



Pupil Premium Report

Pupil Premium and Covid / Recovery premium: Hart School 2022-2023

Date: October 2023

Disadvantaged¹ pupils by year group

Year group	Disadvantaged number	Disadvantaged percentage
7	72	29%
8	65	27%
9	62	26%
10	58	27%
11	43	22%
12	4	5%
13	1	2%
Total 7-11	300	26%
Total 7-13	305	24%

Total pupil premium funding for current year: £ **285,523**

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>£130 105</p>	<ul style="list-style-type: none"> Teaching and Learning strategy is focused on personalisation and supported by high quality CPD Use of MWB and training to ensure all students are engaged and can have work/understanding assessed by teacher Target 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 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 	<p>Y11 PP (Dis) Attainment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Year</th> <th style="width: 70%;">SPI Data difference (PP compared to non PP)</th> </tr> </thead> <tbody> <tr> <td>2022 – 2023</td> <td>-0.24</td> </tr> <tr> <td>2021 – 2022</td> <td>-0.09</td> </tr> <tr> <td>2018 – 2019</td> <td>-0.13</td> </tr> </tbody> </table> <p>The gap between disadvantaged students and their peers has dipped compared to 2022 by an SPI of -0.15.</p> <p>Over the course of the year underperforming disadvantaged students were identified and specific intervention put in place including:</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 - Appointment of Maths and English consultants to provide bespoke training to staff and intervention sessions to students - Appointment of additional maths teacher for targeted small group intervention <ul style="list-style-type: none"> • CPDL delivered to all staff on disadvantaged strategies. • PP data analysed and used to drive actions across the school. 	Year	SPI Data difference (PP compared to non PP)	2022 – 2023	-0.24	2021 – 2022	-0.09	2018 – 2019	-0.13
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		<ul style="list-style-type: none"> • The In-school gap for progress and attainment continues to diminish • The progress and attainment gap for Disadvantaged Pupils continues to diminish when compared to national 'Others' 	<ul style="list-style-type: none"> • Teaching staff – provided (top driven) with rigorous performance management targets. • GL assessments - up to date reading ages for pupils in years 7-10 used to identify students reading below chronological age. • Specific pupils identified for additional reading intervention where their reading score was significantly below their chronological age through 3 waves of intervention depending on students' need. Majority of intervention taking place in the new 'success unit' with students completing bespoke training via ReadingWise. • Continued appointment of a KS2/3 intervention teacher with a lead on literacy. • New English Lead Practitioner with focus on literacy resulting in Register and Read program alongside bespoke reading support programs, Read First (academic literacy) and tier 2 and 3 subject vocabulary actioned to support disadvantaged and their non-disadvantaged peers to access the curriculum and broaden their experiences. Reading prioritised as part of whole school initiatives through regular reading enrichment activities and promotion to encourage RFP. • All students accessing 'Sparx Reader' with support in school for pupils who lack access to devices.
	<p>£56 260</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. • Improved levels of literacy and oracy. • Strategies implemented for PP pupils successfully 	<p>Assessment - baseline</p> <p>KS2 results analysis used to create a bespoke Y7 tutor group led by a primary trained practitioner with the focus of underpinning new learning with gaps in KS2 learning to allow for rapid and sustained progress.</p> <p>GL + Sparx Reader assessments completed, along with additional reading assessments for those below chronological age. Data has been analysed to identify students requiring intervention and work has commenced with the following numbers receiving intervention on one of the 3 pathways.</p> <ul style="list-style-type: none"> - 41 Y7 students - 70 Y8 students - 39 Y9 students - 12 Y10 students - 3 Y11 students



diminish performance gaps when compared to peers (others) in school and others nationally.

Reading ages shared with all staff and is in all teachers' class portfolios.

Literacy – closing the gaps

- 5 staff have been fully trained on Thinking Reading and all LSAs trained via ReadingWise. Diagnosis assessments have taken place with students selected for intervention to identify specific gaps.
- Common literacy guidance in classrooms (SEIZZE paragraphs, key words)
- Hart Habits for reading in development – to be launched in coming months via T&L programme.
- Tutor reading programme in progress (launched Autumn 2022). This was praised in our most recent Ofsted inspection and monitoring visit from CET
- Reading intervention KS3 & 4 – Bottom 20% receiving reading intervention via 3 pathways targeted on need.
- Intervention delivered in a variety of means, including ThinkingReading, ReadingWise, Guided reading groups, sixth form reading buddies, community volunteer readers.
- Primary trained teacher currently delivering phonics and guided reading to 22 students of which 10 are PP.
- Appointment of new English Lead Practitioner with responsibility for literacy across the school.
- Library is now fully launched with a large number of students accessing every day, including before and after school. A range of enrichment activities are in place to promote reading for pleasure.

Exam Information evening – Y10 and Y11

Y10 attendance = 70 families

Y11 attendance = 91 families

PP families that had not booked on were called by the pastoral team to encourage attendance.



<p>Targeted and tailored intervention</p> <p>Improved reading comprehension and basic literacy & numeracy skills to ensure full access to the curriculum.</p>			<p>Strategies for supporting students in English, Maths and Science shared with families along with revision techniques and managing wellbeing.</p> <p>92% of parents that attended agreed, or strongly agreed, they now feel better prepared to support their child’s academic progress and 97% agreed, or strongly agreed, they are better prepared to support their child’s emotional wellbeing.</p> <p>Y11 Targeted intervention across EBACC subjects</p> <ul style="list-style-type: none"> • After school intervention sessions provided in English, Maths, Science, Geography, History and MfL. • All PP students are invited to 1 or more intervention sessions. 83% of students have accessed one or more intervention sessions. • October residential focusing on disadvantaged and English / Maths crossover students to support student outcomes. • Rising Star Breakfast Club – 25-week programme delivered between November 2022 and April 2023, providing support across a range of subject areas including all EBACC subjects. • Y11 student intervention reviewed regularly with students invited to half term, Easter and Saturday interventions and Twilight sessions across the year. • 44+ and 55+ in school target groups, on rotation across the year, to provide bespoke tuition in English and Maths. • Online intervention targeted 7+ in English and Maths. Disadvantaged students have a +0.42 SPI compared to non-dis peers. <p>Y11 revision guides</p> <p>Revision guides for all subjects provided to disadvantaged students to support learning over the course of this year.</p>
<p>Minimising barriers to achievement</p>	<p>£99158</p>	<p>Attendance for Disadvantaged pupils continues to improve.</p>	<p>Attendance Disadvantaged Pupils</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students remained a primary focus for the school and work was undertaken to identify barriers to attendance and learning.



<p>To improve the attendance and behaviour of Disadvantaged Pupils and reduce barriers to learning.</p>		<p>Persistent absence rates for Disadvantaged pupils are in-line, with 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>	<ul style="list-style-type: none"> • Appointment of Community Liaison Officer made to support most vulnerable families. • Attendance officer works closely with at risk families. • Review of PASS survey identified key children and families as an area of focus. • Utilising myfamilycoach.com to support parents with barriers to attendance. • Deep dive of attendance by demographics • Key worker assigned to families who have significant PA and repeat suspension. • Levelled tiers of interventions to support repeat offenders in place. • Weekly Inclusion meeting to identify next steps for vulnerable children including professionals' meetings. • Engagement with external providers providing intense specific intervention. • Emotional Literacy Support Assistant (ELSA) trained TA providing, building self-esteem, social / friendship skills, anger, and behaviour management. • Attendance Support Plan in place for all students who were significant persistent absentees during the 2021/22 academic year and the first half term of 2022/23 to aid their return to school. • Appointment of Attendance Admin to support with case work for Attendance Officer • Rewards provision in place to celebrate positive attendance. <p>Malachi provision In place providing 1:1 counselling session for identified pupils. 65% of students receiving support are disadvantaged. Total funding commitment for the year is £9 900.</p> <p>Access to education Bespoke support provided to individuals on a 1:1 basis to ensure they have access to resources required for learning / attendance to school.</p>
<p>Raising aspirations and broadening experiences</p> <p>To foster cultural capital through</p>		<p>Pupils demonstrate a good understanding of metacognitive strategies to enable them to better prepare for their exams and support progress.</p>	<p>Study skills</p> <ul style="list-style-type: none"> • Y10 and Y11 Parent Exam Information evenings – September 2022 • 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. • October residential – Y11 provided focus on English and Maths + revision skills • Parent workshop – November 2022 – supporting parents to support their child.



<p>raising awareness of employability and educational possibilities</p>		<p>Effective programmes in place to improve aspirations, self-confidence, resilience and motivation, as well as improving pupil understanding of possible education and career pathways.</p>	<p>Careers</p> <ul style="list-style-type: none"> • Following the appointment of a career's leader, the Aspire Programme will run in school for 30 Year 9 students in summer term 2. • Alumni delivered workshop in summer term 2 with Aspire students in Y9 and Y10. • Focus on students at risk of NEET and disadvantaged to raise aspirations where required <p>Scholars Programme</p> <ul style="list-style-type: none"> • A new Scholars programme was launched with Y8 and Y9 including 32% PP students. <p>Duke of Edinburgh scheme</p> <ul style="list-style-type: none"> • PP students provided with support with purchase of equipment to enable them to participate in the award • This year we have introduced the Silver award, to students who have previously completed the Bronze Award. <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 • Careers fair in Autumn term with external organisations, training providers, colleges and Universities. <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. • 91 applications to sixth form. 14 PP students – 15% <p>Student leadership</p> <ul style="list-style-type: none"> • All students have the opportunity to involve themselves in student leadership as there are a breadth of positions to promote inclusivity.
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			<p>Cultural capital</p> <ul style="list-style-type: none">• Subsidise opportunities for pupils to take part in cultural and social experiences. Examples include the whole cohort trip to the Blood Brothers in Y11 to support the English Curriculum. All PP students offered a place at no cost. Music lessons provided for PP students free of charge.
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