



Pupil Premium report to Academy Council/RIB

Pupil Premium and Covid / Recovery premium Hart School September – 2024 Update

To be completed by pupil premium lead prior to discussion with AC/RIB member

Date: September

Disadvantaged¹ pupils by year group

Year group	Disadvantaged number	Total number in year group	Disadvantaged percentage
7	71	220	32.3%
8	79	242	32.6%
9	62	236	25.3%
10	59	220	26.8%
11	51	208	24.5%
12	10	73	13.6%
13	6	56	10.7%
Total 7-11	322	1126	29.5%
Total 7-13	338	1255	26.9%

Total pupil premium funding for current year: £ **£305, 325** (based on 295 students 2022-2023 census)

¹ Ever6 FSM

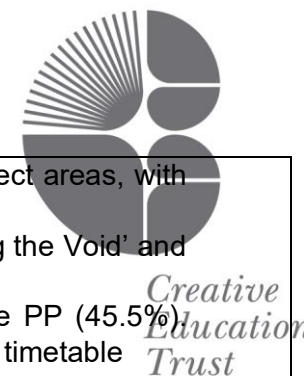


Pupil premium expenditure and impact

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils								
<p>Quality First Teaching</p> <p>Implement 'disadvantaged first' strategy in the classroom diminishing gaps to others in school.</p>	<p>£139 128</p>	<ul style="list-style-type: none"> Teaching and Learning strategy is focused on quality first teaching and routines. Hart Habit training to ensure consistency in routines across all phases of a lesson Continued focus on MWB and training to ensure all students are engaged and accessing learning Awareness of disadvantaged pupils first within the classroom. All staff trained on 'Well-Trodden Path' and seating plans evidenced Performance management targets for staff are related to the academic performance of PP pupils. QA is calendared in deep dives, lesson observations and learning walks. 	<p>Year 11 PP (Dis) Attainment:</p> <table border="1" data-bbox="918 351 2132 619"> <thead> <tr> <th data-bbox="918 351 1523 443">Year</th> <th data-bbox="1523 351 2132 443">SPI data difference (PP compared to non PP)</th> </tr> </thead> <tbody> <tr> <td data-bbox="918 443 1523 504">2023-2024</td> <td data-bbox="1523 443 2132 504">-0.45</td> </tr> <tr> <td data-bbox="918 504 1523 564">2022-2023</td> <td data-bbox="1523 504 2132 564">-0.24</td> </tr> <tr> <td data-bbox="918 564 1523 619">2021-2022</td> <td data-bbox="1523 564 2132 619">-0.09</td> </tr> </tbody> </table> <p>Work undertaken to support PP include:</p> <ul style="list-style-type: none"> Whole school INSET delivered on: <ul style="list-style-type: none"> Levelling the planning field. Focus includes understanding PP barriers. Metacognition strategies Subject vocabulary strategies Sharing good practice – useful strategies in the classroom. to remove barriers for PP and SEND students and therefore support Y11 and Y13 outcomes. <p>PP students supported by</p> <ul style="list-style-type: none"> Saturday School Residential Tutor time intervention National Tutoring Programme After school intervention Holiday intervention Breakfast club and exam briefings Online tuition Bespoke small group intervention Twilight intervention sessions 	Year	SPI data difference (PP compared to non PP)	2023-2024	-0.45	2022-2023	-0.24	2021-2022	-0.09
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Creative Education Trust

		<ul style="list-style-type: none"> • Student voice indicates that PP pupils are supported to make progress in line with their peers (others). • The progress of Disadvantaged Pupils within the English Baccalaureate subjects continues to improve. • The In-school gap for progress and attainment continues to diminish. 	<ul style="list-style-type: none"> - Staff coaching - register - Additional vocational coursework windows - Period zero - PetXi intensive Maths course - Parental meeting through the course of the year to support PP attainment - Sixth form – online tutoring - • Booster course delivered by two members of staff and external company Pet Xi (Mar 2024) - 12 PP students attended this. Maths grades increased by a minimum 1 grade. • Revision guides for English, maths and science given to year 10 students in July 2024 alongside their PPE results. • Vocational drop-down week for Y10 students to complete their vocational submissions (June 2024). • ‘A seat on the coach’ rewards initiative where Y10 students who completed vocational submissions to target-grade standard were invited on a subsidised trip to Alton Towers (June 2024). • Change in tutor time programme for Y10 students post-PPEs. Y10 students moved to Period Zero prior to the summer holidays where students receive tailored daily intervention in English and maths (July 2024). • Register and read programme to support student literacy and love of reading
<p>Targeted and tailored intervention</p> <p>Improved reading comprehension and basic literacy & numeracy skills</p>	<p>£50 161</p>	<ul style="list-style-type: none"> • PP pupils to receive quality tuition and intervention to address gaps due to lost learning. Diagnosis Therapy and Testing approach to be used to guide intervention. 	<p>Assessment – baseline GL assessments took place for Y7. Data has been analysed, and used in conjunction with KS2 data, to identify students requiring intervention. Reading ages retested in March 2024 – see details below for actions.</p> <p>Literacy – closing the gaps</p> <p>1. Reduce barriers to effective reading</p> <ul style="list-style-type: none"> • Read First! Lessons continued to be embedded across the curriculum for Y7-10 • “Hart Habits for Reading” continue to be embedded across curriculum areas • Literacy training session delivered to ECTs and trainee teachers



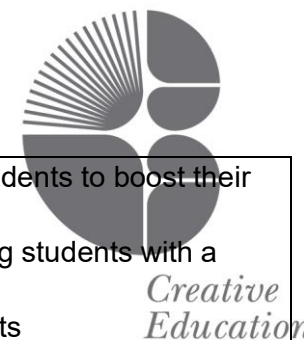
<p>to ensure full access to the curriculum.</p>	<ul style="list-style-type: none"> • Improved levels of literacy and oracy. • Strategies implemented for PP pupils successfully diminish performance gaps when compared to peers (others) in school and others nationally. 	<ul style="list-style-type: none"> • Recent CET PLV identified literacy as a strength across all subject areas, with 'excelling' practice identified across the curriculum • New books purchased for Register and Read including 'Touching the Void' and the 'Deepest Breath' • 22 students with significant barriers to literacy, 10 of which are PP (45.5%) These students receive additional literacy lessons as part of their timetable • LSA for literacy recruited to literacy team full time • Data from March retesting analysed and new students added to pathways/moved pathways – 4 Y9 groups, 3 Y8 groups 2 Y7 groups and KS4 group set up for ReadingWise <p>Exam KS4 Information evening PP families that had not booked on called by pastoral team to encourage attendance. Strategies for supporting students in English, Maths and Science shared with families along with revision techniques and managing wellbeing.</p> <p>Y11 revision guides Revision guides for all subjects provided to disadvantaged students to support learning over the course of this year.</p> <p>Y11 Targeted intervention across EBACC subjects. All PP students have been targeted and invited to specific intervention sessions in core subjects. 33 students (64%) have attended the relevant sessions.</p> <p>After school intervention sessions have commenced in English, Maths, Science, Geography, History and MfL. Students originally targeted based on Y10 DC2 data with groups revised based on the November PPE series.</p> <p>October HT session, of which 14 were PP. On average students attended at least two of a range of subjects including English and Maths.</p> <p><u>Year 10 PPE Revision Classes</u></p>
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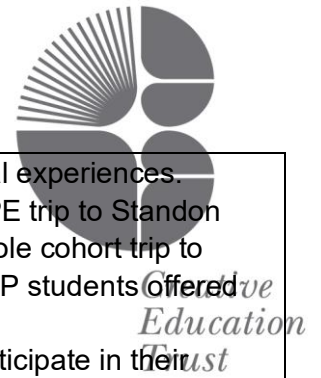
			<p>These ran for 4 weeks prior to the PPEs in June 2024. On average, 40 students attended EBACC revision sessions. 18% of disadvantaged students in Y10 attended these sessions.</p>
<p>Minimising barriers to achievement</p> <p>To improve the attendance and behaviour of Disadvantaged Pupils and reduce barriers to learning.</p>	<p>£106 034</p>	<p>Attendance for Disadvantaged pupils continues to improve.</p> <p>Persistent absence rates for Disadvantaged pupils is in-line, or better, than national expectations.</p> <p>Environment for learning across school through development of consequence system resulting in disruption free classrooms, so that outcomes at least match and / or exceed those for all other pupils.</p>	<p>Attendance Dis Pupils</p> <ul style="list-style-type: none"> • INSET on Attendance delivered 5th September. Promotion of good attendance and communication with parents a responsibility of all staff. • Attendance of disadvantaged students remained a primary focus for the school and work was undertaken to identify barriers to attendance and learning. • Review of Y7 PASS survey to identify key children and families took place in July with targeted focus on vulnerable families • Attendance officer works closely with at risk families • Utilising myfamilycoach.com to support parents with barriers to attendance and appointment of new internal family support worker • Deep dive of attendance by demographics • Key pupils identified, barriers to student’s attendance and relevant context discussed weekly in leadership. • Key worker assigned to families who have significant PA and repeat suspension • Levelled tiers of interventions to support repeat offenders in place. • Engagement with external providers providing intense specific intervention. • Implementation of new behavioural systems to ensure low level disruption is eradicated from the classroom. • Emotional Literacy Support Assistant (ELSA) trained TA providing, building self-esteem, social / friendship skills, anger, and behaviour management • Attendance Support Plan in place for 2023/2024 all students who were significant persistent absentees during the 2022/23 academic year to aid their return to school. • Nudge notification systems to raise profile of attendance. This initiative is closing the gap between PP and Non-PP peers. • Regular parental meetings following weekly pastoral attendance clinic – weekly. • 88-90% at risk group reviewed fortnightly with coffee card strategy. • Fortnightly parental nudges to raise awareness. • Continued support offered for students arriving to school via U code. • Mentoring scheme in place via attendance officer



			<ul style="list-style-type: none"> Rewards: Launch of attendance league – tutees competing against tutor attendance, scores, promotion of monthly attendance campaigns and Principals Challenge – Final week of term <p>YTD Attendance for – 90.90%, YTD Attendance for PP – 87.12%. Pupil Premium attendance has improved by 1.82% in comparison to 2022/23</p> <p>Curriculum Support Resources purchased to ensure students are able to access curriculum lessons in line with their non disadvantaged peers e.g. fresh ingredients for participate in food tech lessons have been provided.</p> <p>Malachi provision In place providing 1:1 counselling session for identified pupils. Total funding commitment for the year is £10 580. This has provided support for 18 most in need students across the school</p> <p>Parent Partnership NLE Continued work to maintain parental engagement has taken place this term including two successful exam evenings, Y11 Parents’ evening planned for 26.10.2023 and parental feedback will be conducted in order to identify successes and areas for improvement. Appointment of Associate Assistant Principal to support with parental engagement and community outreach</p> <p>Parental drop-ins have occurred for Y11 post PPE (Dec) and are planned for Y13 (Jan)</p>
<p>Raising aspirations and broaden experiences</p> <p>To foster cultural capital through raising awareness of employability</p>		<p>Pupils demonstrate a good understanding of metacognitive strategies to enable them to better prepare for their exams and support progress.</p> <p>Effective programmes in place to improve aspirations, self-confidence,</p>	<p>Study skills</p> <ul style="list-style-type: none"> Year 11 – 4 Weeks To Go evening held in April with presentation and small workshops on revision strategies (April 2024) Year 10 into Year 11 Evening (21st May 2024) with a presentation and series of workshops around revision and metacognitive skills supporting students with their PPE revision and their transition go Y11. Y10 and Y11 Parent Exam Information evenings – September 2023 Tutor exam sessions prior to pre PPE to boost student metacognitive strategies, provide concrete tips on revision and how to look after their well-being.



<p>and educational possibilities</p>		<p>resilience and motivation as well as improving pupil understanding of possible education and career pathways.</p>	<ul style="list-style-type: none"> • October residential for 34 students included 14 pupil premium students to boost their confidence and their English and maths grades. • A series of revision workshops took place in period zero equipping students with a variety of different ways to revise . • Y7-9 PPE KS3 online revision hub to support students and parents • Revision guides purchased for all core subjects for students moving from Y10 to Y11 to support revision and study skills. <p>CEIAG provision</p> <ul style="list-style-type: none"> • All PP pupils access careers education, information and guidance (CEIAG). • Year 11 – 1:1 career meeting prioritised for all PP pupils – Autumn term • Career fair on Life and Soul day - 26th October 2023 <p>Sixth Form recruitment</p> <ul style="list-style-type: none"> • All PP pupils access careers education, information and guidance (CEIAG). • Year 11 – 1:1 career meeting prioritised for all PP pupil – Autumn term and followed up in Summer term. • UCAS session to support university applications on Life and Soul – 26th October 2023 • University visit to DeMontfort University October ‘23 to widen horizons • Students identified for bursary eligibility. Students using money to claim for Open Day visits. <p>Spring / Summer term Recruitment – There are 3 PP students aiming to join the sixth form and 28 non PP</p> <p>Student leadership</p> <ul style="list-style-type: none"> • All students have the opportunity to involve themselves in student leadership. Assemblies took place w/c 2nd October 2023, with School Council ongoing. <p>Cultural capital</p>
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			<ul style="list-style-type: none">• Subsidise opportunities for pupils to take part in cultural and social experiences. Examples include the residential Y7 trip to Whitemoor lakes, Y8 PE trip to Standon Bowers and planned Y9 trip to the Think Tank Museum and a whole cohort trip to Twycross Zoo in Atherstone. DoE continues to run 3PP / 21. All PP students offered financial support if required.• Where requested PP students were supported with funding to participate in their chosen activity for Beyond the classroom week.
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