

Pupil premium strategy statement

School overview

Metric	Data
School name	Hoe Valley School
Pupils in school	746
Proportion of disadvantaged pupils	23.6%
Pupil premium allocation this academic year	£162,525
Academic year or years covered by statement	2022-23
Publish date	September 2022
Review date	September 2023
Statement authorised by	J. Davies
Pupil premium lead	S. Austen
Governor lead	K. Bishop

Disadvantaged pupil performance overview for last academic year

Progress 8	TBC
Ebacc entry	19.4%
Attainment 8	TBC
Percentage of Grade 5+ in English and maths	38.7% (FFT5 36.7%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.5+	October 2023
Attainment 8	54.32	October 2023
Percentage of Grade 5+ in English and maths	60% (based on FFT5)	August 2023
Other	Improve PP attendance to 95%.	August 2023
Ebacc entry	44.3%	August 2023

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	£87,221

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	£10,407

Wider strategies for current academic year

Measure	Activity
Priority 1	Support students to access appropriate alternative provision settings where appropriate.
Priority 2	Improve the attendance of PP students by raising their aspirations, through 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	£64,895

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.	TBC - anticipated publish date November.
To ensure Quality First Teaching meets the needs of PP students by recruiting additional teachers and embedding cognitive-science backed teaching strategies across the curriculum.	PP students were, on average 1 grade off their target grade, compared to 0.5 for non-PP students. Last year this difference was 0.6 grades for PP students and 0.1 for non-PP students.
To enable PP students with low literacy and numeracy levels to make progress in these areas through interventions such as Functional Skills Maths and Lexia.	<p>Year 7 and 8 students with low literacy/numeracy sessions have been involved in the Functional Skills (maths) and Lexia (literacy) programmes. These programmes have had a positive impact on the students involved.</p> <ul style="list-style-type: none"> ● FSEL1 (Yr 7) had a 75% pass rate with 20% achieving full marks ● FSEL2 (Yr8) had a 70% pass rate with all bar one of those achieving over three-quarters of the marks ● This year both year groups will be following the Functional Skills Entry Level 2 programme. ● Lexia Year 7 - 70% of students made significant progress with an average increase in their reading age of 1 yr 8 months. ● Lexia Year 8 - 61% of students made significant progress with an average increase in their reading age of 1 yrs 2 months.

<p>Ensure students can access alternative provision where necessary and appropriate.</p>	<p>PP funding supported a number of students to access alternative provision throughout last academic year.</p> <ul style="list-style-type: none"> ● 5 students were referred to STIPS - The majority of these students improved their behaviour following STIPS involvement. ● 4 students were involved in the NWSSSS mentor support programme - Most of these students benefited from their NWSSSS mentor programme. ● 1 student attended the NWSSSS full time intervention programme - 1 student attended the full time programme and has now returned to HVS on a significantly reduced timetable. ● 2 students attended the Therapy Garden - 1 student has completed their City & Guilds horticultural qualification and has now returned to HVS full time. The other student is cooing better in the mainstream setting as a result of the support offered through the Therapy Garden.
<p>To ensure PP students have outstanding pastoral support in order to raise aspirations.</p>	<p>A group of Year 9 Pupil Premium students was taken to Surrey University to raise aspirations as part of an initiative organised by the Higher Education Outreach Network. Student Voice afterwards was incredibly positive, with students reporting that "I'd never thought that university was for people like me."</p> <p>Year 10 Pupil Premium students judged to be most at risk of falling into NEET status upon leaving us were targeted with a new initiative entitled Achieving Aspirations, building on the work of Yes Futures and other interventions. 20 students were targeted with a series of one-to-one careers interviews above and beyond the compulsory hour-long session that all leavers receive. Again, this has had a positive impact with students reporting that they are now keen to start applying to sixth form or college where in previous years students with similar profiles have been far less engaged in their own futures.</p> <p>In terms of the support to leavers, we are proud to have again achieved 100% placement of our leavers in sixth form, college or apprenticeship and this involved initiatives such as taking targeted students on an open day to Brooklands College, and encouraging them to apply on the spot.</p> <p>20 year 9 students took part in the YesFutures programme, and provided positive feedback on the impact on their self esteem and aspirations.</p>