

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	Richard Hale School
Number of students in school	1206
Proportion (%) of pupil premium eligible students	7.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	10/2021
Date on which it will be reviewed	09/2022
Statement authorised by	Ian Hawkins
Pupil premium lead	Matthew Greenwood
Governor / Trustee lead	Lisa Massey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 81,175
Recovery premium funding allocation this academic year	£ tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 81,175

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or might be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Attendance and Engagement

	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 10% lower than for non-disadvantaged pupils.</p> <p>7-12% of disadvantaged pupils have been 'persistently absent' compared to 4 -8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on some disadvantaged pupils' progress.</p>
2	<p><b>Achievement and Attainment</b></p> <p>While EBacc completion has increased for PP cohort significantly over the last 4 years there remains a 23% gap between disadvantaged students and their peers at this measure in 2021; a gap we aim to close. Similarly, there is a 1.12 gap between EBacc A8 for disadvantaged students and their peers in 2021. These gaps are still much narrower than the national picture by both measures.</p>
3	<p><b>Behaviour and Attitudes</b></p> <p>Data tbc</p>
4	<p><b>Mental Health and Wellbeing</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment and extra-curricular opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To continue to ensure the attendance of students in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>To close the gap between whole school attendance and students in receipt of pupil premium funding.</p> <p>Reduce proportion of students in receipt of pupil premium classed as persistent absentees so they are in line with their peers</p>
To continue to ensure the outcomes for students in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring	Increase the progress for a key group of students in receipt of pupil premium in English and Maths in line with their

<p>high quality teaching is effectively in place, alongside targeted interventions. To ensure all students in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>identified baseline: see school Develop Plan for targets</p>
<p>To further reduce low level disruption in lessons, detentions and exclusions for students in receipt of pupil premium and build on positive attitudes in lessons through rewarding those who consistently meet the school's expectations.</p>	<p>Achievement and Behaviour records show parity between pupil premium students and their peers.</p>
<p>To build on progress already made in creating a whole school approach to supporting mental health and wellbeing, with a particular focus on students in receipt of pupil premium.</p>	<p>Attendance, achievement and attainment of pupil premium students in line with their peers.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 43800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Payment of Deputy Headteacher (Inclusion) in charge of Pupil Premium. Allocation of 0.2 of his annual salary (Equivalent of 1 day per week).</p>	<p>Leadership of a whole school approach to supporting disadvantaged students is key to the successful implementation of any plan, as this research supports;</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf</a></p>	<p>1,2,3 and 4</p>
<p>Payment of SENDCO. 50% of students who are PP at the school also have SEND and require further support. Allocation of 0.4 of her salary to support the needs of PP with SEND.</p>	<p>Improving the experience of SEND pupils alongside disadvantaged students is an important part of our school approach, supported and informed by this research:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a></p>	<p>2</p>
<p>Payment of family support worker and attendance officer. Allocation of 0.5 of her salary to work with students and families of PP students.</p>	<p>We will work on further embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training to develop and implement new procedures.</p>	<p>1 and 4</p>

<p>Training for two members of SLT to become Senior Mental Health Leads</p>	<p>EIF's report on adolescent mental health found good evidence that mental health interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a>   <a href="#">Early Intervention Foundation (eif.org.uk)</a></p>	<p>4</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant time for support of PP students. 1 day of each TA salary allocated.</p>	<p>One-to-one tuition has been shown to very effective in raising achievement and attainment for disadvantaged students:</p>	<p>2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Focus on meeting each PP student's individual's needs for revision and catch up. Covers appointment of numeracy one-to-one tutor and implementation of literacy catch-up project. This will also include, revision classes, resources, mentoring, tuition and counselling where required.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 and 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing student and parental engagement through funding	Participation in the Arts shows good evidence of increased engagement with academic study and some evidence of increased progress across the curriculum	1,2,3 and 4

Music Tuition, providing Extra-curricular support and funding a Homework club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
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**Total budgeted cost: £ 93800**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Pupil premium strategy outcomes

Use of PP funding	Impact
Payment of Deputy Headteacher (Inclusion) in charge of Pupil Premium. Allocation of 0.2 of his annual salary (Equivalent of 1 day per week).	More senior leadership time has been allocated to focus on the outcomes and provision for Pupil Premium Students. Includes short and long term planning, managing discretionary activities budget, tracking and intervention with PP students, reporting to stakeholders.
Payment of SENCO. 50% of students who are PP at the school also have SEND and require further support. Allocation of 0.4 of her salary to support the needs of PP with SEND.	Targeted support in the department through the SENCO for PP students to meet their needs which are specifically SEND. These have been included in the Pupil Passports and a greater emphasis on PP provision and intervention for the SEND students.
Payment of family support worker in SSC. Allocation of 0.5 of her salary to work with students and families of PP students.	Focused work on PP students and their families to ensure students are supported through the school. Family worker has good knowledge of the students and families and can support and intervene for improved outcomes and emotional support. This has led to a more robust use of the family worker, particularly in attendance as improving PP attendance is one of the key areas we believe will impact on outcomes for our PP students. During lockdown, all PP students were contacted on a regular basis by the family worker or SENCO.

Teaching Assistant time for support of PP students. 1 day of each TA salary allocated.	1 to 1 work with PP students in intervention in KS3 and 4. Particularly used to focus on teaching of English, Maths and science. This has led to improved support for PP students.
Finance team support for Pupil Premium students	Allocation of funding to support the finance team in working with Pupil Premium families in managing the accounts on Wisepay, working with departments in discretionary funding, managing budget with Deputy Headteacher with the aim to ensure PP students and families are supported with their financial requirements. A more supportive process is in place to manage the PP funding.
Administration support	Allocation of funding to support administration of work for PP students. This includes phone calls for parents on parent's evenings, attendance officer time chasing attendance of PP students, admin time in preparing reports and data for PP students for Heads of Year, Deputy Headteacher, Headteacher etc. This has enabled us to have greater contact with parents.
Purchasing of laptops and support with internet access for remote learning	Before and during lockdown laptops were purchased and supplied for all PP students (including one PP+ student) who required one along with online and telephone guidance given by the IT support to allow full access to Google classroom and later remote learning.
<b>Use of funding in discretionary activities</b>	<b>Intended Impact</b>
KS4 targeted intervention	Improved focus on meeting each PP student's individual's needs for revision. This includes, revision classes, resources, mentoring, tuition, counselling.
Parental engagement	Fund events to improve further parental engagement in school, i.e. music tickets, sports fixtures, support in attending school events. Greater engagement with the school and parents of PP students.
Music Tuition	PP students supported in music tuition and instruments in order to engage with school, including remote provision where needed.
Extra-curricular support	Support for students who would struggle to be involved in extra-curricular activities in school. This includes music, drama and sport as well as extra-curricular visits (both curriculum and non-curriculum visits). Supported many students with this.

Homework club	Allocation of funds to help run homework club in SSC for PP students to improve their engagement and outcomes in their subjects.
Individual support	Support identified by Head of Year to support individual students, this could be with transport (including daily taxis to and from school), equipment, breakfast, learning resources etc.

## Outcomes

The Government are not compiling results in the same way for 2021 due to exams being cancelled as a result of the Pandemic. The results below are the grades that were awarded to students at Richard Hale. These were based on assessments set by teachers and were Quality Assured by the Exam Boards.

Measure	Number of students (2021)	Percentage (2021)	Number of students (2020)	Percentage (2020)
Basics 9 to 5 in English and maths	7	47%	7	64%
Basics 9 to 4 in English and maths	12	80%	8	73%
Basics 9 to 1 in English and maths	15	100%	11	100%

Attainment overall in English and maths was good particularly at the 9 to 4 grade level showing that 80% of PP students left with the standard pass qualification in English and maths. This is above the national average of 77% and is in line with the whole school outcome of 90% 9 to 4. 47% of PP students achieved grades 9 to 5 including English and maths. This is below the national average of 62.8% and below the school average of 68%. The progress score for PP students was -0.11. Due to the small number of students involved it is difficult to compare the attainment gap between Pupil Premium students and the rest of the school. The 9 to 4 gap to the rest of the school is 10% which equates to 2 student's outcomes and at 9 to 5 this equates to 3 students difference in grades.

The outcomes were also significantly affected by 2 students who were school refusers. Their outcomes impacted on the overall outcomes for PP students. If these students

were removed from the scores from last year for PP students the outcomes were 92% at 9 to 4 and 54% 9 to 5.

Attainment in English and maths was similar at 9 to 7 and 9 to 4, the main difference can be seen in the grades achieved at 9 to 5 between English and maths.

English	7 or above	5 or above	4 or above
Number of students	2	7	12
Percentage	15%	54%	92%

Maths	7 or above	5 or above	4 or above
Number of students	3	12	12
Percentage	23%	92%	92%

In Science 80% PP students left with at least two passes in Science. 4 students studied separate sciences, with 2 achieving 9 to 7 grades in Biology, Chemistry and Physics. 9 students studied combined science achieving at least a 9 to 4 grade in these sciences.

Science X2	5 or above	4 or above
Grades	10	13
%	66%	80%

Value added for Science was at 1.04 showing PP students performed very well in the subject last year.

The number of PP students entering the EBACC was 40% which was lower than the rest of school, but equates to 6 students. This is significantly above the national average of 25% in 2019, demonstrating that we enter students for a challenging curriculum and have high expectations for them. 4 students achieved a strong pass (27%) and all 6 who were entered achieved a standard pass. This is significantly above the EBACC national average for a standard pass of 12% in 2019.

Attainment 8 for Pupil Premium students was 46.4, with the whole school score of 57.29.

Provisional Progress 8 outcomes for the Pupil Premium students show it to be -0.11, against a score of 0.33 across the whole cohort. However, with the two students removed this would be above the school score at 0.48. With the whole cohort taken into account, this is a significant improvement on the -0.89 from 2019 results.

## **Intervention**

Although we have interventions in place for PP students, we recognise there has not been a big enough focus on these students at the School. This has been addressed and is now a key priority for the School.

We recognise that the biggest impact we can have for our PP students is in the classroom and for teachers to support them as effectively as they can.

All Pupil Premium students were identified and clear strategies employed. Each student was given a student passport with every subject identifying what interventions they would be employing with each individual student. These were shared with all staff.

We have created a board for PP students in the staffroom. This was updated after each data entry point. These strategies were employed in January and were used throughout the year for students in Year 11. Improvement from the mock exams was evidence that the intervention strategies and mentoring did have a positive impact, this can be seen in that all students improved their outcomes from the mock exams to the final results in 2020.

These actions enabled all students to be identified and teachers to use well-considered strategies with them in every lesson. Although this raised the profile of PP students, we need to employ the strategies more consistently across the school throughout the year. In order to address this, we have built on the systems that have been introduced and an electronic version of a passport is now available for all PP students the same as out SEND students which gives students the chance to say what works for them and a list of consistent strategies for every teacher to employ in every lesson.

We provided revision books and monitored the attendance at revision sessions this year with a particular focus on PP students. This was augmented by a mentoring programme within which every member of SLT mentored a PP student. The Head of Year 11 also focussed on the students.

## **Discretionary Bursary**

The discretionary bursary is used to support students in the 6<sup>th</sup> Form who may not have been able to continue at the school without this support.

We advertise the bursary to students in the 6<sup>th</sup> Form and it is promoted by the form tutors, Heads of Year and the 6<sup>th</sup> Form support officer.

Over the last year we have used the bursary to support the small number of students in order for them to continue in education. This has been used in the following ways:

- Bus fares/train fares and support with travel arrangements
- Materials required to support learning in their courses, i.e. text books/art materials/stationery/scientific calculators etc.
- Support for educational visits such as the Biology field visit
- Revision materials
- Payment for UCAS applications
- Support for visits to universities or interviews.

The funding is used in line with the guidance and is targeted for the appropriate students. £1000 was used to support students who were eligible for the discretionary bursary last year. We continue to monitor and support the use of this with all eligible students.

## 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*

Programme	Provider
NA	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible students?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from the Governments' Senior Mental Health Lead funding, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's Family of Schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.