.

Reading

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 purchase of the 'Read, Write, Inc' Phonics scheme has enabled lower attaining Year 7 students to be screened accordingly and – where necessary – have targeted phonic intervention. This will continue into Year 8 for those students needing to make additional progress as well as being rolled out in the next Year 7 cohort.

Explicit vocabulary teaching

Our aim of increased confidence in the teaching of vocabulary across the curriculum was realised during the year. All departments fed back that they felt increasingly confident in the delivery of the identified key vocabulary, this was evidenced in lessons, learning walks and through an audit of subject leaders. Disciplinary literacy and vocabulary teaching will continue to be a focus to be further developed and embedded over the forthcoming academic year. Tutor time in Year 7 was used to deliver explicit tier 2 vocabulary and this will roll out across KS3 in 2022-23.

Small Group Tuition

Initially offered to all staff for all students in March 2022.

Staff only chose Year 10 students, which could be an indication of the impact of Covid on GCSE students. A total of 26 teaching staff involved in the initial programme and initially 122 year 10 students were chosen.

Most sessions started the w/b 21st March but some ran later to take into account other catch up programmes within school e.g. Year 11 revision sessions.

A further programme of small group tuition was offered and started the w/b 6/05/22. 32 further students were chosen, 78% were in year 9, the remaining students in year 8. The focus of these sessions was to adequately prepare students for KS4 study.

10 hours of tuition was offered in the initial year 10 programme. For the second round of tuition the hours varied from 5 - 9 sessions (so that they could be fit in by the end of the academic year).

At this date (19/07/22) there have been 872 hours of tuition delivered across years 8, 9 and 10.

A review of attendance was completed part way through the year 10 programme and where engagement and attendance was an issue the teachers delivering the sessions nominated other students to

take the place of those not attending. This ensured that it maximised the opportunity and the funding available.

Small Group Tuition has been a mixture of activities - from revision, recapping material and practical sessions.

Mental health

The impact of the pandemic on well-being and mental health significantly affected pupils and this was particularly evident for disadvantaged pupils. The impact has seen an increase in the demand for counselling and learning support mentor sessions with 54% of referrals from disadvantaged pupils. 295 students were under the care of the learning support team, with 158 of these being disadvantaged students. As a result, we used the pupil premium funding to maintain our increased capacity from the previous year employing two designated learning mentors within school.

Attendance

Overall attendance in 2021/22 was lower than in the preceding two years at 92.43%. At times when all pupils were expected to attend school, absence among pupil premium pupils was 3.49% higher than their NPP peers. These gaps are not significantly different to the two preceding years which had a gap of 3.84% and 3.22% respectively. Attendance remains a focus of our current plan. To maintain capacity within the attendance team we employ both an attendance officer and a senior attendance officer – funded partly through pupil premium funding.

	Sep 2021-July 2022	Past data for Sep 2020- Feb 2021	Past data for Sep 2019 - Apr 2020
Whole school (1144)	92.43%	95.15%	94.71%
NPP (688)	93.79%	96.77%	96.08%
PP (454)	90.30%	92.93%	92.86%
PP Boys (212)	89.30%	92.30%	93.00%
PP Girls (242)	91.60%	93.30%	92.60%
GAP PP v NPP	3.49%	3.84%	3.22%

Careers

All Year 11 students have been provided with initial careers interviews from the designated school careers advisor. Looked After Children are prioritised for external support via Positive Steps who provide careers information, advice and guidance to help pupils make well informed and realistic decisions about their future pathways. Internally, the advisor prioritises the PP pupils to ensure they have further interviews and appointments where required.

Extra Curricular Activities

We recognise that some pupils have a narrow experience outside of school and aim to ensure that we provide them with wider curriculum and additional opportunities to enable them to make the most of their educational opportunities. We have offered an enormous amount of extra-curricular activities during this academic year. These have ranged from additional music lessons to sport, from art club to science club, from trips to computing club. Of the 5463 total number of students attending sessions, 37% were pupil premium students.

Music Lessons

Pupil premium funding is used to provide extra-curricular music lessons. These include piano, guitar, drum, string, brass, and woodwind and singing lessons. During this academic year, pupil premium has funded 36 pupils' music lessons – this is 44% of those pupils participating.

Externally provided programmes

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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

