



Pupil premium strategy statement

St. Hild's Church of England School 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St. Hild's Church of England School
Number of pupils in school	671
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (2022-25)
Date this statement was published	December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs T Gibson
Pupil premium lead	Mrs T Gibson
Governor / Trustee lead	Mrs S Stock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,000
Recovery premium funding allocation this academic year	£105,000
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

£499,000

Part A: Pupil premium strategy plan

Statement of intent

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, particularly in core subjects. Pupil premium should not be a barrier and all pupils at St Hild's are given the same opportunities and we develop the values within the school with all pupils.

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 and a focus on developing good behaviour for learning are 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non disadvantaged pupils.

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

St Hild's Church of England School is committed to closing the progress, attainment and wellbeing gaps for our pupil premium pupils. Our school governors and all members of staff are responsible for 'disadvantaged' children and are committed to meeting their academic, pastoral, social and well-being needs. We work towards reducing and, where possible, removing any barriers to learning.

St Hild's Church of England School elects to follow the **EEF Guide to the Pupil Premium** which aims to support schools in spending their Pupil Premium to maximise the benefit for their pupils. Teaching is prioritised, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

In our approach to Pupil Premium spending, we consider the importance of evidence based strategies to support all disadvantaged pupils, including the middle and high attainers. It also utilises research and investigation into inspiring schools, who have used their Pupil Premium to transform outcomes for disadvantaged pupils. The "Child in the North " report from the NHS recommends we need to develop early intervention for our pupils and develop relationships with the pupils to support them more effectively. The gap between the North and South post pandemic has only widened as well as the gap between the more privileged and those with a lower income or no income. We have a large number of pupils living in the most deprived decile on the Index of multiple deprivation CDRC Harmonised 2019 HMD.

Challenges

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

Challenge number	Detail of challenge
Academic barriers	
1	<p>Poor attendance which contributes to poor progress and therefore attainment, leading to a lack of ambition</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 9.2% (2022-23) and 7.4% (2021-22) lower than for non-disadvantaged pupils.</p> <p>There has been a higher proportion of disadvantaged pupils being 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. There was a dip in attendance data 2022-23 dropping by 1.6% overall. There was a specific focus on asking the PA pupils to attend summer school for year 6 pupils and 18% of attendees were PA pupils from primaries. 50% were pupil premium pupils.</p>
2	<p>The achievement gaps between disadvantaged and non-disadvantaged pupils on entry due to weak literacy, weak numeracy and poor communication skills.</p> <p>Assessments on entry to Year 7 in the last 2 years indicate that around 23% of our disadvantaged pupils arrive below age-related expectations compared to around 11% of their non-pupil premium peers, in the same period.</p> <p>Internal assessments demonstrate a smaller gap (compared to how close children are to their expected progress) than the KS2 entry.</p> <p>Subsequent external assessments show that the percentage of disadvantaged children on or above expected outcomes is less than 10% less than non-disadvantaged.</p>

	<p>Reading age assessments show that there is a significant gap between disadvantaged pupils and their peers on entry to St Hild's at Year 7. Currently, around 34% of Pupil Premium children have lower than expected reading ability. The proportion of pupil premium pupils is higher now in KS3 than KS4 hence more resources are being put into KS3 as well as trying to close the gap at the earliest possible opportunity. There is also a focus on literacy in the summer school aimed at year 6 pupils.</p>
3	<p>Assessments, observations and internal welfare data highlights that pupils, particularly in Years 10 and 11, continue to struggle with the ability to independently regulate their emotions which impacts upon their behaviour for learning. This is partly due to the impact of school closures disrupting the learning of our pupils.</p>
4	<p>Lack of aspiration is leading to poor behaviour for learning which impacts upon their resilience to become independent learners; this in turn can then affect appropriate post-16 progression.</p> <p>Although NEET figures are very low, destination data shows a significant proportion of middle and high ability disadvantaged pupils do not progress to post-16 provision at the appropriate level. We are beginning to see a change in the appropriateness of courses.</p>
5	<p>Material deprivation which can impact upon learning and independent study.</p> <p>Over 50% of pupils did not have the means to access home learning during lockdown. This is still an ongoing issue for pupils coming into the school in Year 7 and in-year transfers. Maintaining access is also an issue for many families. We are regularly loaning out laptops and providing uniforms to families. Each year as part of our reading strategy we give each pupil a reading book as part of our reading canon programme.</p>
Additional barriers	
6	<p>Material deprivation which can impact parental engagement; this can affect cultural opportunities for pupils and is often linked to social and emotional barriers.</p> <p>Attendance data from Parents' Evening and other school events shows a worrying lack of parental engagement. Analysis of participation in school trips and visits pre-covid, shows disadvantaged pupils do not readily come forward to attend.</p>
7	<p>Increasing levels of mental health issues.</p> <p>Vulnerable pupil database has shown a slight decrease on previous years. 90% of vulnerable pupils are disadvantaged pupils. There has been a decrease in 'Operation Encompass' referrals but a 5% increase in 'Early Help' referrals.</p>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, with a focus on reducing persistent absence</p>	<p>The overall absence rate for all pupils being in line with regional and then national averages (or better for KS3), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces.</p> <p>The percentage of all pupils who are persistently absent reduces and becomes in line with regional and then national averages (or better) and the figure among disadvantaged pupils being in line with their peers for KS3 and reduces for KS4.</p>
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on core subjects.</p>	<p>Working towards aspirational progress made by disadvantaged pupils amongst similar schools (or all schools) by the end of the plan</p> <p>Achieve national average for attainment for all pupils</p> <p>Achieve average English and maths 5+ scores for similar schools</p> <p>Disadvantaged pupils progress to the appropriate level of post-16 provision</p>
<p>To improve the reading comprehension scores for KS3 pupils and reduce the gap between pupil premium pupils and non pupil premium pupils.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and pupil book scrutiny.</p>

<p>Improved self regulatory skills and engagement in learning leading to more disadvantaged pupils progressing to appropriate post-16 provision</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own emotions and therefore will be more successful in the classroom. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Pupil surveys show all pupils understand their possible career pathways and are actively engaged in mapping out their future</p> <p>Destination data shows no NEETs and pupils progressing to appropriate levels post-16 and beyond.</p>
<p>Improve quality first teaching for all so disadvantaged pupils are challenged and appropriately supported to maximise progress</p>	<p>Working towards aspirational progress made by disadvantaged pupils amongst similar schools (or all schools) by the end of the plan</p> <p>Achieve national average for attainment for all pupils</p> <p>Achieve average English and maths 5+ scores for similar schools</p> <p>Disadvantaged pupils progress to the appropriate level of post-16 provision</p>
<p>All pupils, particularly those who are disadvantaged engage in enrichment activities (for example breakfast club)</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Improved concentration and focus from having a healthy breakfast for disadvantaged pupils</p> <p>Data from attendance to events such as parents' evenings, pupil and parents' surveys shows the numbers of disadvantaged increasing. Informal opportunities to breakdown barriers to increase parental engagement.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations shows students are more aware of their mental health and well being as well as their engagement.</p>

<p>Parents and carers are more engaged with the life of the school and therefore their child's education.</p>	<p>All pupils have access to a curriculum which is rich in cultural capital.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Data from attendance to events such as parents' evenings, pupil and parents' surveys.</p>
<p>Increase enhanced support with transition to aid transition and have familiar adults whom they have relationship with before September.</p>	<p>Summer school is targeted at the most vulnerable students and the pupil premium pupils.</p> <p>Additional transition visits for pupil premium students arranged to help the positive develop relationships with ELSA's and Year Leaders as well as the SENDco.</p> <p>ELSA spends time in primary schools to develop relationships with students during summer term to ease transition for more complex students.</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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Securing high quality classroom teaching focusing on staff development and the implementation of lesson delivery through a programme of CPD, mentoring and coaching</p> <p>Enhancement of our teaching and curriculum planning in all subjects in line with DfE and EEF guidance.</p>	<p>John Hattie – Climate and Culture</p> <p>Evidence Based Education – The Great Teaching Toolkit</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>The EEF guidance on 'Effective Professional Development' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective</p> <p>Pupil book Study to be launched across the school - training time required and standardisation time</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>To teach well, teachers need to assess pupils' prior knowledge and understanding effectively and build upon these to teach problem solving strategies, and help pupils to develop more complex mental models through the model for Teaching and Learning Research Teacher toolkit review: 4 Dimensions - <i>Understanding content, creating a supportive environment,</i></p>	<p>1, 2, 4, 5</p>

<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Hub resources and CPD offers including NPQs, Outstanding Teacher programmes</p>	<p><i>maximising opportunity to learn, activating hard thinking.</i></p>	
<p>Developing self regulation skills in all pupils.</p> <p>This will involve ongoing training and support and release time.</p>	<p>Teaching self-regulation strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Relational practice – Tomkins. Training at advisory level for SLT and expert for middle leaders.</p> <p>Training of additional ELSA's and time for them to work with pupils</p> <p>Evidence Based Education – The Great Teaching Toolkit</p> <p>EEF - effective use of LSAs</p> <p>Working with Parents to Support Children's Learning</p>	<p>1, 2, 3, 4</p>

<p>Development of strong literacy skills and reading in all subjects</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: wordgap.pdf (oup.com.cn)</p> <p>Tiered Vocabulary section in the beginning and end slides.</p> <p>Cannon reading programme and the reading for pleasure strategy</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Developing a literacy strategy in liaison with Words for All</i></p>	<p>2, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic (e.g. CAT) assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education</p>	<p>2, 5</p>

	Endowment Foundation EEF	
Catch-up interventions (RWI, IDL, AR, Phonics)	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2, 4
Engaging with the Tutoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4

Summer school	Summer school staffing £9000 Lunches provided £2206 Resources and activities £1003 Total - £12,209	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £404,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Relationships and communication Improved communications with parents / carers around attendance. Texting & free phone number/ working with LA / Clennell Solutions</p> <p>Staff training and release time to further develop and implement new procedures, including Tutor mentoring and restorative practices.</p> <p>Vulnerable Learner Lead and new Attendance Team will support attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Making use of the EEF guidance on parental engagement.</p> <p>Working with Parents to Support Children's Learning</p> <p>Parental Engagement</p> <p>EEF research in the US found that texting information to parents about children's attendance was successful in increasing their attainment.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Support for inclusion and aspiration (educational psychologist/ Alliance/ Careers adviser/ revision support/ Vulnerable Learner Lead</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EEF - effective use of LSAs</p>	<p>1, 3, 4, 6, 7</p>

	<p>EEF Careers Education</p> <p>Social and emotional learning EEF</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Focus on pupil enrichment and engaging in clubs and community offer</p> <p>Appointment of Personal Development Lead</p> <p>Development of the St Hild's Offer</p>	<p>The evidence from the EEF indicates that sports and arts participation can have a positive, impacts on attainment, including in other areas of the curriculum.</p> <p>These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on Arts participation 	<p>1, 4, 6, 7</p>

Total budgeted cost: £499,000