

Pupil premium strategy statement

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 | Thomas Hardy School |
| Number of pupils in school | 2183 |
| Proportion (%) of pupil premium eligible pupils | 14.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | N Rutherford |
| Pupil premium lead | C Noble |
| Governor / Trustee lead | J Stoker |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £188,135 |
| Recovery premium funding allocation this academic year | £23,995 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 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 | £212,130 |

Part A: Pupil premium strategy plan

Statement of intent

There is a significant difference in the achievements of students who are eligible for pupil premium support and those who are not.

Our ultimate objectives are to reduce this achievement gap and to increase the attainment, motivation and aspirations of pupil premium students. We ensure that high quality teaching and learning underpins everything we do in order to meet the needs of all students.

Our intentions are thus to:

- Ensure all students receive quality first teaching in every lesson*
- Close the attainment gap between pupil premium students and their peers,*
- Provide targeted academic support for students who are not making the expected progress*
- Address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital*
- Ensure that the Pupil Premium Grant reaches the pupils who need it most, with a recognition that not all students who are socially disadvantaged are registered or qualify for free school meals.*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Access to curriculum technology and educational materials |
| 2 | Attendance |
| 3 | Student wellbeing and mental health |
| 4 | Aspirations and motivation |

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 |
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| Decrease the long-term absence for pupil premium students | Aim to improve pupil premium attendance in school from below 90% to above. |
| Improve progress for pupil premium students | Pupil premium students to consistently achieve in line with non-pupil premium students nationally. |
| Improve post 16 options including careers provision and support | Ensure there are no students who are NEET (not in education, employment or training) at post 16 level. |
| Ensure pupil premium students feel confident, happy and safe in school | Positive information and feedback through 1:1 conversations and group sessions led by deputy college leaders. |

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

Budgeted cost: £ 21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Quality first teaching (including new structure for learning walks) | <p>The EEF (Education Endowment Foundation) repeatedly point out that ‘quality first teaching’ helps every child, including those who are pupil premium.</p> <p>Specifically, the EEF report that high quality individual feedback is extremely effective, alongside developing effective metacognition in the classroom.</p> <p>There is strong evidence that “what happens in the classroom makes the biggest difference, good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018).</p> | 1, 4 |
| Offering broad curriculum including ‘skills for life’ option in year 10 and 11 (maximum group size 10 students) | The EEF report that small group tuition has a significant impact on attainment and that a tailored curriculum focused on skills can increase outcomes by up to 6 months. | 1 |
| Continuing Professional Development Group focused on pupil premium support across the curriculum | <p>The EEF discuss the impact of developing metacognitive strategies and the impact this can have on learner outcomes. The focus of the group will be on helping learners to be clear how they learn best.</p> <p>The EEF toolkit also makes it clear that providing effective feedback is one of the most successful ways of boosting student outcomes (low cost for impact of 6 months of progress). In particular, the need to immediate feedback supported by regular advice about how to improve.</p> | 1 |

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| | The EEF report on 'Cognitive Science Approaches in the Classroom' details seven aspects which should be included in high quality teaching and learning, including spacing, interleaving and dual coding when teaching concepts. This report will underpin the CPD sessions. | |
| Appointment of Literacy Specialist Teacher who will run small group and 1:1 teaching with students who have been identified by assessments (including the NGRT) as having literacy needs. | The EEF report that the improvement in reading comprehension can have a high impact for moderate cost when money is invested, with 6-month average progress for a given intervention. | 1,4 |

Targeted academic support

Budgeted cost: £ 95,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Deputy College Leaders (pupil premium leaders) working in a mentoring role with pupil premium students in each college. Deputy college leaders hold regular 1:1 and small group meetings with the pupil premium students in their respective college, with particular discussion points around the publication of reports and reviews. Deputy college leaders also provide a</i> | <p>OFSTED Report 2014-</p> <p>This report (using case study evidence) stated that success was found when staff used their broad knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals and realised when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances. The report stated that success was achieved when it was recognised that pupils were at risk of underachieving because of particular circumstance.</p> <p>In terms of parental engagement, the EEF's research states that effective parental engagement can have an impact of 4 months on progress. They mention that it is important to consider how school communications can be tailored and that in</p> | 1,2,3,4 |

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| <i>crucial link with parents.</i> | particular, personalised messages about learning can promote positive interactions. | |
| <i>Tutoring through core subjects including English and Maths (tutors sourced through subject areas).</i> | <p>The EEF report that one to one tuition can have a moderate impact when there are short, regular sessions (30 minutes 3 times a week recommended). The report suggests that maximum impact is achieved when the sessions run for 6-12 weeks.</p> <p>In the OFSTED report 2014, it suggests that the most effective tutoring was where students were taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants, depending on the skills being taught.</p> | 1,4 |
| <i>Homework Club running each day in school led by Teaching Assistants</i> | The EEF suggests that for many pupil premium students, the provision of space and resources for them to complete work can have tangible benefits. The EEF also reports that the deployment of Teaching Assistants is pivotal to improving progress, and the most effective way is where they are delivering intervention to small groups or individuals. | 1 |
| <i>Provision of materials and learning resources for pupil premium students (including laptop access)</i> | <p>The EEF report that the provision of digital technology has a moderate impact on progress.</p> <p>The Sutton Trust reported that in the first week of the January 2021 lockdown, just 10% of teacher's overall report that all their students have adequate access to a device for remote learning. While 17% report that more than 1 in 5 of their students don't have such access.</p> | 1 |
| <i>Funding for educational trips and visits (100% where the visit is compulsory, and 25% where there is an academic value linked to the curriculum).</i> | Government documentation suggests that the pupil premium funding should be spent on helping to ensure that all students can access educational trips and visits in order to ensure they have equitable access to the curriculum as their non-pupil premium peers and also to help boost their aspirations. | 4 |
| <i>Music Tuition and alternative provision to support curriculum</i> | The EEF report that Arts participation approaches can have a positive impact on other parts of the curriculum, and beyond this, participation in the Arts can be extremely valuable to young people and | 4,3 |

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| | should be seen separately from improving outcomes in English and Maths given the validity of other outcomes it provides. | |
| <i>Reading Plus-reading programme used to provide targeted reading and comprehension support to Year 9 and 10 students who are identified as having issues with literacy.</i> | The EEF state that computer-based approaches to improving comprehension can be successful, particularly when the success of reading comprehension approaches is based on the provision of reading materials which are suitable for the level of need of the student (which the Reading Plus programme provides). | 1, 4 |
| <i>Alternative Provision and blended curriculums- funding accessed in order for students to attend alternative provision where appropriate (such as Rylands Farm).</i> | The EEF's evidence based on outdoor learning is limited, but the support that alternative provision such as that of 'Future Roots' provide is to ensure that young people gain life skills in an environment outside of school and absolutely have a role to play in the social and emotional regulation of our young people, which the EEF state can have a moderate impact on outcomes and progress for students. | 2,3,4 |

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

Budgeted cost: £ 105, 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>Appointment of data manager with particular emphasis on pupil premium tracking</i> | <p>OFSTED report on pupil premium 2014- Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>OFSTED 2014 state that successful schools used their tracking data intelligently to analyse the underachievement of individual pupils but then went beyond this to analyse any patterns in underachievement in the school as a whole.</p> | 2 |
| <i>Guidance Leaders-linked with each of our 4 colleges- taking on safeguarding lead</i> | The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships | 3 |

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| <i>and supporting student welfare and well-being.</i> | in school. Effective social and emotional learning can lead to 4 months average progress on attainment. | |
| <i>Communication groups established to build resilience amongst year 9 students- led by SEND team and Guidance Leaders</i> | The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships in school. Effective social and emotional learning can lead to 4 months average progress on attainment. The key part of these groups is that they will provide a proactive attempt in supporting student wellbeing. | 3,4 |
| <i>Online 'school cloud' facility for subject specific parents evenings in order to boost parent attendance</i> | The EEF report that Improving parental engagement can have a moderate impact on progress. The EEF note that developing effective parental engagement to improve children's attainment is challenging, but the use of technology can support this. | 3 |
| <i>Careers Leader & careers provision and departmental careers support</i> | OFSTED (Pupil Premium report 2014) comment on success where careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience places. | 4 |
| <i>Attendance Manager-tracking student attendance</i> | The National Foundation for Educational Research (2019) reports that on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. The difference is small but statistically significant. For example, if a disadvantaged pupil missed six weeks of school at KS4, their P8 score would be predicted to be an additional 0.05 lower than a more affluent pupil with the same absence rate. It is therefore critical that we are able to track attendance and target students efficiently. | 2 |
| <i>Breakfast club each morning in the school canteen</i> | The EEF report on how extending the school day can have a moderate impact on outcomes. The 2013 School Food Plan recommended that schools with relatively more disadvantaged pupils should establish breakfast clubs to help address the problem of pupil hunger and also research by IFS | 1,3 |

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| | researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment. | |
| <i>Transition summer school for year 9 students based on developing confidence, self esteem and resilience.</i> | The EEF reports specifically on academic based summer schools where the impact is questionable, but the impact of summer schools which run 'wider activity-based programmes' on confidence is noted. | 2,3,4 |
| <i>Boosting aspirations- Involvement in the Brilliant Club during the summer term 2022- mentoring programme led by PHD students with the aim of boosting aspirations for higher education.</i> | The EEF reports on focusing interventions based on exposing them to opportunities, particularly those based on higher education which can lead to increased aspirations for students. | 4 |

Total budgeted cost: £ 221,000

Sources

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<https://ifs.org.uk/publications/8714>

https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf

<https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

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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.

Progress 8 data shows that for the year 2020/2021, pupil premium students achieved a progress 8 score of 0.24 (compared to 0.65 for the whole cohort), and in 2018/2019, pupil premium students achieved a progress 8 score of 0.18 (compared to 0.33 for the whole cohort). This is a gap of 0.15.

Nationally for 2018-2019, the progress 8 score for pupil premium students in mainstream schools was -0.44 and the gap between pupil premium students and non-pupil premium students was -0.57. As such, as a school we are performing well in comparison to the national figures, but our aim is to reduce the gap further.

At the end of year 10, our current year 11 cohort were predicting a progress 8 score of -0.42 (compared to 0.15 for the whole cohort). The strategies above for this academic year will be put in place with the intention of narrowing this gap further before the end of the academic year.

In terms of progress, at the end of year 9 the average progress was measured at 2.83, compared to 3.05 for non-pp students, showing a lower level of progress amongst pupil premium students.

In terms of access to the curriculum during the pandemic, we handed out 150 laptops and 77% of these were for pupil premium students. The feedback from students and parents was incredibly positive and this meant that they were able to effectively access tasks set over Microsoft Teams, including live lessons.

The deputy college leaders set up individual contact with pupil premium students in their college over lockdown, and 95% of those students were in regular contact with the school (either through completing tasks and submitting work to their class teachers, contact with tutors and also their deputy college leaders).

Attendance figures for 2020-2021 show that for Pupil Premium students our attendance was 87.21% and for non-pupil premium 94.48%. It can be seen from the strategy statement that boosting attendance is one of our most important aims over the next 3 years.

During the academic year, we used 'School Cloud' as a portal for engagement at virtual parents evening. Parental engagement sat at 85% for these parents evenings, which is in line with attendance at our usual 'face to face' consultations.

Further information

The plan for the next 3 years is to look to involve and utilise the Wessex Multi Academy trust in our strategies to boost outcomes for pupil premium students, in particular for targets to overcome significant challenges such as attendance.

After evaluating the impact of the work on improving literacy for this academic year, this strategy will then be developed and adapted moving forward. will then look to develop this.