

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hoe Valley School
Pupils in school	719
Proportion of disadvantaged pupils	21.4%
Pupil premium allocation this academic year	£147,040
Academic year or years covered by statement	2021-22
Publish date	September 2021
Review date	September 2022
Statement authorised by	J. Davies
Pupil premium lead	S. Austen
Governor lead	K. Bishop

## Disadvantaged pupil performance overview for last academic year

Progress 8	Not being measured this year.
Ebacc entry	53.8%
Attainment 8	Not being measured this year.
Percentage of Grade 5+ in English and maths	42.3% (FFT5 34.7%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.5+	August 2022
Attainment 8	4.6	August 2022
Percentage of Grade 5+ in English and maths	28% (based on FFT5)	August 2022
Other	Improve PP attendance to 95%, in line with the inverse sub-group.	August 2022
Ebacc entry	32.3%	August 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruit additional teachers, to free up time for a coaching programme to run, thereby developing teacher practice.
Priority 2	Continue to develop and embed cognitive science strategies, and a knowledge rich curriculum in order to meet the needs of our students.
Barriers to learning these priorities address	Ensuring our teaching and learning continues to be outstanding, and that it meets the needs of all students, with a particular focus on supporting our disadvantaged students to close the gap in knowledge and understanding relative to their peers, that studies show exist before they reach secondary school.
Projected spending	£82,070

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Deliver the Lexia and Functional Skills Maths programmes to students requiring additional support with their literacy and/or numeracy.
Priority 2	Ensure students requiring alternative provision have access to this.
Barriers to learning these priorities address	The pre-existing gap between disadvantaged students and their peers in relation to basic maths and literacy skills.
Projected spending	£5,256

## Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure students have outstanding pastoral support, thereby enabling them to make the best possible academic progress.
Priority 2	Raise the aspirations of PP students by ensuring they have access to the wider curriculum (including trips and visits) as well as broader strategies.
Barriers to learning these priorities address	Student mental health and wellbeing. Low aspirations. Both of which affect students' ability and desire to make progress in line with their peers.
Projected spending	£59,744

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is available for teachers to build on strategies introduced in CPD sessions, and take part in coaching pairs.	Recruitment of additional teachers to free up teacher time. Use of cover supervisors and SLT to provide cover wherever possible.
Targeted support	Ensuring the successful delivery of Lexia and Functional Maths programmes.	Carefully timetabled to make use of specialist teachers and TAs. Programmes overseen by SENCO as well as Head of English and Head of Maths to ensure quality provision.
Wider strategies	Engaging the families of our most vulnerable students.	Creation of a Community Outreach post in order to encourage disengaged parents into school and break down barriers to engagement.

## Review: last year's aims and outcomes

Aim	Outcome
Progress 8 score for PP students and non-PP students is in line.	Not being measured this year.
To ensure Quality First Teaching meets the needs of PP students.	<p>PP students were, on average 0.6 grades off their target grade, compared to 0.1 for non-PP students. Last year this difference was 0.8 grades for PP students and 0.1 for non-PP students.</p> <p>Chromebooks proved an effective tool for learning, especially in the lockdown, and meant that our PP students were able to engage with online learning far more than in many other schools. CPD this year has focused on increasing retrieval practice and strengthening the knowledge base of our curriculum, using cognitive science to support, in order to ensure the gap between the experiences of our PP and non-PP students are as similar as possible.</p>
To enable PP students with low literacy and numeracy levels to make progress in these areas.	<p>Year 7 and 8 students with low literacy/numeracy sessions have been involved in the Dynamo (maths) and Lexia (literacy) programmes. These programmes have had a positive impact on the students involved.</p> <ul style="list-style-type: none"> <li>● Lexia Year 7: 94% made progress</li> <li>● Lexia Year 8: 89% made progress</li> <li>● Dynamo Year 7: 40% passed Dynamo and 70% made progress.</li> <li>● Dynamo Year 8: 58% passed Dynamo and 67% made progress</li> </ul>

<p>To ensure PP students receive outstanding pastoral support.</p>	<p>During the lockdown period the pastoral team worked actively with all families, but especially those in receipt of PP to ensure they felt supported and were accessing the work successfully. Additionally, the school provided a counsellor and ELSAs to support students with their mental health. This was highly valued by those who received it.</p>
<p>To raise aspirations for PP students.</p>	<p>All students are set aspirational targets based on FFT5. These are shared with students when they enter the school in Year 7 and all attainment/progress tracking is done against these aspirational targets. There is no difference in the targets set to PP and non-PP students.</p> <p>The YesFutures Programme ran with PP students in Year 9 (instead of last year due to COVID) and Year 8. Students were actively engaged in these two programmes and gave positive feedback. The vast majority of students either agreed, or strongly agreed that the programme was helpful and made a positive impact.</p> <p>Innervate careers advisors have provided support this year to students across the school. Pupil Premium students were targeted for extra support, either directly from Innervate advisors or through those advisors freeing up HVS staff to work closely with the most vulnerable students. Student voice on this has been overwhelmingly positive and as a result of these interventions, every single student in Year 11 has been offered a college place, sixth form place or apprenticeship for this autumn. Lower down the school, we have used pupil premium funding to target PP students through the Growing Aspirations Programme. This is being reprofiled for next year so that the support directly targets PP students who are at risk of NEET status after leaving us, and will be delivered as extra one-to-one careers sessions ahead of the usual college applications process.</p>
<p>To provide resources to PP students to support learning in school and at home.</p>	<p>Resources were purchased to support students with their learning, including internet dongles where students did not have access to the internet at home during lockdown. Additionally, educational trips and visits were partly funded for PP students to ensure they were able to access these opportunities.</p>