



Pupil premium strategy statement 2022/2023

Our primary aim is to ensure that our disadvantaged pupils make rapid and sustained progress during their time at Hurstmere School, enabling them to move on to the next stage of their education; more confident and academically empowered. Through a focused and systematic approach, we will be able to close the attainment gap between the disadvantaged and their peers both in the school and nationally.

In 2011/2012 schools were allocated Pupil Premium (PP) funding to address inequalities between pupils eligible for free school meals (FSM) or had been looked after continuously for six months, and their wealthier peers by ensuring that the funding reaches the pupils who need it most.

From April 2012 the Pupil Premium Grant (PPG) was extended to include pupils who had been eligible for FSM at any point in the last six years. Additionally, our pupils who are Children in Care are entitled to Pupil Premium Plus funding along with children adopted from Local Authority Care.

We are currently funded at the following rate:

- £985 per pupil of secondary-school age
- £320 per pupil whose parent(s) are currently serving in the Armed Forces
- £2410 per pupil for looked-after children who:
 - have been looked after for 1 day or more.
 - are adopted.
 - leave care under a Special Guardianship order or a Residence Order.

Hurstmere School has the freedom to allocate the Pupil Premium grant as it deems necessary to raise attainment and broaden aspirations for disadvantaged or other vulnerable pupils. For looked-after pupils' allocation of funding and the expenditure is managed and allocated by the local authority who that pupil is under. Funding for interventions is agreed with that Local Authority.

School overview

Detail	Data
School name	Hurstmere School
Number of disadvantaged pupils in school	164
Proportion (%) of pupil premium eligible pupils	15.5%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms Lynn Bennett
Pupil premium lead	Mr Jamie Lever
Governor/Trustee lead	Mr Nick Osbourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,540
Recovery premium funding allocation this academic year	£43,056
NTP funding this academic year	£22,842

Part A: Pupil premium and recovery premium strategy plan

Statement of intent

Our rationale

At Hurstmere School we aim to diminish the challenges that face our pupils, ensuring that all boys regardless of their situation, can make excellent progress and succeed. Our structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged pupils to ensure that they 'believe and achieve.' We also recognise the continued impact of the COVID Pandemic, and this plan incorporates our approach to spending our recovery premium for 2022-23 as well as our National Tutoring Program funding. Through our provision we aim to help broaden the support we offer to other groups of pupils where appropriate. For 2022/2023 **14.3%** of our pupils receive PPG funding.

Our approach to improving the outcomes for our disadvantaged pupils is firmly based on the most up to date and effective research and guidance from the DFE and other sources. At Hurstmere, we use the guidance from the EEF, including

- *Using pupil premium funding effectively*

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

- *The Teaching and Learning Toolkit*

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>

We also use guidance from the strategy contained in the book. *Addressing Educational Disadvantage in schools and colleges, The Essex Way*, based on an 18-month project with 14 schools in Essex. Much of the research is based on and dovetails with the EEF guidance. The overarching approach to tackling disadvantage in schools is,

“The foundation of an effective approach to addressing disadvantage is that a school’s strategy should focus on the impact of socioeconomic disadvantage on learning. It should focus relentlessly on addressing this”

Rowland. M ed. (2021) *Addressing Educational Disadvantage in Schools and Colleges, The Essex Way*. John Catt Publication

This project also produced several recommendations on addressing disadvantage, many of which we incorporate in our own strategy

1. Address school culture and expectations.
2. Have a robust assessment of pupil need.
3. Identify the impact of disadvantage on learning in the classroom.
4. Adopt a tiered or menu of approaches to Teaching and Learning, Academic intervention and Wider approaches based squarely on pupil need, not labels.
5. Evaluation is based on understanding what has worked, not attempting to ‘prove’ something has worked and viewing all approaches through the lens of disadvantaged pupils

Specific research is referenced next to our planned interventions for this academic year.

Our intent in this plan is to remove the challenges faced by our disadvantaged pupils so they can achieve as well as or better than their peers, they can play a full and active role in the school, thrive at Hurstmere and leave us at 16 ready to pursue the next stage of their chosen education pathway to lead a happy and fulfilling life, free of the challenges of educational disadvantage.

Intended outcomes

This explains the main outcomes we are aiming for **by the end of our current strategy plan. Academic year 2022/23 is year 2 of our current strategy cycle.**

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged pupils across the curriculum at the end of KS4	<p>2021/22 - outcomes for disadvantaged pupils have narrowed between disadvantaged and non-disadvantaged pupils compared with 2019 KS4 results. Disadvantaged pupils are engaged in a range of positive interventions.</p> <p>2022/23 - outcomes have continued to narrow and there is only a small gap (>0.5 P8 score) between the progress of disadvantaged and non-disadvantaged pupils.</p> <p>2023/24 - KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their peers and no/negligible gap exists in their progress and attainment.</p>

<p>Improved reading ages and abilities for disadvantaged pupils in KS3.</p>	<p>2021/22 regular testing and analysis of reading comprehension embedded for disadvantaged pupils and strategies for improving reading ages rolled out across KS3. These strategies are starting to narrow gap between disadvantaged and non-disadvantaged pupils.</p> <p>2022/23 regular testing and analysis continues and whole school interventions and the reading strategy are having a positive impact on reading ages and abilities for KS3 pupils. The gap between disadvantaged and non-disadvantaged pupils continues to narrow.</p> <p>2023/24 Improved reading ages and abilities evident for disadvantaged pupils with no/negligible gap between disadvantaged pupils and their peers.</p>
<p>Improving the metacognition and self-regulation skills of disadvantaged pupils in all year groups.</p>	<p>Disadvantaged pupils understand what is meant by metacognition and self-regulation and demonstrate increased levels of resilience and regulation in their own learning.</p> <p>They can apply metacognition and self-regulation skills in their subject.</p>
<p>Improve the behaviour for learning of disadvantaged pupils, so they can learn more, do more and know more. (This is a new intended outcome for 2022/23)</p>	<p>Recorded behaviour incidents involving disadvantaged pupils is reduced from 2021/22 academic year and robust weekly monitoring ensures that incidents are reduced each half term. Interventions are implemented on a pupil by pupil basis with a focus on inclusion.</p>
<p>To improve the attendance of disadvantaged pupils so they learn more, know more and achieve well.</p>	<p>2021/22 - Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed over the course of the year.</p> <p>2022/23 - Attendance interventions are firmly embedded, and gap continues to close in attendance rates between disadvantaged and non-disadvantaged pupils.</p> <p>2023/24 - Attendance for disadvantaged pupils is in line with their peers.</p>

Challenges

At Hurstmere School we firmly believe in a personalised approach to be able to meet the needs of our disadvantaged pupils. We therefore conduct start of year interviews with all our Pupil Premium eligible pupils with the sole aim to establish their challenges that may prevent them

from reaching their potential. This also provides us with an opportunity to check in on them and discuss how they have settled into the new year.

From this point we analyse the findings and look to address the needs that are raised with whole school, small group and individual support initiatives.

This key details the challenges to achievement that we have identified among our disadvantaged pupils from internal data analysis, our own observations, pupil and parent voice and research evidence on our pupil demographics. All disadvantaged pupils are met with in the first half term and mentored by a key member of staff who works to ascertain the challenges to learning they face. We also conduct regular parent and pupil voice activities.

Challenge code	Detail of challenge
C1	Special Educational Needs
C2	Low aspirations especially for the most able pupils
C3	Low levels of family stability
C4	Location - transport to and from additional interventions and extra-curricular activities
C5	Access to ICT within the home
C6	Reduced capacity within the home to broaden their child's life experiences offering music lessons, trips outside of the local environment etc
C7	Reduced capacity to complete homework/revision within the home
C8	Low literacy/numeracy levels as identified by an analysis of their CATs data.
C9	Historic attendance issues and poor punctuality, much of which is parentally condoned
C10	Lack of support/capacity for mental, emotional and social development
C11	Lack of Higher Education experience amongst some parents
C12	High levels of anxiety especially in relation to exams/assessment
C13	A lack of opportunities or motivation to participate in enrichment/co-curriculum activities (inside and/ or outside of the school)

Planned activities for 2022/2023 with intended outcomes

Key: RA = Raising Achievement WD = Wider Development

Teaching (for example, CPD, recruitment and retention) £60'000

Activity	Action and evidence base	Intended Impact/Outcome	Challenge number (s) addressed

<p>Raising Standards Leads x 5</p> <p>RA/ WD</p>	<p>RSL to take strategic oversight of the pupil premium pupils within their year group, meeting with them on a termly basis, offering mentoring style conversations focusing on academic progress, personal development, the identification of attainment barriers and seeking appropriate support.</p>	<p>Challenges are identified and rapid support is put in place. Disadvantaged pupils progress will be in line with their peers. Attendance is above national average, and they feel happy and safe in their environment.</p>	<p>C1>C12</p>
<p>Inclusion Team (including DSL, attendance officer, Inclusion Manager and Support Staff)</p> <p>RA/WD</p>	<p>DSL – where safeguarding concerns are raised, the DSL will ensure that the pupil will receive the necessary support in a timely manner so that their progress is not adversely hindered.</p> <p>Inclusion Manager – The inclusion manager will oversee inclusive support strategies aimed at reengaging disaffected pupils or those with significant behavioural challenges. These programmes are bespoke in nature and aimed at reengaging pupils in their mainstream curriculum as soon as possible.</p> <p>EEF reports that behaviour interventions of this nature can have a moderate impact for a minimal cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions.</p>	<p>Pupils who have been referred to Safeguarding are assessed, and the appropriate interventions are put in place to help support that pupil. The aim is to provide continuity of education for those pupils enabling them to progress.</p> <p>Help support the pupils who have been identified as requiring support to enable them to reengage in their mainstream lessons through building confidence, providing self-regulation strategies and better resilience to setbacks.</p>	<p>C1>C12</p>
<p>Quality first teaching for</p>	<p>The biggest influence on attainment and progress of PP pupils is the quality of</p>	<p>Improved progress and</p>	<p>C1>C12</p>

<p>disadvantaged pupils</p> <p>RA</p>	<p>education they receive. Quality first teaching for PP pupils is a strategic priority.</p> <p>Teachers will know their PP pupils, clearly identified on the seating plans, with a strategic rationale for why they are positioned where they are.</p> <p>Teachers will be aware and utilise specific strategies to support disadvantaged pupils using the PP toolkit.</p> <p>PP need more regular feedback both in lesson and in their books. Regular checking in on PP pupils in lessons is a core expectation, as is giving them greater and more detailed feedback on their work, this can be verbal, peer or written. The EEF cites feedback as one of the most effective interventions for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p><i>“Teachers and other staff should have a shared understanding of the components of inclusive quality first teaching, specific to their subject and phase. Subject and phase leaders should ensure that their daily practice and that of the teachers in their teams is inclusive and high quality for all. There should be memorable learning experiences in which all pupils, particularly the disadvantaged, are expected and encouraged to participate” (Rowland 2021 p.32)</i></p>	<p>attainment for PP pupils closing the attainment gap between them and their peers.</p>	
<p>Use of LSAs in classrooms to support disadvantaged pupils - especially in English and maths</p> <p>RA</p>	<p>Learning Support Assistants to support PP pupils in addition to their designated statemented pupils to improve outcomes</p> <p>Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. See the EEF guide on making the best use of Teaching Assistants</p> <p>EEF guidance - TAs</p>	<p>To provide additional support to disadvantaged pupils within curriculum areas which should have a positive impact on results. (RA)</p> <p>Improved outcomes for PP pupils in English</p>	<p>C1, C2, C3, C5, C7, 8, C10, C12</p>

		and maths.	
Librarian RA/WD	Supports the reading schemes and other interventions to include PP pupils and other pupils who are underperforming. The librarian also provides a location for more vulnerable pupils outside of lesson time, including after school homework club.	To improve literacy levels and encourage reading at school and at home. Ensure that all pupils have access to the same reading materials and resources, so PP pupils are not disadvantaged and continue to make good levels of progress	C1, C5, C6, C8, C9
Literacy focus RA	Whole school reading strategy to support all pupils but particularly the most disadvantaged, intended to improve reading ages, so more pupils can access their curriculum and make progress. Focus for 2022/23 is on fluency, comprehension and disciplinary literacy. Whole school approach to reading to be embedded across the curriculum, including increased use of knowledge organisers, frayer models and disciplinary literacy. Tutor time literacy focus. DEAL (Drop everything and listen) All pupils in a year group will spend 1 tutor time a week reading a set text as a class across the academic year	To improve literacy levels and reading ages	C2, C6, C8
Lesson observations	Specific PP focus in lesson observations to ensure that the guidance in the PP toolkit is being utilised in lesson.	To improve the quality of teaching for disadvantaged pupils.	C2, C8

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £100'000

Activity	Action	Intended Impact/Outcome	Challenge number(s) addressed
Tutoring programme – in	PP pupils to engage in weekly small group intervention led	Gaps in English and Maths between PP	C1-C12

<p>conjunction with Recovery and NTP funding</p> <p>RA</p>	<p>by Hurstmere teachers in. PP pupils selected based on school data to close gaps in their attainment, to ensure they are making progress in line with their peers.</p> <p>EEF research indicates small group intervention, particularly for low attaining pupils can have an impact on progress and attainment</p> <p>EEF guidance - Small group tuition.</p>	<p>pupils and their peers will close.</p>	
<p>Recovery programme – PP mentoring from Raising Standards Leads and other staff.</p> <p>RA & WD</p>	<p>RSLs, inclusion team and other key staff, undertake structured mentoring with key PP pupils. Through this process they identify barriers to learning and foster a positive, supportive partnership to school and their learning.</p> <p>Although the EEF reports only a small positive impact of mentoring overall, it can have a greater impact with disadvantaged pupils, and those that show low engagement with school.</p> <p>EEF guidance - mentoring</p> <p>Mentoring has more of an effect when it is about building relationships and trusts and The Essex Way makes relationships a core element of their strategy.</p> <p><i>‘To be successful, disadvantaged pupils will need to feel like they belong in our schools and our classrooms’ (Rowland 2021 p.45)</i></p>	<p>PP pupils being mentored display positive attitudes to school, make expected progress or better in their subjects and play a full part in the life of the school.</p>	<p>C1-C12</p>

<p>Hands On Programme</p> <p>RA &WD</p>	<p>Yrs. 7 and 8 RSL leads program of alternative provision for 10-12 pupils in Years 7 and 8, delivered by Hurstmere staff. Staff will deliver hand on practical sessions in a range of subjects including:</p> <p>Mechanics Plumbing/gardening Carpentry Science experiments Psychology Music Duke of Edinburgh activities</p> <p>First Aid/life skills. Cultural capital.</p> <p>This is aimed at increasing engagement with school and developing skills for life.</p>	<p>To engage/reengage pupils with school and provide a range of activities they would not normally have access to, to inspire and engage pupils with education. PP pupils in the programme will show positive attitudes towards the programme and school more widely</p>	<p>C2, C6, C8, C9, C11, C12</p>
<p>Revision sessions and other interventions run throughout the year, including after school and Easter holiday sessions and early morning pre-exam sessions.</p> <p>RA</p>	<p>To hold revision for targeted PP pupils to help improve levels of attainment. Early morning pre-exam revision with breakfast to specifically target PP pupils.</p> <p>EEF research indicates small group intervention, particularly for low attaining pupils can have an impact on progress and attainment</p> <p>EEF guidance - small group tuition</p>	<p>Improved attainment for PP pupils and other targeted groups through focused intervention.</p>	<p>C1, C2, C4, C5, C7, C8, C10 C12</p>
<p>Chromebooks for all PP pupils if required</p>	<p>All year PP pupils provided with Chromebook to help pupils access learning activities and opportunities inside and outside the classroom.</p>	<p>Improve levels of homework completion, make good progress and improve levels of attainment. RA</p>	<p>C2, C3, C5, C7, C8, C12</p>

<p>Metacognition and self-regulation – inc. study skills workshops from Elevate education</p> <p>RA</p>	<p>Teaching of metacognition and self-regulation to pupils can have a large impact on learning. All pupils will receive workshops in study skills, metacognition, and self-regulation.</p> <p>EEF guidance report - Metacognition and Self-Regulation</p> <p>The aim is to provide the pupils with guidance and strategies that are proven to work in helping pupils achieve their potential. For so many pupils, the exams are hard to navigate, and this session will help alleviate some of those concerns.</p>	<p>Improved confidence.</p> <p>Improved knowledge and understanding on how to be successful in exams and assessments</p>	<p>C2, C4, C5, C6, C7, C9, C11, C12</p>
<p>1 to 1 tuition-through existing contacts to support English and maths progress</p> <p>RA</p>	<p>Recovery premium and NTP funding to be used with selected pupils provided with tutors either 1-2-1 or in small groups to enhance understanding and application and prepare for examinations. This will help pupils catch up lost learning through being in lockdown.</p> <p>One to one tuition can be very effective in raising attainment and progress as cited by the EEF</p> <p>EEF guidance - one to one tuition</p> <p><i>“One-to-one and small group tuition has a good evidence base when used carefully” (Rowland 2021 p.85)</i></p>	<p>To boost confidence within the core subjects and lead to higher outcomes for pupils who are borderline 4+ and 5+ for English and/or Maths.</p>	<p>C2, C3, C4, C5, C6, C8, C12</p>

<p>Literacy Interventions including accelerated reader, literacy planet and bedrock learning</p> <p>Bedrock learning to be offered at tutor time for pupils</p> <p>RA</p>	<p>To ensure that all PP pupils in KS3 access the programme to improve their reading ages (where applicable)</p> <p>To offer additional literacy support to the weakest year 7 pupils to boost their basic reading ability and comprehension</p> <p>These interventions are part of the wider whole school approach to reading. A focus on reading is highlighted in the EEF literacy report.</p> <p>EEF guidance report - Improving literacy in secondary schools</p>	<p>To improve PP pupils reading ages so they are in line with their chronological age.</p> <p>To improve the reading ages of pupils with the lowest reading ages to ensure they can access more of the curriculum, raising their levels of attainment.</p>	<p>C1, C2, C3, C5, C7, C8, C10, C12</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) £66000

In this section, wider approaches are included as part of the tiered approach recommended in both evidence bases listed above. These strategies fall under the scope of pastoral care. *‘Strong pastoral care is a foundation of a successful strategy to address disadvantage’* (Rowland 2021 p. 87)

Activity	Action	Intended Impact/Outcome	Challenge number(s) addressed
<p>Parental /carer coffee mornings</p> <p>WD</p>	<p>PBR/JLR and RSL to meet with parents of PP parents in early in academic year to foster positive home school relations and use parent voice to identify barriers which can be addressed early in school experience.</p> <p>EEF guidance report - supporting parents</p>	<p>Parents of PP pupils view school positively, barriers to success are identified early and acted upon by PP team.</p>	<p>C1>C12</p>
<p>Motivational Sessions</p>	<p>Selected pupils will participate in motivational workshops facilitated by Recharge. Pupils will participate in a series of interactive sessions focusing on setting goals,</p>	<p>Raising aspirations</p> <p>Improved motivation and determination</p>	<p>C2, C4, C5, C6, C7, C9, C11, C12</p>

RA & WD	exercise and the importance of healthy living, motivational speakers and nutritional advice and guidance.	Improved attainment and GCSE outcomes Post 16 destinations become a reality	
College program	Disadvantaged pupils in year 10 to spend 1 day at week at Shooters Hill college to pursue a City and guilds qualification in construction	Raising aspirations Improved motivation and avoidance of NEEET pupils Improvements in attainment in English and Maths for these pupils	C2, C9, C12
Attendance and Welfare Officer RA/WD	To track attendance of PP pupils and other vulnerable groups and to coordinate interventions alongside the behaviour support mentors, RSLs, senior leaders and outside agencies. This will include, parental meetings, and home visits where applicable.	Increased rates of attendance for PP pupils to at least 95%	C3, C4, C9, C10, C12
School counsellor	To provide specialist counselling support to PP pupils to help them overcome mental and emotional difficulties so they can continue to access their education.	PP pupils at risk of mental and emotional difficulties will be supported to manage and overcome them.	CP, C10. C12, C13.
Alternative provision RA/WD	To provide a placement at an external provider for PP pupils at risk of permanent exclusion or if it is collectively agreed by all stakeholders that the pupil needs a new educational setting. Alternatively, PP funding may be used to provide alternative provision on site in the behaviour hub for the most in need pupils.	To help those pupils who would otherwise struggle at mainstream schools	C3, C6, C8, C9, C10

<p>Pupil Well-being</p> <p>Support for curriculum resources and equipment.</p> <p>Extra-Curricular Activities</p> <p>Uniform</p> <p>Books/ revision materials</p> <p>Club memberships etc</p> <p>School trips</p> <p>RA/WD</p>	<p>Please note, this is on a case-by-case basis depending on year, programme of study and level of need.</p> <p>Specific GCSE educational trips aimed at raising aspirations of PP and contributing to their academic success.</p>	<p>Increase motivation of all pupils including PP, improving their drive and desire to achieve well and be successful and to avoid pupils being penalised if their families cannot afford certain resources. (RA/WD)</p> <p>To ensure that pupils can take part in all activities and ensure PP pupils are not disadvantaged and that their aspirations are raised</p>	<p>C1, C2, C4, C5, C6, C11</p> <p>C2, C6, C9, C11</p>
<p>Attendance - Breakfast Club from 8am - 8.30 am</p> <p>RA/WD</p>	<p>To offer a hot drink and breakfast to ensure that disadvantaged pupils start their learning having had something to eat</p>	<p>To ensure that disadvantaged pupils start their day by eating breakfast.</p> <p>To improve attendance of disadvantaged pupils by offering something to eat in the mornings before lessons.</p>	<p>C9</p>

Total budgeted cost: £217,036 (Inc recovery premium and NTP funding)

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 2022 to 2023 academic year.

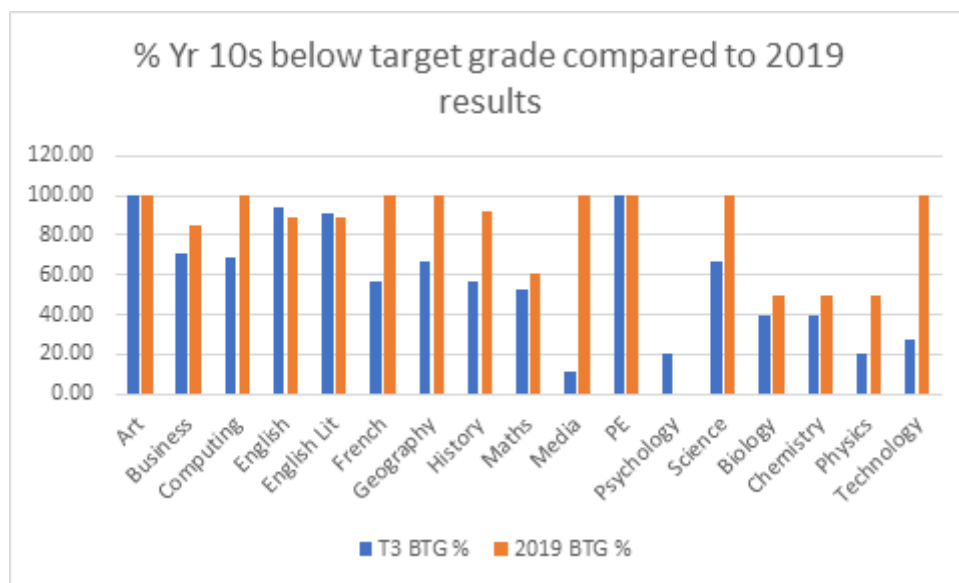
Objective 1 - Improved attainment and progress for disadvantaged pupils across the curriculum at the end of KS4

Year 11

Analysis of the performance of PP pupils in the 2022 examination cycle demonstrates a slight improvement in the P8 score compared to 2019, from -1.12 to -1.01 . There is also a smaller gap between PP pupils and their peers compared to 2019. The gap has narrowed from 0.8 in 2019 to 0.55 in 2022. There are also more pupils entered for the English Baccalaureate. These indicators are also positive considering the increased size of the disadvantaged cohort in 2022 compared to 2019.

Year 10

Comparing the last data drop for year 10 (Tracking 3 T3) with the outcomes from the last examination series in 2019, fewer disadvantaged pupils are below target in 12 subjects. See fig. 2.



Both sets of data suggests that attainment for disadvantaged pupils is improving as more pupils at KS4 are on or above their target.

Objective 2 - Improved reading ages and abilities for disadvantaged pupils in KS3.

	Reading age results Autumn	Reading age results Spring	increase
Year 7	9 yrs 10 months	10 years 5 months	+ 7months
Year 8	10 yrs 4 months	10 yrs 9 months	+ 5 months
Year 9	11 yrs 1 month	11 yrs 5 months	+ 4 months

On average, reading ages for KS3 disadvantaged pupils have improved this academic year, through greater focus on reading in lessons and specific interventions focused on reading.

Actions – Disadvantaged pupils to be retested again in Autumn term 2022/23. Further good teaching for reading and literacy to be embedded in lessons. Pupils identified as still needing urgent intervention to be targeted in the tutoring and Recovery program

Objective 3 - Improving the metacognition and self-regulation skills of disadvantaged pupils in all year groups.

All disadvantaged pupils have received at least 1 session on study skills, year 10 have received 2 and year 11 have received 3 sessions. All sessions have been very well received. Over 90% of pupils have found the sessions useful. Feedback from disadvantaged pupils also over 90% so consistent with their peer group.

PP toolkit for staff published on how to support disadvantaged pupils, based on PP review in Spring Term and pupil voice data.

Action – toolkit to be republished in the Autumn Term and linked to round 1 of lesson obs using PP checklist

Objective 4 - To achieve and sustain positive attitudes towards life, school and self, amongst disadvantaged pupils so they develop into happy and resilient young adults, ready to face life's challenges and be successful.

No disadvantaged pupils in year 11 are currently on track to be designated as NEET.

This objective is harder to quantify and will be rewritten in next year's strategy statement to focus specifically on behaviour and attitudes. Analysing behaviour and attitudes data for disadvantaged pupils, the following trends can be shown.

Disadvantaged pupils are late on average 16 times a year, average for all pupils is 7.

Disadvantaged pupils have 15 behaviour points on average this year, average for all pupils is 5.

Action – There is a clear gap between disadvantaged and non-disadvantaged pupil in terms of behaviour and attitudes towards school. This will be a new objective for the 2022-23 Pupil Premium statement.

Objective 5 - To improve the attendance of disadvantaged pupils so they learn more, know more and achieve well.

	Disadvantaged pupils	All pupils
% Attendance from 01/09/21 to 22/07/22	87 % (National 85.8%)	92% (National 90.6 %)

Attendance for disadvantaged pupils at Hurstmere overall is above national averages for all but 1 year group. There is still a persistent gap between them and their peers. Year 7 disadvantaged attendance was below national averages.

Action – To develop a specific strand of our attendance strategy focused on disadvantaged pupils, particularly in year 8 for 2022/23

Actions for 2022-23 beyond those outlined above

1. **PP strategy to be refined for new academic year and published on website in line with DFE requirements**
2. **Greater focus in the strategy on improving the quality of teaching as this is the number 1 driver of improving the progress and attainment of disadvantaged pupils.**
3. **Development of improved systems for identifying the specific challenges for each individual pupil and tailoring support and interventions to their needs utilising more forms of school data including teacher input.**

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
Study skills programme	Elevate education
English and Maths tuition	MyTutor