



Pupil Premium Strategy 2024/2025

School overview

| Metric | Data |
|---------------------------------------------|---------------------|
| School name | Hoe Valley School |
| students in school | 857 |
| Proportion of disadvantaged students | 23% |
| Pupil premium allocation this academic year | £178800 |
| Academic year or years covered by statement | 2024-25 |
| Publish date | September 2024 |
| Review date | September 2025 |
| Statement authorised by | J. Davies |
| Pupil premium lead | O. Hamshar |
| Governor lead | C. Hamilton- Wilkes |

Disadvantaged pupil performance overview for last academic year

| | |
|---------------------------------------------|--------|
| Progress 8 | -0.7 |
| Ebacc entry | 19.23% |
| Attainment 8 | 32.5 |
| Percentage of Grade 5+ in English and Maths | 22.2% |

Strategy aims for disadvantaged students

| Aim | Target | Target date |
|---------------------------------------------|------------------------------------|--------------|
| Progress 8 | 0.4+ | October 2025 |
| Attainment 8 | 46.0 | October 2025 |
| Percentage of Grade 5+ in English and Maths | 45% | August 2025 |
| Other | Attendance for DAS students is 94% | July 2025 |
| Ebacc entry | 18% | August 2025 |

Teaching priorities for current academic year

| Measure | Activity |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Recruit additional teachers, to facilitate smaller class sizes at GCSE. |
| Priority 2 | Recruit a specialist nurture teacher from Key Stage 2, to support students in Year 7 who have lower than average SATS results. |
| Priority 3 | Provide professional development opportunities e.g. training to help support retention of staff and additional support for ECTs |
| Barriers to learning these priorities address: The threat of teaching and learning no longer being outstanding and meeting the needs of all students. | Deliver a curriculum that matches the needs of the students, such that they make similar progress as their peers. |
| Projected spending | £89,000 |

Targeted academic support for current academic year

| Measure | Activity |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Provide structured small- group intervention in core subjects at Key Stage 4 to ensure the number of students achieving grade 4+ in English and Maths is well above national average. |
| Priority 2 | Deliver an alternative curriculum provision to allow students with lower prior attainment to make substantial progress so that they can appropriately access the Key Stage 3 curriculum and then in turn the Key Stage 4 curriculum. |
| Barriers to learning these priorities address | The pre-existing gap between disadvantaged students and their peers in relation to basic maths and literacy skills. Engagement and attendance are a barrier to accessing this additional provision. |
| Projected spending | £16,000 |

Wider strategies for current academic year

| Measure | Activity |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Enhance cultural capital of disadvantaged students through providing them with unique tailored opportunities at Key Stage 3 & 4, such as trips, work experience, careers meetings and even mentoring (where appropriate). |
| Priority 2 | Improve the attendance & outcomes of disadvantaged students by raising their aspirations, through ensuring they are firstly well- resourced and can access all of their curriculum areas, this includes resources for learning for both inside and outside of the classroom (music lessons, PE equipment, additional software etc.). |
| Barriers to learning these priorities address | Parental disengagement, breadth and depth of mental health concerns across the student population alongside 'overstretched' external services. |
| Projected spending | £73,800 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ensuring enough time is available for teachers to plan & provision additional resourcing required | Recruitment of additional teachers to create additional planning time. Provide unique CPD opportunities promoting the use of Ai tools that can prepare scaffolding to tasks in a shorter time frame. |
| Targeted support | Deliver an alternative curriculum provision to allow students with lower prior attainment to make substantial progress; so that they can appropriately access the Key Stage 3 curriculum and then in turn the Key Stage 4 curriculum. | Recruiting a specialist teacher with Key Stage 2 experience to ensure low prior attainers are able to access the Key Stage 3 curriculum and continue to bridge the attainment gap. |
| Wider strategies | Parental disengagement, breadth and depth of mental health concerns across the student population alongside an overstretched CAMHS service. | Community Outreach post alongside new mental health and wellbeing lead to in order to encourage disengaged parents into school and break down barriers to engagement. Closely working with Surrey Mental Health team and MHWB practitioners in school to support our students' range of needs. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Progress 8: 0.5+ | -0.69 (National Average TBA) |
| Attainment 8: 51.00 | 32.52 |
| 45% Grade 5+ in English and Maths | 26% Our PP students' attendance continues to be the largest inhibiting factor regarding their attainment. PP students attendance was over 11% lower on average to that of our non PP students. |
| Improve PP attendance to 95% | 75.5% Despite provision undertaken to improve PP attendance last year, this has not created the substantial impact we were hoping for. Pastoral leaders continue to work with home to implement intervention for PP students suffering with mental health issues and other barriers that impact a child's ability to attend school regularly. To further mitigate the risk of school refusal, the school is implementing a new Attendance Action Plan , overseen by the leadership team to help aid PP attendance. |
| Ebacc entry 25% | 11.11% PP students' wellbeing and academic attainment hindered the school's ability significantly to achieve closer to our ambitious target. A proportion of the PP students did not achieve the full suite of GCSEs available to them due to their low attendance. |
| Continue to develop Quality First Teaching through: <ul style="list-style-type: none"> Recruit additional teachers, to facilitate smaller class sizes at GCSE. Continue to develop and embed cognitive science strategies, and a knowledge rich curriculum in order to meet the needs of our students. | Additional teachers were recruited as well as inclusion staff to support PP students and allow for small class sizes, in particular at key stage 4. Much PL time was invested into developing our staffs' knowledge of cog science strategies and this has led to more significant improvements in the curriculum. Teaching staff have reviewed how AFL strategies can further support their ability to diagnose and provide support to enable PP students to make exceptional progress. |
| Provide targeted remote tutoring support for students in Year 11 who are not on track to meet their targets. | The school utilised My Tutor programme to support students' progress in English and Maths. Attendance to these sessions was not as high as desired, so it was difficult to measure the impact of this intervention. The school has reviewed the tutoring support provision and revised this intervention for the next academic year. |