

# Pupil premium strategy statement

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

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	The Hart School
Number of pupils in school	1279
Proportion (%) of pupil premium eligible pupils	23.6 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	February 2023
Date on which it will be reviewed	September 2023
Statement authorised by	A Cleary
Pupil premium lead	A Cleary
Governor / Trustee lead	L Bowers

## Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£ 289 365
Recovery premium funding allocation this academic year	£ 43 935
Covid Catch funding carried forward from previous years (enter £0 if not applicable)	£ 47 000
<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	£ 380 300

## Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£ 285 523
Recovery premium funding allocation this academic year	£ 78 935
Covid Catch funding carried forward from previous years (enter £0 if not applicable)	£ 28 764
National tutoring Programme (60% funded by DfE, 40% of total costs subsidised by schools).	£ 47 466
<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	£ 440 693

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is the name given to extra funding the government has set aside to support students from disadvantaged backgrounds.

The Hart School is committed to using this funding to narrow the gaps in the outcomes of students from disadvantaged backgrounds compared to their peers, so that they are fully able to make the most of future opportunities when presented.

To achieve this, The Hart School will focus on providing quality first teaching in lessons, along with a wide range of interventions to help disadvantaged students close gaps caused by missed learning due to the recent pandemic which has disproportionately affected disadvantaged students more than their peers. We will provide additional pastoral support and career guidance to raise aspirations for students we identify as in need, to ensure they are aware of possible career paths and the steps needed to get there at each stage of their learning. We will work to maintain high levels of attendance so that students are in school to access lessons and other learning opportunities so that they are in a position to achieve the best possible outcomes.

We will facilitate pupils accessing a wide range of enrichment experiences, both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

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

Challenge number	Detail of challenge
1	PP eligible students are entering The Hart School with lower English and Maths skills than their peers, which prevents them from making good progress in EBacc subjects and limits their chances of successful progression post-16
2	Students eligible for PP often lack the learning skills required in school and their self-confidence and motivation and emotional resilience can be low.
3	Attendance of disadvantaged students is lower than non-disadvantaged students with a 2020 difference of 6.68%.

4	Low aspiration and motivation of some disadvantaged children and their families. This includes a lack of understanding of possible education and career pathways.
5	Lack of parental engagement with the school with some disadvantaged families.

## 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 ensure effective transition into Year 7 and mid-year transfers are supported to make progress.	All information will be received from feeder schools and parents by the end of the summer term to ensure that appropriate grouping and support is in place from the start of September.
Improved rates of progress in English, Maths and Science for Key Stage 3 students eligible for PP.	Standardised testing scores will show that disadvantaged students are making more rapid progress from their starting points compared to other pupils.
Improved rates of progress in English, Maths and Science for Key Stage 4 students eligible for PP.	Disadvantaged pupils in Year 11 will achieve a Progress 8 score of - 0.1 to 0.0 in 2022. The target for all students is +0.1 to +0.2.
PP students are ready and resilient learners who are responsible and resourceful in their learning resulting in improved attainment and rates of attendance.	<p>The rewards system will celebrate students' achievements with disadvantaged students' behaviour and rewards in line with non-disadvantaged students' on Class Chart.</p> <p>AtL reflects disadvantaged students in line with non-disadvantaged.</p> <p>An improvement in attendance levels for disadvantaged students so that their attendance falls in line with non-disadvantaged students.</p> <p>A reduction in the number of persistent absentees (PA) amongst students eligible for PPs to 25% or below.</p>
All staff to employ Disadvantaged First Strategy through questioning, support, feedback and communication within the classroom.	<p>Disadvantaged students are targeted first, ensuring their engagement in lessons and improved progress in lessons.</p> <p>QA will evidence this strategy in practice.</p>

Teachers receive detailed information about disadvantaged students and share strategies that work well with key individuals.	Teachers will know which of their students are eligible for Pupil Premium Support, via Class Charts and Sims Marksheets, and will use any pen portrait information to plan activities that are closely matched to their individual learning needs and interests. Teachers will share successful strategies to the portraits so that these can be applied across the curriculum.
Disadvantaged students are provided with fair access to high quality enrichment and extension activities.	Disadvantaged children will be enabled to take part in enrichment activities such as instrumental music tuition or trips that their families may not otherwise be able to afford. Monitoring of extra-curricular participation will show that there is no difference in the participation rates of PP and Non-PP students.
Improved rates of attendance of disadvantaged students.	Increased attendance levels for PP students so that their attendance falls in line with Non-PP students. A reduction in the number of persistent absentees (PA) amongst students eligible for PPs to 25% or below.
Raise aspiration of disadvantaged students.	Disadvantaged pupils receive a career meeting earlier than peers. Aspire programme used to target individuals with low aspirations to include a high proportion of PP students.
Increased engagement of the parents of disadvantaged students.	Strategies in place to encourage engagement including the use of the Year Team to contact home regarding Parents' Evenings and other events to ensure attendance.

## 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: £130,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Faculty Leaders revisit what their faculty do to support disadvantaged students in the classroom to ensure they make expected progress.</p> <p>Provide meeting time for teachers to discuss and share best practice in supporting disadvantaged pupils in their lessons.</p> <p>Robust quality assurance processes implemented at faculty level to ensure consistently in the implementation of strategies and resulting positive outcomes.</p>	<p>Teachers are positively and proactively targeting and planning for the individuals needs of the disadvantaged children so that they are able to make accelerated progress compared to other pupils.</p> <p>Disadvantaged children often arrive at secondary school behind their peers academically and need to make accelerated progress in order to catch up with their peers. Teachers are aware of which students are eligible for PP. Staff now need further training and guidance on how they can adapt planning, delivery and feedback so that these pupils can make accelerated progress</p>	1 and 2
<p>Disadvantaged students are ready and resilient learners that are responsible and resourceful in their learning. This is promoted through the teaching of The Hart School Values in lessons and through the pastoral program.</p>	<p>It is recognised that these traits are the foundation for effective learning. The opportunity to develop these skills and qualities is embedded in teaching and the pastoral system. The Education Endowment Foundation says 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	2
<p>Implement a whole-school reading strategy in which students are exposed to a rich, challenging texts which support the curriculum; teachers will implement reading comprehension strategies to ensure understanding.</p>	<p>The Education Endowment Foundation reports that reading comprehension strategies are high impact on average (+6 months). The EEF also states that "On average, disadvantaged children are less likely to own a book of their own and read at home with family members...and may not acquire the necessary skills for reading and understanding challenging texts."</p>	1

Implement a whole school numeracy strategy to improve fluency in students and consistency of approach in staff.	Sutton trust identifies numeracy as an essential cognitive skill that is of importance in accessing learning and future opportunities, enabling better work place outcomes.	1
Improve staff modelling in lessons to ensure that all students have sound knowledge of explicit steps to improve outcomes	EEF toolkit identifies metacognitive strategies as high impact. Through clear modelling students can identify mis-steps/ misconceptions (+7).	2
Increase opportunities for self and peer assessment through use of clear self-assessment criteria and scaffolding of student response	EEF toolkit identifies P2P strategies as high impact with a high confidence level (+5).	2
A focus on improving quality of feedback through Faculty CPDL and work sampling	EEF toolkit identifies quality feedback as high impact (+5).	1 and 2
A focus on improving the oracy of disadvantaged students through initiatives such as Voice 21, Debate Mate and Topical Talk.	The EEF states that oral language interventions (oracy) have a 6+ month impact. This is particularly important for disadvantaged students as there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	1 and 2

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

Budgeted cost: £176,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils in Year 11 are targeted an additional range of intervention to close the gap.  Work to include initiatives such as Core intervention during	The Education Endowment Trust suggest intensive tuition in small groups can be effective if used to provide support to 'lower attaining learners or those who are falling behind'	1 and 2

tutor time and after school sessions.		
Peer reading between Key Stage 3 disadvantaged students (identified as below average in GL assessments) and sixth form mentors.	The EEF has identified mentoring as having a 2+ month positive impact and states that mentoring has a small, positive impact on student attainment. The EEF has identified peer tutoring as potentially having a 5+ month impact. Peer lead tutoring may help students close gaps in their learning by offering targeted peer-led support to consolidate within class learning and ability to access learning across the curriculum.	1
Subsidised Chromebook scheme to support Disadvantaged students to access one to one device scheme.	Evidence shows that disadvantaged students less likely to have device at home to support education journey	2 and 4
The use of externally-led study skill support for students in year 11 through the explicit teaching of metacognitive strategies to enable them to better prepare for their exams and support progress.	The EEF states that metacognition and self-regulation has a 7+ month impact on progress. There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulation strategies without explicitly being taught them.	1
The implementation of GCSEPod as a strategy to support the progress, retrieval and revision support for KS4 students.	The EEF reports on Metacognition and Self-Regulated Learning and Feedback show a positive impact of a study programme which provides immediate feedback to students and allows them to develop their metacognitive strategies.	1 and 2
Use of GL assessments to provide baseline assessment data. Improved understanding of students' knowledge and skills. Accelerated progress for targeted students, enabling improvement in line with age related expectations. Measured using GL Assessments. Departments able to demonstrate impact.	EEF has released a new toolkit identifying assessment and feedback as an essential learning tool. These assessments enable identification of pupils working below expected standards allowing for targeted intervention both in and out of lessons. EEF reports an individualised instruction approach can impact progress by 4+ months and small group tuition can impact by 3+ months.	1 and 2



Small group tuition for Y7 - 11 targeted students in English, Mathematics and Science.	EEF reports small group and 1:1 tuition can make a difference of +4 to +5 months.	1 and 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £133828

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Attendance Support Officer to reduce rate of Persistent Absence.</p> <ul style="list-style-type: none"> <li>- Previous data shows that there is a difference of 6.68% between PP and others for attendance. The member of staff will conduct truancy call, support pastoral teams with data, register completion and home visits. In turn, giving more capacity to the attendance officer to support vulnerable students who are identified as persistent absentees on a one-to-one basis.</li> </ul>	<p><a href="https://explore-education-statistics.service.gov.uk/">https://explore-education-statistics.service.gov.uk/</a> state that attendance rates in 2021-22 are declining due to the impact of COVID-19.</p> <p>Students require additional support to close the gap for persistent absence.</p>	3
<p>Appointment of Behaviour Support Officer</p> <ul style="list-style-type: none"> <li>- A member of staff to provide behaviour de-escalation support to high tariff students with a focus on PP. Mentoring, Boxing Training, Learning Walks and Reintegration meetings to show a reduction in high profile behaviour.</li> </ul> <p>Student Support Officers allocated to each year group to provide support with achievement, attendance, behaviour, and wellbeing.</p>	<p>EEF states that teaching learning behaviours will reduce the need to manage misbehaviour. Students should be encouraged to be self-reflective on their own behaviour.</p> <p>According to mentalhealth.org.uk, The coronavirus (COVID-19) pandemic and the continued levels of restrictions in place across the UK, is an unprecedented situation</p>	3

<p>Head of Year – TLR: Strategic overview for each year group, accountable for achievement, attendance, and behaviour. Implement a multifaceted approach to Inclusion through development and implementation of the inclusion overview.</p> <p>Rewards Lead – CPDL allowance: Embed rewards strategy to ensure all children are recognised for their achievement and rewarded regularly. Children will work towards a tiered badge system that incorporates achievement, attendance, and positive behaviour for learning.</p> <p>Inclusion Manager – Reflection Room: Restorative practise for students to reflect upon their own behaviour. This will reduce for the number of repeat offenders showing negative behaviour traits.</p>	<p>that continues to affect our lives. It will be hard to gauge the full impact the situation is having on children and young people's mental health and wellbeing until we emerge from it.</p> <p>Annafreud.org states schools should be particularly alert to those with pre-existing mental health conditions and those with adverse experiences directly related to the coronavirus, such as illness and bereavement.</p> <p>As children and young people return to school, they will be bringing their experience of coronavirus and lockdown with them but some of their anxieties and concerns may shift to focus on their new circumstances</p> <p>It can also be useful for pupils to understand that things are changeable; but if they are worried, they can speak to identified key adults in their life (both at school and at home) about how they are feeling. Providing clear, information about what changes is occurring and why is important in helping to contain potential anxiety.</p> <p>Relationships will be a key part of helping children and young people to reintegrate into school life. As a consequence of the pandemic, many pupils will have been unable to see their friends, extended families, teachers and other trusted adults. As relationships are an integral part of social and developmental growth, any disruption to their relationships can</p>	
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	be very challenging to their well-being.	
<p>Class Charts including addition of Communication and Wellbeing Package: Opportunity for all stakeholders to review the attitude to learning, attendance and wellbeing daily.</p> <p>Identify and reduce hot spots through transition duties and logs of punctuality through Class Charts.</p> <p>Additional facility for students, parents, and carers to inform pastoral staff of wellbeing concerns. This is picked via an alert through their pastoral team.</p> <p>Communication package to allow student intervention through digital report monitoring, messaging features for all stakeholders and announcements for teachers.</p>	<p>According to annafreud.org, some pupils will need help to settle back into learning. It is likely that many pupils will have had less or a limited structure over the last few months, and so will need time to readapt. Pupils' worries about returning to school life may also affect their levels of concentration; schools must be realistic about what to expect and give pupils time to settle.</p> <p>According to unicef.org, during a crisis like the COVID-19 pandemic, strengthening communication, transparency and trust is key to proper containment measures. Communication can help in understanding and tackling fears, misconceptions, strengthening community participation in addressing faced challenges. A two-way communication will ensure that there is space to listen to concerns, feedback, myths and rumours about Covid-19 as well as communicating information about the virus.</p>	
A focus on improving the wellbeing of disadvantaged students through the Wellbeing Ambassadors programme.	According to the government's 'Transforming children and Young people's mental health provision: a green paper', it states that half of all mental health conditions are established before the age of fourteen. So, by early intervention we can prevent problems escalating. This is more imperative now following the pandemic.	2 and 4
The Aspire programme to improve the aspirations, self-confidence and motivation as well as improving their understanding of possible education and career pathways.	According to The Sutton Trust Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.	2 and 4
The Scholar Programme to improve the aspirations, self-confidence and motivation as	According to The Sutton Trust Essential life skills such as confidence, motivation, resilience	2 and 4

well as improving their understanding of possible education and career pathways.	<p>and communication are associated with better academic outcomes and better prospects in the workplace.</p> <p>The Scholars Programme graduates are almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019).</p>	
Duke of Edinburgh to develop pupils' character and build their confidence, resilience and knowledge so they can keep themselves mentally healthy as well as build on their team working skills.	The Sutton Trust found there are substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers (46% compared to 66%).	2 and 4
Student Leadership Accreditation	To develop students' understanding of how to develop themselves, work with others and contribute to their community.	2 and 4
Life Skills CPD for staff delivering	Education is about more than just exam results. The Sutton Trust share that it is recognised adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. Essential life skills such as motivation, confidence, communication, self-control and coping with stress are crucial to the life chances of young people	2 and 4
Future First Alumni platform to bring in ex-students of similar backgrounds to deliver talks/ workshops/ mentoring.	Too many young people worry that they won't fit in at a more selective university because it just isn't for people like them. One of the best ways to challenge this is to ensure that the students are exposed to appropriate role models. The best role models are typically young people from a similar background who are maybe just one or two steps ahead of the students. A study carried out by the Behavioural Insights Team in 2017 showed that	4

	even a letter sent by an appropriate role model was effective in increasing university application and acceptance rates.	
Commissioning Malachi to work with students to improve emotional wellbeing through 1:1 counselling	We have extensive experience of working with Malachi to improve the emotional well-being of some of our most vulnerable learners.	2
Increased parental engagement evidenced by gaining the Lead Parent Partnership Award.	The EEF reports parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence indicates +3 months.	5

**Total budgeted cost: £ 440 693**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils 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?*

***Please see separate impact statement for 2021-2022 (available on the school website).***

### 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
Emotional Support	Malachi
GCSE Pod	Sound Bite Learning
Aspire - Emotional Support	Aspire
Student Placement	The Bridge and Chase Lea
Two day student provision with English and Maths	Military Academy
KS4 and KS5	Teaching Personnel
Sparx Maths	Sparx Maths
Languagenut	Languagenut
Reading Cloud	Capita
Arbor	Arbor

Humantopia	Humantopia
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## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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 pupils, that is not dependent on pupil premium or recovery premium funding.*

***Please see Additional Spending Plan 2022-2023 for details (available on the school website).***