



Heart of England School

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for 2023-2024.

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	1234*
Proportion (%) of pupil premium eligible pupils	15.5% (191 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	Monday 18 th December 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Jacqueline Hughes-Williams Principal
Pupil premium lead	John Williams - Assistant Principal
Governor/Trustee lead	Lesley Markham

* As of 18/12/2023

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,880.00
Recovery premium funding allocation this academic year	£48,024
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	£221,904.00



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 were identified among our disadvantaged pupils at the start of this three-year plan (2021-2022). It is important to note that whilst we have moved further from the COVID 19 pandemic, online learning is no longer a barrier however, the attendance and parental engagement of our PP cohort remain areas of challenge.

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</p>



	many students. For example, social anxiety, depression (diagnosed by medical professionals) and low self-esteem.
4	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.
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.

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.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score more in line with their non-disadvantaged peers (approx. score of 55. 2021 results = score of 39.09) • 45% achieving 5+ in English and Maths (2022 results = 29%) • 60% achieving 5 grade 4s or above, including in English and Maths (2022 results = 52%)
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice and staff observations. • sustained participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced. • the percentage of disadvantaged students who are persistently absent being reduced



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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: £43,000 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 contribution including: 5 professional development days Departmental INSET Heart of England Shared model And 5 Areas of Curriculum Provision (ACPs) that are developed through departmental SEAD documents	'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: £84,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised diagnostic assessments (Maths and Reading Age)</p> <p>CAT4 and Lexia software used to increase our capacity to help under-performing students.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 and 4</p>
<p>Contribution towards increasing English teaching hours and providing small group English support</p>	<p>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.</p>	<p>5</p>
<p>Thinking Reading program</p>	<p>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</p> <p>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).</p>	<p>2 and 4</p>
<p>BSOL MHST</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’</p>	<p>1,2,3 and 4</p>



	<p>additional progress in academic outcomes over the course of an academic year. (EEF) The DfE (2021) also state that ‘Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.</p>	
<p>Arbor - Management Information System</p>	<p>Choosing the right management information system (MIS) has the potential to make a huge difference to the effective running of a school, and to the workload of the staff who need to use it.</p> <p>A secure and effective MIS can:</p> <ul style="list-style-type: none">• reduce costs and free up funds for teaching and learning• help to prevent cyber-attacks and safeguard your school’s data by storing data in the cloud - (see the Government Cloud First policy)• create more time for teaching through freeing up teacher time by reducing the time taken by work flows and data processing• speed up the production of internal and external reports• help you to collect and analyse data efficiently, so that you can intervene in the right way to improve outcomes• improve communication, allowing for more flexible working and a better connected school at every level (DfE 2023)	<p>All</p>
<p>Online learning platform subscriptions</p>	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition. (EEF)</p>	<p>1, 2 and 3</p>
<p>South Solihull Schools Academies Teaching Alliance - SSSATA</p>	<p>The Department for Education (DfE) supports collaboration across all sectors, including between independent schools, state-funded schools, colleges and universities. We encourage</p>	<p>All</p>



	<p>schools to develop ambitious partnerships that deliver activities focused on one or more of the following areas:</p> <p>leadership and governance teaching curriculum development and support targeted school improvement activities</p>	
Easter revision program	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. Small group tuition also has an average impact of four months' additional progress over the course of a year. (EEF)</p>	4 and 5

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £94,000 approx

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	2 and 3



	evidence of an impact on non-cognitive outcomes such as self-confidence.’ EEF	
Pastoral staffing contribution, Pastoral Inclusion Manager, Wellbeing Practitioner	<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</p> <p>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 schoolbased interventions Early Intervention Foundation (eif.org.uk)</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>	All
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</p>	1



contribution	<p>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>	
Contribution to costs of Appointment of Assistant Principal: Vulnerable Groups	<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 attendance.’ DfE’s Improving School Attendance advice</p>	All
Development of trips policy ‘Think 20’ to ensure equity for PP students	<p>An Unequal Playing Field found that the school you go to, the area where you grow up, and your socioeconomic background largely determine what types of activities are available outside the classroom. There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. (DfE 2019)</p>	
Think for The Future Mentoring	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. This small group intervention enables this level of support.</p>	

Total budgeted cost: £221,000.00



Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Our internal assessments data for 2022/23 shows that the performance of disadvantaged students remains lower (Attainment 8 score 36.47) than the 2020/21 data used as the starting point for this Pupil Premium Strategy Statement (Attainment 8 score 42.97). The number of disadvantaged students achieving 5 grade 4s or higher, including English and Maths also reduced from 52% in 2022 to 45%.

As stated in the previous iteration of this document the Covid-19 pandemic was hugely detrimental to disadvantaged students across the country. The impact on this cohort was significant at Heart of England and was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online teaching and providing access to laptops and the internet to support learning from home. Catch-up funding/School-led tutoring of PP and SEND students was implemented successfully. Catch-up funding was spent appropriately across KS3/KS4 with a total of 889 hours delivered with an attendance of 75%. Further mitigation came in the form of an Easter Revision programme, in which 73% of parents and 88% of students said that they believed the sessions would have a positive impact on their academic progress, and working with external providers such as Elevate Education, 94% of our Y11 cohort believed that the Ace your Exams program was time well spent. Despite this level of intervention, this cohort did not benefit to the degree that we had intended.

We recognise that improving mental health and well-being is one of the most significant challenges our disadvantaged students face and to ensure we develop provision in this area we are building a partnership with Birmingham and Solihull Mental Health Support Team. This relationship is in its infancy, however, once fully integrated into school culture it will provide a further level of support to our staff and students. The Solihull Children and Young People's Health and Wellbeing Survey 2022 shows that the majority of our students rate their safety at school as 'good' or 'very good'. In the SEND SIP review (Nov 23) students said that they feel safe in school.

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

Careers Intervention

All PP students were prioritised for careers interview and the most vulnerable or at risk of becoming NEET had the opportunity to benefit from Skills for Success sessions provided by Solihull Council. The 2024 cohort have also benefitted from a workplace visit and Gatsby Benchmark data demonstrates that our Careers and Destinations provision is well embedded.

Music Teaching

The number of Pupil Premium students participating in musical peripatetic lessons remains consistent with that of 2022 and further data gathered from Arbor demonstrates that 12% of students attending extra-curricular music clubs are PP students. A full list of extra-curricular



clubs can be found here: <https://heart-england.co.uk/clubs-and-activities/>. Further to our extra-curricular offer, Students at our school report higher levels of physical activity than other Solihull schools (The Solihull Children and Young People's Health and Wellbeing Survey 2022).

Duke of Edinburgh (DofE)

The DofE program is well-embedded at Heart of England, with 65 current participants, 9% of whom are PP. The School can also celebrate a completion rate of 83% compared to 50% nationally.

Having been working in collaboration with Pupil Premium leads in other local schools (South Solihull Schools Academies Teaching Alliance - SSSATA) a new 'think 20' strategy is being developed to ensure staff who are organising extra-curricular activities and visits to aim for 20% attendance from PP students. The 20% figure is slightly above the current percentage of PP students on roll, however, PP numbers are increasing and this figure will ensure that the policy remains relevant in the medium term.

Pastoral staffing contribution, Pastoral Inclusion Manager, Wellbeing Practitioner

Further to the ongoing appointment of a full-time wellbeing practitioner and developing a partnership with the BSOL MHST, capacity has been increased within the pastoral team with the appointment of a pastoral manager whose role is to focus on Attendance and Engagement. We are also training an Emotional Literacy Support Assistant (ELSA) this year and an Equality Diversity and Inclusion champion to further the inclusive work at Heart of England.

Removing barriers to attending school (Uniform, equipment and transport costs contributions)

29 bus passes were bought for PP students, 13 PP students were bought school uniform (a significant amount of uniform is also donated and handed out to students who may need it), 32 students were bought ingredients for food technology lessons, 17 students had music lessons paid for and 134 sets of revision material were purchased. The Concerns@heart-england.co.uk email has been successfully launched as part of Voice of The Child practice standards and has shown a good uptake.

Appointment of Assistant Principal: Vulnerable groups

The academic support put in place for the 2022 cohort did not narrow the gap significantly enough to suggest that the targets set out in the PP strategy statement will be met, however, the appointment of a new Assistant Principal will enable a sustainable approach to academic and pastoral intervention to be developed. Further significant developments include:

The appointment of a new subject leader for maths

Revised SLT departmental lesson drop-in schedule – focused on the Heart of England Shared Model and targets generated by Subject Leaders from their SEAD documents

Target grades for KS4 students – Further training is required, however, SISRA analytics is now being more widely used by staff across the school to analyse class data



Reading Interventions include a school-wide 'Reading Buddies' program compliments the school's DEAR time in registration, as well as a more focussed intervention with Thinking Reading' Thinking Reading is a school-wide reading program which is used with those students whose reading age is discovered to be of concern upon entry to the school. The graduation rate and impact of this intensive scheme is impressive; 14 students have improved by 4 years' reading age over an academic year, which represents 100% success rate.

Reading interventions are having an impact across KS3, e.g. Year 9, 82% of the cohort met their chronological reading age, whereas in Year 7, it was 80%. Boys have improved from 80% (Yr7) to 89% (Yr9), Girls have declined from 80% to 75% however, this is due to students arriving from Hong Kong.

Externally Provided Programs

Program	Provider
Lena Gore Coaching	Lena Gore Coaching
Think for the Future small group mentoring intervention sessions	Think for The Future
Ace your exams	Elevate Education

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 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:

- Quality First Teaching Strategies
- Positive discrimination – choosing disadvantaged students to answer questions first
- Ensuring staff know their disadvantaged students – student, parent and teacher voice, observations, formative and summative assessment - Arbor has made this significantly easier for staff
- Immersing students in high-quality language
- DEAR time promoting reading across the school



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- Sharing of reading ages for all students and tools to determine the reading age of texts being used in classrooms
- Teaching 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