

# Pupil premium strategy statement 2023/2024

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.

The following statement details our school's use of pupil premium ( and recovery premium for 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	Hurstmere School
Number of disadvantaged pupils in school	164
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£169,740
Recovery premium funding allocation this academic year	£45,264
NTP funding this academic year	£9652.50

## Part A: Pupil premium and recovery premium strategy plan

### Statement of intent

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

2023-24 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.

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>

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.**

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged pupils across the curriculum at the end of KS4	2023/24 - KS4 outcomes demonstrate that disadvantaged pupils achieve in line with their peers and no/negligible gap exists in their progress and attainment
Improved reading ages and abilities for disadvantaged pupils in KS3.	2023/24 Improved reading ages and abilities evident for disadvantaged pupils with no negligible gap between disadvantaged pupils and their peers.
To improve the attendance of disadvantaged pupils so they learn more, know more and achieve well.	2023/24 - Attendance for disadvantaged pupils is in line with their peers. Persistent absence rates for disadvantaged pupils are reduced. Interventions for disadvantaged pupils increased attainment and increased support (for SEMH) Improve aspirations, cultural capital & extracurricular enrichment.
To increase the number of interventions for	Pupil voice.

<b>disadvantaged pupil to ensure the interventions match the needs of the disadvantaged pupils.</b>	<b>Pupils feel the interventions have a positive impact on their school experience.</b>
<b>Improve aspirations for disadvantaged pupils by increasing their access to opportunities outside of their core curriculum</b>	<b>Co – curriculum enrichment. Trips – attended by Pupil premium pupils</b>

### **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.

The below 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.

<b>Challenge code</b>	<b>Detail of challenge</b>
<b>C1</b>	<b>Progress - Special Educational Needs, Low aspirations especially for the most able pupils, Low literacy/numeracy levels as identified by an analysis of their CATs data.</b>
<b>C2</b>	<b>Attendance - Low levels of family stability</b>
<b>C3</b>	<b>Extracurricular - Location - transport to and from additional interventions and extra-curricular activities, Reduced capacity within the home to broaden their child's life experiences offering music lessons, trips outside of the local environment etc, A lack of opportunities or motivation to participate in enrichment/co-curriculum activities (inside and/ or outside of the school)</b>
<b>C4</b>	<b>Access to ICT within the home, Reduced capacity to complete homework/revision within the home</b>

C5	Mental Health & Welfare - Lack of support/capacity for mental, emotional and social development
C6	High levels of anxiety especially in relation to exams/assessment
C7	Parental Engagement - Historic attendance issues and poor punctuality, much of which is parentally condoned, Lack of Higher Education experience amongst some parents

## Planned activities for 2023/2024 with intended outcomes

Key: RA = Raising Achievement      WD = Wider Development

### Teaching (for example, CPD, recruitment and retention) £90,000

Activity	Action and evidence base	Intended Impact/Outcome	Challenge number(s) addressed
<b>Employ and retain Raising Standards Leads x 5</b>  <b>RA/ WD</b>	<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>PASL to guide RSLs with improving attendance and punctuality.</p>	<p>Challenges are identified and rapid support is put in place.</p> <p>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>	C1>C7

<p><b>Employ and retain Inclusion Team (including DSL, attendance officer, Inclusion Manager and Support Staff)</b></p> <p><b>RA/WD</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Place to be – support</p> <p>Hurstmere have acquired the services of "Place 2 be" who specialise in supporting pupils with mental health issues including anxiety leading to school attendance problems.</p> <p>The service is available <b>Monday to Friday</b> and pupils can sign up via a self referral form or can be referred via the swap team where an assessment will then be undertaken.</p> <p>AHY will be launching this in the coming weeks and will be accessible to all pupils including the Pupil Premium ones.</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&gt;C7</p>
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<p><b>Quality first teaching for disadvantaged pupils</b></p> <p><b>RA</b></p>	<p>The biggest influence on attainment and progress of PP pupils is the quality of education they receive. Quality first teaching for PP pupils is a strategic priority.</p> <p>Teachers 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 are aware of 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></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>Improved progress and attainment for PP pupils closing the attainment gap between them and their peers.</p>	<p>C1&gt;C6</p>
<p><b>Use of LSAs in classrooms to support disadvantaged pupils - especially in English and maths</b></p> <p><b>RA</b></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><a href="#">EEF guidance - TAs</a></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 and maths</p>	<p>C1&gt;C6</p>

<p><b>Librarian</b> <b>RA/WD</b></p>	<p>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.</p>	<p>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</p>	<p>C1, C3, C4, C7</p>
<p><b>Literacy focus</b> <b>RA</b></p>	<p>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 2023/24 is on fluency, comprehension and disciplinary literacy.</p> <p>Whole school approach to reading to be embedded across the curriculum, including increased use of knowledge organisers, frayer models and disciplinary literacy.</p> <p>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</p>	<p>To improve literacy levels and reading ages</p>	<p>C1, C3</p>
<p><b>Lesson observations</b></p>	<p>Specific PP focus in lesson observations to ensure that the guidance in the PP toolkit is being utilised in lesson.</p>	<p>To improve the quality of teaching for disadvantaged pupils</p>	<p>C1</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) £70,000**

Activity	Action	Intended Impact/Outcome	Challenge number(s) addressed
<p><b>Tutoring programme – in conjunction with Recovery and NTP funding</b></p> <p><b>RA</b></p>	<p>PP pupils to engage in weekly small group intervention led 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. 2023-24 an incentive of a voucher to be given to any pupil that has 100% attendance on this,</p> <p><a href="#">EEF guidance - Small group tuition</a></p>	<p>Gaps in English and Maths between PP pupils and their peers will close</p>	<p>C1-C7</p>
<p><b>Recovery programme – PP mentoring from Raising Standards Leads and other staff</b></p> <p><b>RA &amp; WD</b></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</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-C7</p>



	<p>those that show low engagement with school.</p> <p><a href="#">EEF guidance - mentoring</a></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'</i> (Rowland 2021 p.45)</p>		
<p><b>Hands On Programme</b></p> <p><b>RA &amp;WD</b></p>	<p>Yr. 7,8 and 9 (KS3) RSL leads program of alternative provision for 10-12 pupils in year 7 and 8, delivered by Hurstmere staff. Staff will deliver hand on practical sessions in a range of subjects including,</p> <p>Mechanics</p> <p>Plumbing/gardening</p> <p>Carpentry</p> <p>Science experiments</p> <p>Psychology</p> <p>Music</p> <p>Duke of Edinburgh activities</p> <p>First Aid/life skills</p> <p>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>C1, C3, C6, C7</p>
<p><b>Co-Curriculum</b></p>	<p>PASL &amp; RSLs to promote the co-curriculum and enrichment</p>		

	<p>program to PP pupils. Pupil Academic Support Leader (PASL) to monitor and track attendance to these on a half termly basis and to promote with parents.</p>		
<p><b>Revision sessions and other interventions run throughout the year, including after school and Easter holiday sessions and early morning pre-exam sessions.</b></p> <p><b>RA</b></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><a href="#">EEF guidance - small group tuition</a></p>	<p>Improved attainment for PP pupils and other targeted groups through focused intervention.</p>	<p>C1-C4</p>
<p><b>Laptops for all PP pupils if required</b></p>	<p>All year PP pupils provided with a laptop 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>C3, C4</p>
<p><b>Metacognition and self-regulation – inc. study skills workshops from Elevate education</b></p> <p><b>RA</b></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><a href="#">EEF guidance report - Metacognition and Self Regulation</a></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</p>	<p>Improved confidence</p> <p>Improved knowledge and understanding on how to be successful in exams and assessments</p>	<p>C1, C3, C4, C6, C7</p>

	pupils, the exams are hard to navigate, and this session will help alleviate some of those concerns.		
<p><b>1 to 1 tuition-through existing contacts to support English and maths progress</b></p> <p><b>RA</b></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><a href="#">EEF guidance - one to one tuition</a></p> <p><i>“One-to-one and small group tuition has a good evidence base when used carefully” (Rowland 2021 p.85)</i></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.	C1, C2, C3, C4, C6
<p><b>Literacy Interventions including accelerated reader, literacy planet and bedrock learning</b></p> <p><b>Bedrock learning to be offered at tutor time for pupils</b></p> <p><b>RA</b></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>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>	C1, C2, C3, C4, C7

	<a href="#">EEF guidance report - Improving literacy in secondary schools</a>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing) £65000

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
<b>Parental /carer coffee mornings</b>  <b>WD</b>	SBA/GSJ 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.  <a href="#">EEF guidance report - supporting parents</a>	Parents of PP pupils view school positively, barriers to success are identified early and acted upon by PP team.	C1>C7
<b>Motivational Sessions</b>  <b>Fitter stronger – Recharge – well being workshop</b>  <b>RA &amp; WD</b>	Selected pupils will participate in motivational workshops facilitated by Recharge. Pupils will participate in a series of interactive sessions focusing on setting goals, exercise and the importance of healthy living, motivational speakers and nutritional advice and guidance.	Raising aspirations  Improved motivation and determination  Improved attainment and GCSE outcomes  Post 16 destinations become a reality	C1, C3, C4, C6, C7



<p><b>Alternative provision</b></p> <p><b>RA/WD</b></p>	<p>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.</p> <p>Alternatively, PP funding may be used to provide alternative provision on site in the behaviour hub for the most in need pupils.</p>	<p>To help those pupils who would otherwise struggle at mainstream schools</p>	<p>C1, C2, C3, C7</p>
<p><b>Attendance - Breakfast Club from 8am - 8.30 am</b></p> <p><b>RA/WD</b></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>C7</p>

**Total budgeted cost: £224,656 (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.

<b>Objectives from 2022-2023 report</b>	<b>Intended Impacts / Outcomes</b>	<b>Impacts / Outcomes</b>
<p><b>Improved attainment and progress for disadvantaged pupils across the curriculum at the end of KS4</b></p>	<p>Whole school P8 figures for disadvantaged will continue to improve upon the previous academic year and the national average for boys.</p>	<p>Analysis of the performance of PP pupils in the 2022 examination cycle demonstrates a slight improvement in the P8 score compared to 2022. There is also a smaller gap between PP pupils and their peers compared to 2019.</p>

		There are 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
<b>Improved reading ages and abilities for disadvantaged pupils in KS3. (see table below)</b>	Disadvantaged pupils to be retested again in Autumn term 2023/24. 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	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.
<b>Improving the metacognition and self-regulation skills of disadvantaged pupils in all year groups.</b>	Toolkit to be republished in the Autumn Term and linked to round 1 of lesson obs using PP checklist	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.
<b>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.</b>	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.	No disadvantaged pupils in year 11 are currently on track to be designated as NEET.  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.
<b>To improve the attendance of disadvantaged pupils so they learn more, know more and achieve well.</b>	To develop a specific strand of our attendance strategy focused on disadvantaged pupils, particularly in year 8 for 2023/24	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.

<b>Improved reading ages and abilities for disadvantaged pupils in KS3.</b>			
	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

## 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*

<b>Programme</b>	<b>Provider</b>
Study skills programme	Elevate education
English and Maths tuition	MyTutor