

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Hurworth School				
Academic Year	2020-21	Total PP budget	£125,935	Date of most recent PP Review	Nov20
Total number of pupils	683	Number of pupils eligible for PP	155	Date for next internal review of this strategy	Nov 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	<i>Predictions</i> Year 10 = +0.3 Year 11 = +0.3	+0.13
Attainment 8 score average	<i>Predictions</i> Year 10 = 54.6 Year 11 = 48.4	50.3

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Numeracy, handwriting and reading in Key Stage 2 below expected standard
B.	Individual targets such as improve behaviour, communication or engagement
C.	Provision of learning materials which aren't accessible outside of school
D.	Lack of aspiration for progression beyond secondary education
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
E.	Low attendance rate and persistent absenteeism
F.	Emotional wellbeing and social development of many PP pupils can be weak and may pose a significant barrier to learning

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Pupils have closed the gap to National Standards	All pupils eligible for PP in all years make progress in line with or beyond their peers by the end of the year. Evidence will be collected using in school assessment data and external examination performance
<b>B.</b>	Improvement in targeted areas such as behaviour (ClassCharts wheel at above 90%), communication skills improved and increased engagement in the classroom	Fewer behaviour incidents recorded for those pupils eligible for PP, without changing recording practices or standards. Proportional rates of exclusions for disadvantaged pupils will reduce to be in line with other pupils. This will be measured through behaviour incidents logged on Classcharts, CPOMs and SIMs and will be monitored on a half termly basis
<b>C.</b>	Increased access to learning materials on a needs basis	All pupils receive additional learning materials as required. Monitoring by classroom teachers
<b>D.</b>	PP pupils have the same access to enrichment activities as non-PP pupils	Pupils have open access to appropriate school trips and enrichment activities
<b>E.</b>	Attendance improves (target is above 95%)	Improved percentage or overall attendance. Improved attendance rates for Persistent Absentees from 2017/18 figures
<b>F.</b>	Pupils are safeguarded and receive appropriate care, support and interventions within and outside school. Emotional wellbeing and social development of PP pupils also addressed through the PSHCE curriculum.	Success may be evidenced in a number of ways including greater engagement in learning, improved attendance, improved behaviour, improved social skills and confidence

## 5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that PP pupils perform in line with other pupils within Hurworth	Whole school focus on teaching and learning with regards to identifying and overcoming barriers to learning.	PP students on intake are proportionally further below standard for national tests than pupils not eligible for PP. Increased awareness of this will support accelerated learning through quality classroom teaching and learning practices	All staff use ClassCharts seating plans and clearly identify all PP students on these. All data collections are returned with PP as a discreet group to be analysed. Learning walks and pupil voice.	LBN, LGE, NGE, CLE	All data collection opportunities/lesson observations/learning walks as per school calendar
Ensure that all PP pupils have equal access to intervention/catch up sessions to support their learning	Pupils receive additional support in small groups to ensure that they are meeting their targets	PP students on intake are proportionally further below standard for national tests than pupils not eligible for PP. Intervention/catch up classes are run for all pupils who require them and are evaluated constantly to measure their effectiveness	All staff use ClassCharts seating plans and clearly identify all PP students on these. All data collections are returned with PP as a discreet group to be analysed – impact of interventions is included as an explicit area on which to comment. In Year 11 all HODs attend monthly data analysis meetings in addition to information on SIMS.	LGE, NGE, NPR	All data collection opportunities/lesson observations as per school calendar

Extra-curricular programme in place to extend pupils learning and progress in curriculum areas	Ensure all PP pupils have the same access to extra-curricular opportunities in order to support rapid progress	PP students on intake are proportionally further below standard for national tests than pupils not eligible for PP. EEF research shows that extra-curricular attendance can help to increase the rate of progress of pupils	Participation in extra-curricular activities monitored via ClassCharts, barriers to participation e.g. transport issues are overcome via the use of school minibuses	BSD	Ongoing, termly reports produced
<b>Total budgeted cost</b>					~£62967
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Disadvantaged group coordinate school provision	Continuous live analysis of provision with interventions and short terms targets being implemented	Expertise from across school can live track pupils and intervene immediately as needs arise. Knowledge of provision across school heightened.	Weekly meeting of the group with targets and progress reviewed constantly.	NGE	Ongoing weekly
Literacy support	Bespoke provision supports pupils in addressing their individual literacy needs	Pupils who have not made expected progress with literacy at Primary school will be supported to catch up.	A primary school teacher is employed to facilitate catch up. Timetabled lessons become part of the curriculum	CLE	Yearly
Life skills	Pupils prepared for independence	Some pupils require life skills in addition to their academic needs	Timetabled lessons following Unit Award schemes and bespoke lessons	CLE SEN support	Yearly

1:1 tuition and small group tuition	Pupils get back on track to achieve the expected National standards	Prevent pupils falling further behind and maximise academic progress through more targeted teacher-time	Tracking and monitoring as part of whole school systems	CLE, NGE, LGE	As per school calendar
Intensive individual mentoring and support from internal or external sources	Bespoke provision supports pupils in addressing their individual needs e.g. mentoring, counselling etc	Individualised support for pupils to ensure their potential is maximised and that barriers to learning are removed/reduced	RAG meetings to identify pupils, evaluate and amend provision as needed	Student Support and Leadership Teams, all in school mentors	Weekly
Loan of material and/or resources e.g. lap tops/iPads/ school ICT to enable home access	Pupils are well equipped to fully participate in all lessons	To allow full access to the curriculum	All staff monitor feedback via ClassCharts and/or CPOMs	Student Support and Leadership Teams	Daily
Financial assistance with enrichment activities	Pupils can participate in enrichment activities	To allow pupils to take part in all aspects of enrichment and develop social relationships with peers	Identification by Trip Leaders or via Student Support Team; attendance records at activities monitored	Trip Leaders, Student Support and Leadership Teams	As activities take place

Increase attendance of PP pupils and reduce persistent absenteeism	Attendance rate improves	Attendance is vital to allow academic progress	Weekly meetings with the pupil; review of attendance figures for all pupils at weekly attendance meetings. First day calling and home visits from Attendance Officer/Behaviour Welfare Officer as appropriate	Student Support and Attendance officer	Daily
Reduce exclusions both fixed term and internal for PP pupils in line with other pupils	Continue to refine whole school behaviour procedures	Analysis of in school data indicates that those pupils in receipt of PP have higher levels of negative behaviour and increased numbers of exclusions	Reduce the risk of exclusion of most vulnerable PP pupils. Behaviour monitoring through ClassCharts, Head of Year support and interventions. Daily meetings of Student Support team.	Student Support Team	Ongoing through termly reports to Governor
Provide bespoke in house pastoral and wellbeing support including interventions and support programmes	Develop pupils' resilience, self-esteem and self-regulation	High proportion of PP pupils are on vulnerable register. High proportion of PP pupils have incidents of poor behaviour or face challenges that detrimentally effect their learning	RAG meetings to identify pupils, evaluate and amend provision as needed	Student Support Team	Ongoing
<b>Total budgeted cost</b>					~£31483
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Additional lunchtime and/or after-school lessons for Key Stage 4 pupils	Pupils reach their target grades	Smaller groups allow targeted support with individual areas for development	Tracking and monitoring, Academic RG meetings, meetings with HODs after each data capture sessions	Head of Department and Leadership Team	Fortnightly
Provide transport home after school	Pupils are not prevented from attending additional sessions/enrichment activities	Reduce the barriers to learning to allow pupils access to a full programme of both in-class and additional support	"List" sign up system to ensure that the correct pupils are targeted and attend sessions, mini bus booking records	Leadership Team	Daily
Ensure access to an independent careers programme	Pupils aspirations about intended careers are raised, pupils have greater awareness of the requirements for post-16 courses/jobs and future careers	Bespoke sessions allow support to be tailored to individual needs and ensure that pupils are maximising their academic progress. Supported transition programmes ensure that pupils do not become NEET.	Targeted careers provision extended for Disadvantaged at lower school. Ks4 support heightened with more bespoke support offered.	Careers Lead	Monthly
Rewards celebrations	Pupils feel rewarded for their hard work and are motivated to continue to achieve/improve further in the future	Pupils have a goal to work towards e.g. gaining a Gold reward/Prom ticket which increases motivation to progress	Whole school rewards programme is monitored daily and analysis is completed termly ahead of rewards celebrations	Student Support and Leadership Teams	Dependent on type of reward review periods vary from weekly (e.g. Classcharts prizes) to annually (e.g. Prom)
<b>Total budgeted cost</b>					~£31483

## 6. Review of expenditure

Previous Academic Year

To be completed November 2021

i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that PP pupils perform in line with other pupils within Hurworth	Whole school focus on teaching and learning which will include a heightened awareness of the PP group and their individual needs	Limited assessment opportunities due to the Covid Pandemic.	Even though opportunities to provide feedback on assessment was limited it is felt that intervention in the classroom could be more targeted and that barriers to learning need to be addressed more effectively.	
Ensure that all PP pupils have equal access to intervention/catch up sessions to support their learning	Pupils receive additional support in small groups to ensure that they are meeting their targets	Feedback from HOD reports that this intervention is often critical in providing bespoke support to Disadvantaged students and helping fulfil their potential.	This support will continue in the next academic year.	
Extra-curricular programme in place to extend pupils learning and progress in curriculum areas	Ensure all PP pupils have the same access to extra-curricular opportunities in order to support rapid progress	Engagement in extracurricular activities was tracked for Disadvantaged pupils but the majority of external visits were cancelled.	This support will continue to be provided, tracked and analysed in the next academic year.	
<b>ii. Targeted support</b>				



<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
1:1 tuition and small group tuition	Pupils get back on track to achieve the expected National standards	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Intensive individual mentoring and support from internal or external sources	Bespoke provision supports pupils in addressing their individual needs e.g. mentoring, counselling etc	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Loan of material and/or resources e.g. lap tops/iPads/ school ICT to enable home access	Pupils are well equipped to fully participate in all lessons	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Financial assistance with enrichment activities	Pupils can participate in enrichment activities	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Increase attendance of PP pupils and reduce persistent absenteeism	Attendance rate improves	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	

Reduce exclusions both fixed term and internal for PP pupils in line with other pupils	Continue to refine whole school behaviour procedures	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Provide bespoke in house pastoral and wellbeing support including interventions and support programmes	Develop pupils' resilience, self-esteem and self-regulation	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional lunchtime and/or after-school lessons for Key Stage 4 pupils	Pupils reach their target grades	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	
Provide transport home after school	Pupils are not prevented from attending additional sessions/enrichment activities	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	

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Ensure access to an independent careers programme	Pupils aspirations about intended careers are raised, pupils have greater awareness of the requirements for post-16 courses/jobs and future careers	Limited scope to assess the success due to the Covid Pandemic.	Will continue this provision in 2020-21	

## 7. Additional detail

At Hurworth School we believe that every pupil has the ability to achieve their potential and that we should make every effort to remove any barriers that could restrict this progress. All children have different abilities and aptitudes and it is our duty to identify these strengths and nurture them so that our pupils are confident. Pupil Premium spending is only ever a conservative estimate. In reality the spending may be far greater and this is essential to the school ethos.

However, it must also be recognised that some pupils make slower progress than we might normally expect and this can be due to any number of reasons. It is our duty to remove these barriers wherever possible and this is where the Pupil Premium can support progress.

We may offer support in accessing school trips and excursions to allow them to fully access the curriculum.

1. If the visit is judged to be essential for the curriculum the school will cover the full cost of the visit costs incurred for those who attract Pupil Premium funding.
2. If the visit is judged to be *desirable* for the curriculum but not essential the school will cover a proportion of the cost of the visit for those who attract Pupil Premium funding.
3. If the visit is judged to be additional to the curriculum and not essential (for example the ski trip) the school will not contribute to the cost of the visit

