

Pupil premium strategy statement

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, 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.

Please read this document in conjunction with:

- Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils (November 2022)

School overview

Detail	Data
School name	Hornsea School & Language College
Number of pupils in school (Y7 to Y11)	1061
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023, 2023/2024, 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr R Lewchenko, Deputy Headteacher
Pupil premium lead	Mrs V Parnaby
Governor / Trustee lead	Mrs L Farrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/2023)	£298885
Recovery premium funding allocation this academic year	£ 76774
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£58185

Part A: Pupil premium strategy plan

Statement of intent

Hornsea School and Language College (HSLC) is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this, and with regard to the education of pupils identified as Disadvantaged Pupils, HSLC is committed to working to overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect life chances

Challenges

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

Challenge number	Detail of challenge
1	Higher volume of low-level disruption in comparison to non DP students, determined by PD data, ISO and Exclusion data.
2	The average ATL of DP students is lower than that of non-DP students, determined by the Academic Review data.
3	Lower levels of English and Maths skills, determined by KS3 progress data and KS4 attainment data.
4	Lower levels of engagement in extra-curricular/enrichment activities in school, determined by club registers, parents evening attendance data etc.
5	Low attendance rates in comparison to non-DP peers, determined by class registers/end of year attendance data.

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
Increased engagement in teaching and learning activities. Reduction in the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. Reduction in the number of DP students being in ISO and/or excluded, therefore increasing the number of days DP students spend in the classroom.	The number of WW issued to DP students will be in line with or less than non-DP students. The number of DP students in ISO will be in line with or less than non-DP students. The number of DP students receiving a fixed term exclusion will be in line with or less than non-DP students.

<p>Increased engagement in teaching and learning activities. The progress across the curriculum for non-DP students will be in line with their non-DP peers.</p>	<p>The average ATL of DP students will be in line with or better than non-DP students across the curriculum.</p>
<p>Improve the Maths and English progress for DP students</p> <p>KS3 - Aim to diminish the gap in relation to the % of DP v non-DP students making at least expected progress in maths and English.</p> <p>KS4 - Aim to diminish the gap in relation to the % of DP v non-DP students attaining GCSE English and maths at Grade 4+.</p> <p>KS4 – Aim to diminish the gap in relation to the % of DP v non DP students attaining a Grade 4+ in a range of subjects across the curriculum.</p>	<p>KS3 – The % of students deemed to be “MEP” (Making Expected Progress) or “EEP” (Exceeding Expected Progress” to be in line with their non-DP peers at the end of the academic year.</p> <p>KS4 - FFT Aspire data will show that the % of DP students attaining GCSE English and maths at Grade 4+ improves.</p> <p>KS4 – FFT Aspire data will show that the % of DP students attaining Grade 4+ in subjects across the curriculum will be in line with non-DP peers when the GCSE results are released.</p> <p>The gap for the progress 8 score average will diminish between DP and non-DP peers.</p>
<p>Increased parent/carer awareness of the opportunities created as a result of the Pupil Premium Grant.</p> <p>Increased participation of DP students at the wide range of extra-curricular/enrichments activities offered within the school.</p> <p>Increased engagement of parents at events such as Parents Evenings, Transition events etc.</p>	<p>Increased take up of extra curricular/enrichment activities.</p> <p>The number of DP students taking part in extra-curricular/enrichment activities will be in line with non-DP students.</p> <p>The % of parents of DP students attending parents evenings will be in line with the non-DP parental attendance.</p>
<p>Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students.</p>	<p>Reduction in the number of sessions missed. Attendance for DP students is in line with non-DP students and above national average.</p>

Activity in this academic year (2022/2023)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Reducing class sizes/small group teaching and learning

Budgeted cost: £ 93602.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils</p> <p>SLT oversight (Asst Head Progress) & Individual year group progress monitoring by dedicated progress leaders.</p> <p>Maximising learning through effective CPD led by Research Leads.</p>	<p>Quality first teaching for all pupils is key - having access to a well-sequenced and well-planned knowledge based curriculum across all subject areas. Implicit in the intended outcomes is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF Toolkit – Aspiration Intervention</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p>	3
<p>Employment of additional teachers (QTS) in English, maths and science to facilitate smaller class sizes.</p> <p>Bespoke small group teaching and learning classes eg Nurture Groups/ Personalised Pathway Groups</p> <p>Lead TAs for the bespoke groups (x5)</p> <p>Employment of Learning Enhancement Teacher & dedicated Pastoral Manager – oversight</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>EEF Toolkit – Reducing class size</p> <p>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p>	1, 2, 3

of LAC/PLAC students/educational programmes/pastoral support.		
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Targeted academic support / Intervention

Budgeted cost: £ 138745.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of tutors to deliver intervention (1 to 1 and/or small group) focusing on English and maths.</p> <p>Bespoke English and maths interventions targeted to individual needs.</p> <p>Contribution to School-Led Tutoring (30%)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF Toolkit – 1 to 1 tuition 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Toolkit – Small group tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p>	3
<p>In class TA support to enable DP students access to quality first teaching in the classroom. (10% total TA budget)</p> <p>Employment of Learning Support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	1, 2, 3

Officers (2x roles)		
Additional teaching/adult support of Period 6 lessons (across all subject areas, as required)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time EEF Toolkit – Extending school time Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 2, 3, 4
Extra curricular learning opportunities in place specifically for DP students, eg Saturday morning intervention classes.		

Wider strategies - Attendance, Behaviour, Wellbeing, Enrichment

Budgeted cost: £191908.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing structure to oversee and monitor DP students: -Assistant Head (Inclusion) - Assistant Head (Progress) -Disadvantaged Champion/Learning Enhancement Coordinator -Head & Asst. Head of Positive Discipline -Progress Leader/Pastoral Management Team -Safeguarding and Wellbeing	School attendance - Guidance for maintained schools, academies, independent schools and local authorities (August 2020) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Toolkit- Behaviour Interventions	1, 2, 3, 4, 5

<p>Manager for Attendance, Health and First Aid (SN) -Welfare Manager for Attendance & Health -ELSA</p> <p>Meet & Greet for identified pupils each morning.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF Toolkit – Social and emotional learning Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	
<p>Subsidies for school trips to ensure inclusion.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>EEF Toolkit – Physical Activity</p>	4, 5
<p>Transportation costs/reductions: -Sporting activities -Twilight buses -Extra curricular activities such as theatre trips</p>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF Toolkit – Arts Participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	
<p>Payment for music lessons to allow DP students the same opportunities as non-DP peers.</p>	<p>Arts-based approaches may offer a route to re-engage older pupils in learning</p>	
<p>Parental engagement to support attendance and subsequent progress of their son/daughter eg through improved attendance at parents evenings, family learning events etc.</p>	<p>Parental engagement (EEF Toolkit)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 	4

Total budgeted cost: £424,255.00

Part B: Review of outcomes in the previous academic year (2021/2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year, in terms of Y11 attainment and attendance.

Attainment (Y11)	2021-2022		2020-2021*	
	Pupils eligible for DP	Non-DP	Pupils eligible for DP	Non-DP
% achieving English & Maths 4+	43%	76%	67.7%	81.1%
% achieving expected progress in English / Maths	56.4%/ 38.9%	53.9%/ 52.8%	41.9%/ 64.5%	61.1%/ 55.1%
Progress 8 score average	-0.69	-0.09	N/A	N/A
Attainment 8 score	38.2	49.3	44.24	52.04

*Results determined as part of CAG process

HSLC Attendance Dashboard

Disadvantaged...

Whole School

90.92%

Non-DP

92.22%

DP Category	Average Attendance	Difference (to Non-DP)
All Disadvantaged (DP)	87.38%	↓ -4.84%
LAC	95.56%	↑ 3.34%
Post-LAC	95.57%	↑ 3.35%
Free School Meals (FSM)	85.69%	↓ -6.54%
Ever 6	89.98%	→ -2.25%
Services	91.18%	→ -1.04%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider