

Pupil premium strategy statement

School overview

Metric	Data
School name	Hoe Valley School
Pupils in school	798
Proportion of disadvantaged pupils	21.4%
Pupil premium allocation this academic year	£165600
Academic year or years covered by statement	2023-24
Publish date	September 2023
Review date	September 2024
Statement authorised by	J. Davies
Pupil premium lead	S. Austen
Governor lead	L. Van der Merwe

Disadvantaged pupil performance overview for last academic year

Progress 8	TBC (Expected November 2023)
Ebacc entry	22.8%
Attainment 8	TBC (Expected November 2023)
Percentage of Grade 5+ in English and maths	23%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.5+	October 2024
Attainment 8	5.1	October 2024
Percentage of Grade 5+ in English and maths	45%	August 2024
Other	Attendance for DAS students is 95% or better.	July 2024
Ebacc entry	25%	August 2024

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruit additional teachers, to facilitate smaller class sizes at GCSE.
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: The threat of teaching and learning no longer being outstanding and meeting the needs of all students.	The gap in knowledge and understanding relative to their peers, that studies show exist before they reach secondary school.
Projected spending	£79,000

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	Provide targeted remote tutoring support for students in Year 11 who are not on track to meet their targets.
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.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a successful mental health and wellbeing strategy across the school to support students, reduce the number of suspensions and thereby improve student outcomes.
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	Parental disengagement, breadth and depth of mental health concerns across the student population alongside an overstretched CAMHS service.
Projected spending	£66,600

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 alongside the remote tutoring for Year 11.	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. Tutoring candidates carefully selected through data analysis. Regular contact home to update parents on engagement.
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 EHWP practitioners in school to support our students' range of needs.

Review: last year's aims and outcomes

Aim	Outcome
Progress 8: 0.5+	Anticipated publication date November 2023
Attainment 8: 54.32	Anticipated publication date November 2023
60% Grade 5+ in English and maths	23% achieved. Mental health was a significant barrier to student success last year as many struggled to cope with full-time schooling after the Covid Pandemic. Our DAS students were disproportionately affected by these issues and we are heavily investing in support strategies in the coming year to address this.
Improve PP attendance to 95%	85.5% (78.4% National) Student mental health was a significant barrier here, and this has been a significant factor in our increased focus on student mental health and wellbeing.
Ebacc entry 44.3%	22.8% Student mental health was another barrier here as many students required reduced timetables in order to be successful. Our mental health strategy for this coming year will support this, as will the change in the GCSE choice pathways we have made for the current

	Year 9 in an attempt to encourage more students towards the full EBAcc.
<p>Continue to develop Quality First Teaching through:</p> <ul style="list-style-type: none"> ● Embedding Cog Sci ● Recruiting additional teachers 	<p>Monitoring and evaluation of teaching and learning across the school evidences that both cognitive science derived practices and staff fostering metacognitive behaviours in students is a key feature of the majority of our lessons. There is still work to be done with a minority of staff to ensure that this becomes part of their everyday practice and planning, which will be a key feature of the performance review cycle in the coming academic year.</p> <p>We are over staffed in core subjects to allow teaching to take place in smaller groups and to enable a reduction in teacher timetables to support planning, feedback and intervention. Heads of Faculty in core subjects do not have tutor groups to enable them to run interventions with students in the lead up to exams.</p>
<p>Deliver Lexia and Functional Maths Programmes as required, including to students accessing alternative provision</p>	<p>The Lexia literacy programme was completed by 15 pupil premium/disadvantaged students in Year 7 and 8 last year. 10 of these students made significant progress (66%) in their reading age. Our Year 11 Student who attended our alternative provision Steps to 16 was offered the opportunity to study functional skills in English and Maths. Unfortunately, her attendance was poor and she eventually refused to attend.</p> <p>22 DAS students across Years 7 and 8 completed the Functional Skills programme in Maths last year. In Year 7, 73% made significant progress and 64% achieved a Level 1 qualification. In Year 8, 91% made significant progress and 40% gained a Level 1 qualification. The Maths department has noticed the impact enrollment on the Functional Skills course has affected students' confidence and progress in their normal maths class and we firmly believe that as the programme continues to roll out it will have significant benefits in terms of students' final outcomes.</p>