



# Heart of England School

## Pupil Premium Strategy Statement 2022-2023

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	1060*
Proportion (%) of pupil premium eligible pupils	17% (176 students)*
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	Friday 11 November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jacqueline Hughes-Williams Principal
Pupil premium lead	Kiran Chauhan-Treadwell Assistant Principal: SENDCO
Governor/Trustee lead	Lesley Markham

\*Data correct as of 11.11.2022

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,705.00
Recovery premium funding allocation this academic year	£48,576.00
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,281.00



## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Heart of England School, we are dedicated to ‘creating futures’ for all our students. Our Pupil Premium Strategy Plan helps ensure that all students are known and their needs are addressed. The long-term approach is essential to meeting these needs as it is a long-term disadvantage that is being tackled. Inclusive teaching and learning, focusing on quality first teaching and vital pastoral care, is the best lever for addressing disadvantages and is central to our strategy. We have the greatest control over what happens within our school community, so this is our primary focus.

We want to focus on how and why disadvantage impacts our students’ learning and what we can do to mitigate this. As a school, we take collective responsibility for this strategy, and all staff must understand their role within this. Diagnosing the needs of our disadvantaged students and addressing the common challenges and individual needs is integral to the success of our students.

All students, regardless of their starting point, are included, supported and challenged both in and out of the classroom.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data shows that attendance among disadvantaged students is lower than for non-disadvantaged students.</p> <p>Our assessments and observations indicate that absenteeism negatively impacts disadvantaged students’ progress.</p>
2	<p>Some of our disadvantaged students have fewer positive attitudes to learning and progress.</p> <p>Reasons for this range from home attitudes/experiences of school and education, low self-esteem around individual progress when compared to peers, lack of guidance when preparing for assessments, and uncertainty around prospects beyond post 16.</p> <p>Parental engagement with school and home learning is sometimes poor</p>
3	<p>Our diagnostic assessments, observations and professional discussions with students and families has identified social, emotional and mental health issues for many students. For example, social anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>
4	<p>The fluctuations in the levels of Covid in the community has meant students are missing education on-site. There is limited motivation from parents/carers for students to engage with online learning and work sent via email.</p>



5	School-led tutoring has seen an engagement with PP students. However, there is more to be done with the community and students in seeing the importance of additional tutoring after school.
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## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English and Maths.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"><li>• an average Attainment 8 score more in line with their non-disadvantaged peers (approx. score of 55. 2021 results = score of 39.09)</li><li>• 45% achieving 5+ in English and Maths (2022 results = 29%)</li><li>• 60% achieving 5 grade 4s or above, including in English and Maths (2022 results = 52%)</li></ul>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice and staff observations.</li><li>• sustained participation in enrichment activities, particularly among disadvantaged students.</li></ul>
To achieve and sustain improved attendance for our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.</li><li>• the percentage of disadvantaged students who are persistently absent being reduced</li></ul>
To sustain the current levels of engagement with school-led tutoring.	Sustained high levels of attendance and engagement with school-led tutoring that leads to the gap closing for our vulnerable students.



## Activity in this Academic Year

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

Budgeted cost: £49,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to UPS Maths and English teachers allowing for smaller class sizes and high quality teaching	“As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for students.” EEF	2
CPD	‘Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.’ ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium’. EEF	2 and 4
SISRA Analytics subscription	‘Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of students eligible for the Pupil Premium can help schools identify trends and target additional support.’ Understanding and the ability to analyse progress data by all teachers at all levels is vital so they are aware of where students are plus where they need to be and lessons are well planned, pitched and differentiated appropriately. EEF	All



**Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments (Maths and Reading Age)	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: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	2 and 4
Literacy and Numeracy Support  Maths Intervention tutor x1 National Tutoring Programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF The EEF toolkit suggests that small group interventions with high quality teaching have a significant impact on children’s learning especially when there is a focus on core and subject specific vocabulary, phonics and phonemic awareness and comprehension skills. Early intervention is key to enhancing oral, social and emotional skills.	5
Thinking Reading	Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies  Toolkit Strand   Education Endowment Foundation   EEF Reading plays ‘a key role in children’s development’ (Oxford School Improvement – OSI, 2017), and ‘leads to increased attainment’ (Clark and Zoysa, 2011).	2 and 4
Online learning platform subscriptions	There is evidence that digital technology can be used effectively to provide	1, 2 and 3



(Hegarty Maths and Doodle) Revision resources	individualised instruction. Many of these studies use digital technology alongside small group tuition. (EEF)	
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## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Intervention	62% of these provided evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity. The other studies suggest impacts were mixed or negligible. EEF	3
Music Teaching	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF	2 and 3
Duke of Edinburgh Contribution	'Overall studies of adventure learning interventions consistently show positive benefits on academic learning. On average, students who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.' EEF	2 and 3
Pastoral staffing contribution, Pastoral Inclusion Manager, Wellbeing Practitioner	Social and emotional learning interventions 'have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average impact of four months' additional progress on attainment.' EEF EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of	



	<p>schoolbased interventions   Early Intervention Foundation (<a href="http://eif.org.uk">eif.org.uk</a>)</p> <p>The EEF Toolkit suggests that social and emotional learning interventions ‘have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average impact of four 1, 3, 4 and 5 7 months’ additional progress on attainment.’ Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. The average impact of behaviour interventions is four additional months’ progress over the course of a year.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF)</p>	
Removing barriers to attending school (Uniform, equipment and transport costs contributions)	<p>‘Use attendance, pastoral and SEND staff who are skilled in supporting students and their families to identify and overcome barriers to attendance.’</p> <p>DfE’s Improving School Attendance advice.</p>	1
Attendance Officer Home School Liaison Officer	<p>‘Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups’.</p> <p>At school level an intervention could be ‘Use attendance, pastoral and SEND staff who are skilled in supporting students and their families to identify and overcome barriers to attendance.’</p> <p>DfE’s Improving School Attendance advice.</p>	1
Appointment of Assistant Principal: Director of Inclusion	<p>Social and emotional learning interventions ‘have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average impact of four months’ additional progress on attainment.’ EEF ‘Use attendance, pastoral and SEND staff who are skilled in supporting students and their families to identify and overcome barriers to</p>	All



	attendance.' DfE's Improving School Attendance advice	
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**Total budgeted cost: £193,000.00**

## **Part B: Review of the Previous Academic Year**

### **Outcomes for Disadvantaged Pupils**

Our internal assessments during 2021/22 show that the performance of disadvantaged students was lower (Attainment 8 score 39.07) than the previous year (Attainment 8 score 42.97). However the amount of disadvantaged students achieving 5 grade 4s or higher, including English and Maths, increased to 54%. As evidenced in schools across the country, partial closures due to Covid-19 was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching and providing access to laptops and internet to support learning from home. We also recognise that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required.

Further context relating to specific actions from last year's plan are:

All PP students were prioritised for careers interview prior to December 2019. At least 20% students participating in musical peripatetic lessons were PP students.

At least 20% students participating in Duke of Edinburgh scheme are PP students – this could not be met due to Covid. Pastoral Inclusion Manager worked with PP students to focus on progress and attainment, responding to progress data and intervening to improve PP attendance where needed.

PP students with emerging attendance concerns were identified early. The gap between PP attendance and Non-PP attendance was not reduced but the PP inclusion manager worked with the EWO to do home visits. At least 2 students in Y7, 8 and 9 were mentored (focus on attendance issues). Meetings with students termly to discuss their concerns and focus on practical ways of helping, such as producing revision timetables for them, providing them with revision guides, stationary, etc.

Targeted Revision planning took place with Y11 students in preparation for mocks and end of year TAGs assessments. 6 PP students were enrolled on the Thinking Reading scheme (pupils 1, 2 and 3 are the ones who have completed the scheme, 4, 5 and 6 are still on it so will continue to make progress):

- Pupil 1 – 3.5 yrs progress
- Pupil 2 – 6 years progress
- Pupil 3 – 2.5 years progress (significant attendance issues so limited teaching time)





- Pupil 4 – 2 years progress
- Pupil 5 – 3 years progress
- Pupil 6 – 6 months progress – was only on the scheme for half a term when staffing capacity meant he had to stop – will be restarting after Christmas. Information evening for parents delivered online due to the pandemic – information regarding exams, revision resources and revision approaches provided.

Assemblies (also online due to pandemic) given to KS4 students regarding revision and exam preparation.

### Externally Provided Programmes

Programme	Provider
Lena Gore Coaching	Lena Gore Coaching
Resilient Me Training	Resilient Me

### Further Information (optional)

In addition to the plans outlined above there are other strategies in place, across the school, that do not require pupil premium or recovery premium funding. These will impact on the learning and attainment of all students, including the disadvantaged.

All departments have identified 5 aspects of curriculum provision that are a focus for teaching this year. These are intrinsically linked to providing quality first teaching that will benefit all students' learning.

Other strategies in place include, but are not limited to:

- Positive discrimination – choosing disadvantaged students to answer questions first • Scaffolding up instead of differentiating down
- Planning lessons and feedback through the lens of the most disadvantaged • Knowing our disadvantaged students – student, parent and teacher voice, observations, formative and summative assessment
- Immersing students in high quality language
- DEAR time promoting reading across the school
- Sharing of reading ages for all students and tools to determine reading age of texts being used in classrooms
- Teaching of vocabulary before introducing text
- Partnership with families – improving engagement and communication with home (attendance of disadvantaged at parents' evenings to increase), supporting families with home learning and good habits