

Pupil premium strategy statement–

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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

School overview

Detail	Data
Number of students in school	674
Proportion (%) of pupil premium eligible students	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Somerville
Pupil premium lead	Beth Wright
SLT link for Pupil premium lead	Lisa Gawthorpe
Governor	Mick Hatton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,200
Recovery premium funding allocation this academic year	£48,272
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£238,472

Part A: Pupil premium strategy plan - Statement of intent

Our students in receipt of Pupil Premium for 2023-24 covers 191 students, 28% of our student population, with an even gender split; these numbers of students have increased (by 28 students) from last academic year.

	Year 7	Year 8	Year 9	Year 10	Year 11	
Female	20	19	25	26	11	101
Male	22	19	19	20	10	90
Totals	42	38	44	46	21	191

Looking at each year group, Year 10 and Year 7 as our largest cohort – with Year 11 being a noticeably smaller cohort. Compounding the challenges this is our highest Year group with EHCPs and LAC students.

Within the PP cohort there are 19 students who are LAC, 19 PLAC, 138 are FSM.

Our Key priorities for our disadvantage students are that:

- **Aspirations are raised.**
- **Doors are opened, both academically and with regards to enriching life experiences.**
- **They are valued members of our community.**

At Hurworth school we aim to ensure that all students will progress academically, that those in receipt of Pupil Premium are not disadvantaged with regards to their access to curriculum and wider school life. We want students to reach their potential in terms of academic performance but also to leave us as well-rounded individuals ready to take their place in the wider community.

Our overarching aim is for students regardless of their socio-economic background to have an enriching experience that places no student at a disadvantage to their peers. This being said: we are aware of the challenges many of our students face outside of school, many of which were made worse during Covid-19; however, as a school during this difficult time we learnt lessons about how to close the academic gap and support our students in face of adversity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic progress</p> <p>The progress of our disadvantaged students is behind the progress that our non-disadvantaged students make. This is not a Hurworth isolated issue but rather a national issue; there are a vast swathe of reasons as to why disadvantaged students underperform (such as inequalities in child development, inequalities in school preparedness and stressors experienced by disadvantaged students) as outlined in research: https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p>
2	<p>Reading</p> <p><i>Reading ages of PP students is lower than those of non-PP students. Research shows that if text is not accessible this will impact on students' attainment abilities in a range of subjects;</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf?v=1669228006</p> <p>Programmes of work for the weakest readers have now been implemented fully within the timetables, working on fresh start phonics. Reading lessons including the assessment and progress tracking have all moved into English lessons.</p>
3	<p>Attendance</p> <p>As a rural school our students often claim to have slept in and missed the bus, therefore caretakers will bring students into school.</p> <p>2022/23: Over 30.85% of our disadvantaged cohort have attendance below 90%; total of 58 students. Comparing 41% in 21/22. Whilst this is an improving picture, we know it is vital to continue to improve attendance further.</p> <p>Our disadvantaged cohort % attendance runs circa 86.8% which is +1.5% above FFT national average of 85.3% Our non-disadvantaged cohort % attendance runs circa 93%. Data published by FFT states that national average attendance was 92.6%. Meaning non disadvantaged students' attendance was also above last year.</p> <p>Whilst our attendance figures are above the national average research shows the impact of under 95% attendance on attainment levels at GCSE. We want to interrupt cycles of poor attendance before they develop into persistent absentees. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1669317805</p>

4	<p>Low aspirations – in addition to closing the attainment gaps we want to address aspirations. We have seen many PP students have limited experience of higher education, students from disadvantaged background will need additional support to aspire to attend university.</p> <p>We are successful in the post 16 continuation of education as our NEET figures remain low with only 2 students 22/23. We want to move to a place where the students are seeking these placements out more independently – taking ownership over their goals and aspirations.</p> <p>From post 16 we want to encourage third level education, where appropriate, and increase that university level education. Overall, the trend shows more alumni achieving a degree but the proportion of PP students has not risen;</p> <p>2020 37 students of which 4 were DA; however, this was the Covid-lockdown TAG cohort and so national figures will be lower.</p> <p>Low aspirations can be compounded by poor home school communication, we want to foster engagement opportunities, as without the support of the parents/carers the impact on our other priorities will be limited.</p> <p>PP tend to have less experience of culture capital and so limits the wider contextualised learning; we want to support our students have these doors open to them. Again, linking through to the wider research on the reasons for the attainment gap for disadvantaged students https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p>
5	<p>Suspension rates</p> <p>Similarly for attendance when our students are not in their lessons they will not actually be learning, and closing the knowledge gaps. Therefore, we want to minimise the time that our students have away from the subject experts. The majority of suspensions were due to persistent disruptive behaviour last year as is the national picture, with a slight increase from previous years.</p> <p>The majority of our behaviour issues are in unstructured times rather than during lessons. We want to minimise this by encouraging uptake in extracurricular activities, and to look at designated spaces for year groups.</p> <p>Moving forward we want to work holistically with the reasons for suspensions, rather than this being isolated work for student support team, we want to drill down and make sure the provisions offered match the cohort need as detailed during reintegration meetings. We are continuing to roll out bespoke programmes of work to be completed in the choices room as intervention aimed at avoiding the escalation of sanctions.</p>

6	<p>Access to resources</p> <p>Each students' circumstances are individual, we want to ensure that our student's economic status does not 'close doors' in a very practical sense; whether that be transport, cooking ingredients, access to home learning, sports equipment</p>
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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
<i>Ensure that attainment gap between disadvantaged and non-disadvantaged is reduced.</i>	<ul style="list-style-type: none"> • Progress demonstrated within literacy and numeracy at all Key Stages. • Improved P8 scores for 2024 examination series. • Narrowing of gap in core subjects P8 scores • Sustained low NEET figures. • Progress with reading intervention groups
Raising aspirations	<ul style="list-style-type: none"> • Student voice to include careers/goals • Embedding future decision-making conversations within 4R weeks. • Each department must detail higher education exposure within MTP • School website to signpost and support families • Supported transition visits to colleges. • Aspire programme for Year 11 tutor time to raise aspirations and think about the transitional next steps. • Ultimately improved communication between school and home
To increase the extra-curricular uptake for disadvantaged students both in clubs and trips.	<ul style="list-style-type: none"> • Ensuring breadth of offering so all subjects and all students have that culture capital experience. • Student voice highlighting that they feel part of the school community • Support with contribution of cost of trip/equipment to allow participation • Rewarded for participation • Introduce opportunities to develop cultural capital experiences

Meeting of practical need	<ul style="list-style-type: none"> • HOY/Tutors/Mentors take active role in understanding the need of our students – recorded on Edukey • Cooking ingredients/art supplies/IT equipment/uniform etc provided for those students whose families cannot. • Establish breakfast club to allow those who get the public bus to choose the earlier and get prepared for the school day during breakfast club. • Transport; as we are a school on the rural-urban fringe when hosting parental/carer engagement, afterschool and holiday events we need to be able to offer transport.
Effective support package to ensure that students have their SEMH needs met.	<ul style="list-style-type: none"> • Referral into the MH support in school including listening post, PWP, MIND and ABC. • HOY team building relationships with students and families to support • Reduction in behaviour sanctions linked to SEMH needs, which will not only improve the suspension rates, but also the attendance figures as well.

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)

Activity	Evidence that supports this approach	Challenge numbers
<i>TLR Disadvantage lead appointment</i>	<p>Leadership opportunities to fulfil our targets for disadvantaged students.</p> <p>Disadvantaged lead will:</p> <ul style="list-style-type: none"> • Track the progress for departments efforts in closing the gaps • Raise the profile of our DA students within the staff and update weekly on phases of strategy to be rolled out. • Monitor and review student voice, barriers to learning, effective strategies and aspiration summarise this information onto pen portraits for staff to be able to adapt their own teaching. <p>Our Senior Leadership Team ensures that excellent staff are retained and given the opportunity to lead in their subject area, thereby raising the quality of teachers in their department.</p>	1,2,3,4,5,6

	<p>Appointment of SLT with responsibility for inclusion.</p> <p>Expansion of the student support team to allow more capacity, including the roles of attendance officer and behaviour and welfare support staff.</p>	
<i>Staff training</i>	<p>We have conducted research leading to the move to mixed attainment grouping at Key Stage 3 – this allows for real opportunities for social mobility. Staff have continued training on the stretch, challenge and support elements of delivering a rich mixed attainment curriculum. We have framed this training within the Walkthru package.</p> <p>Our student cohort is becoming more complex as such there is significant investment into staff training to allow the school to be able to meet need. Training includes but is not limited to:</p> <ul style="list-style-type: none"> • Emotionally base school avoidance • Trauma informed practice • Social emotional learning 	
<i>Reading programme</i>	<p>The EEF toolkit has found that phonics has “high impact for very low cost based on very extensive evidence”. The estimated impact of phonics is +5 months.</p> <p>The teaching of phonics needs to be explicit and systematic. Therefore, our English teachers need to be trained in order to deliver it successfully.</p> <p>We want to build on the progress made during last academic year. Reading lessons are now within the English department's curriculum time giving us more confidence in the data. The ‘Reading Plus’ programme is used and students are banded into making good progress, not making expected progress and therefore in receipt of additional literacy interventions. Finally, those students who in receipt of these interventions are still not able to access the reading programme; this is where fresh start phonics is being utilised.</p> <p>A TLR has been awarded to ensure progress continues with the reading fluency and comprehension, but also that the love of reading is promoted through the school. Bespoke Reading lessons for all of Key Stage 3 are now in place. English specialists take these lessons and monitor reading progress and facilitate developing reading skills.</p>	1, 2 (4,5)

<p><i>DA priority first in walk throughs, marking, questioning,</i></p>	<p>Staff training to ensure that all departments are aware of the disadvantage cohort, and that in everyone's drive to close the academic gaps these students are prioritised with the questioning, feedback and rewards via positive discrimination.</p> <p>DA forms part of the staff briefing notes each week.</p> <p>At Hurworth we run an academic mentoring programme therefore the training will also look at how to support the mentors support their PP mentees.</p> <p>Our approach will be centred around</p> <ul style="list-style-type: none"> • Restorative Practice • Supporting behavioural change through a culture of aspiration for all. • Quality First Teaching <p>These are the driving force for whole staff and student support CPD throughout the year.</p>	<p>1,4</p>
<p><i>Extended transition Year 6-7 Year 11-12 bespoke careers advise</i></p>	<p>Appointment of transition lead to work with our PP students who may need extended transition to settle into Hurworth.</p> <p>Independent careers guidance incorporates the transition support into KS5.</p>	<p>2, 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tutoring for core subjects</i></p>	<p>We have refined the tutoring programme with some English and Math, then last year external NTP tutoring for English Maths and Science, this year we are moving forward on the school led tutoring, still focusing in on the Key Stage 3.</p> <p>We have a long history of investing in Key Stage 4 revision sessions, these are targeted at the students who will benefit the most from small group work. This academic year core subjects are working with Year 11s during tutor time to increase the contact and guided revision.</p>	<p>1,2</p>

<i>Effective use of technology</i>	All staff have been provided with iPads which allow more adaptable behaviour management recording and celebration of work. Also more advanced use of technology within lessons. This investment allows staff to meet our students needs more flexibly.	
<i>DA strategic planning</i>	Key stakeholders meet regularly to review the strategies/provisions applied on Edukey to individual PP students to ensure that targeted work is indeed removing barriers to success. These provisions and their impact are reviewed throughout the year to ensure that we are on target to achieve our desire outcomes.	3,4,5, 6
<i>Learning support</i>	<p>One of the challenges faced with our disadvantaged students is homework completion. Where revision/homework requires a revision guide this can be difficult as they may not have the correct guide. Therefore, we have provided a full suite of revision guides for our Year 11 cohort.</p> <p>The provision of revision guides supports to our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach students how to use them effectively, which in turn helps the students become more independent and lead their own learning.</p> <p>In addition to revision guides some students/staff have identified practical materials or other revision materials as needed to allow PP students to make the progress their counterparts are making.</p> <p>Students are offered intervention classes, IT facilities are also available at lunchtime and during homework club, or specifically Year 11 study club; all these provide students with the opportunity to complete work online, with input from staff if required.</p>	2,3, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH support</i>	Our external counsellors are highly qualified with specialisms in ACEs, early trauma and attachment.	3,5
<i>Attendance</i>	Our attendance officer has directed time specifically for calling the parents of disadvantaged students to encourage better attendance. Data-driven strategies have been used to target students and families where a tendency towards non-attendance is emergency, and a graduated approach of attendance monitoring is then followed. Building on phone calls, to home visits, meetings with parents and governors if needed, referrals to the local authority. This has resulted in improved attendance percentage, as well as reported improved connection between the school and families.	3
<i>Behaviour & welfare programmes</i>	Identified programmes of work bespoke to the individual students e.g. anger management. The team of teaching assistants also have a suite of programmes that can be offered such as ELSA, thinking bricks etc.	3,5
<i>Curriculum trip /enrichment support</i>	Access to financial support to allow curriculum attendance at enrichment activities. Opportunities for trips specifically planned to enhance cultural capital – e.g. theatre trips	4, 6
<i>Mentoring programmes University</i>	FutureMe and other university mentoring programmes are utilised via the Disadvantage lead, Careers advisor and LAC designated teacher. These programmes ensure that we are raising the aspirations of our students. All departments must raise the profile of their subjects at higher education – including visits if possible.	4
<i>Parent/carer engagement events</i>	We recognise that in order for attendance, behaviour etc to improve we need to have the buy in of families. Therefore as a pastoral team we will continue to engage with families. Extending this we will aim to host events for each year group and parents/carers to come into school and encourage their children in their academic studies.	4, 6

Total budgeted cost: £238,472

Part B: Review of the previous academic year - Outcomes for disadvantaged students

During 2022-2023 Hurworth school experienced a cyber-attack, which had serious impact on our capabilities to move forward with our priorities as the focus had to be on maintaining a stable curriculum without any electronic and historic resources to support.

To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged students.

The data demonstrates that we have not closed the gap and there remains significant areas to focus on to drive forward the work we have implemented.

Based on the data we have refined our offer for this academic year as outlined in the statement but feel the benefits of tutoring and curriculum changes would never have been realised within the year. We are confident that progress 8 for disadvantage students will improve this academic year and further years benefit from the early tutoring. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

1 Ensure that attainment gap between disadvantaged and non-disadvantaged is reduced.

2022-23 Leavers

All -0.08 PP -0.86 non PP

Maths -0.30 PP -1.32 non PP -0.07

Eng Lang -0.52 PP -1.13 non PP -0.39

Science combined -0.56 PP -1.12 non PP -0.41

We are aware the gap has not diminished as we would have liked this year, however the implementation of a new lead and renewed focus on the quality of education moving forward will see an improvement and in-year data currently does show that there is a move towards the gap closing.

Reading intervention

Further development of the reading provision was put in place last year to provide an increased wealth of reading opportunities to ensure students are well equipped readers.

- Implement new regular reading lessons delivered by the English Department that are used for ReadingPlus, to track independent reading and offer bespoke support for our readers.
- Develop our reading activities and opportunities to promote reading in the school
- Provide 1-1 support in place at regular times throughout the academic year to help develop reading skills

Last year the reading progress was very positive:

- Year 7 whole cohort made +0.5 average gains, with the DA students making +0.3
- Year 8 whole cohort AND DA made +0.4 average gains
- Year 9 whole cohort made +0.4 average gains, and DA made +0.6 average gains.

We are pleased with the progress being made currently with reading across the school and will continue to embed the practice in place.

2 Raising aspirations

There has been an increased focus on work carried out to support our DA students over 2022/23, below are some of the highlights:

- NERAP programme delivered specifically to LAC/PLAC students on 23/06/2023 encouraging higher education for care experienced students.
- Post 16 assemblies – Throughout Year 11 students get an additional assembly each week from a range of post 16 providers. This allows students to experience a breadth of providers.
- Post 16 Provider Event is held each year. 2022 38% total cohort attendance/ 30% Disadvantaged. 2023 32% total attendance/ 43% Disadvantaged.
- NEET data; 2 NEET 2023. Extenuating circumstances in both cases.
- Two parent engagement events took place last year, as an opportunity for school and parents to build relationships and collaboratively celebrate the academic success of the students. Year 8 event had 19 families represented.
- The website has been updated to include signposting for families.
- Parental questionnaires have gone out, and school regularly invite parents and carers to feedback to us, however the questionnaires are anonymous, so analysis for DA is not possible.

3 To increase the extra-curricular uptake for disadvantaged students both in clubs and trips.

This was an area we needed to develop and have looked to appoint a TLR holder to drive this initiative further. Student voice was completed summer 2023 to feed into the launch of beyond 25 in Autumn 2023.

Extra-curricular offer included 118 places where students attending extra-curricular activities including Duke of Edinburgh, Choir, Yoga, Eco Club and Paw Prints each week. Of these 27.3% were disadvantaged.

4 Meeting of practical need

We endeavour to always support students in a variety of ways, ensuring that they can engage with the full curriculum offer without being disadvantaged. Over the year we have focused on supporting the students with equipment; including calculators, writing equipment, this is tracked on our Edukey provision.

We have developed our student support team, form tutors and mentoring team to ensure that student voice is being captured so school have an up-to-date knowledge of the ways in which practical help can be offered.

In response to feedback, we are now opening our computer facilities during lunchtimes which includes staff from our core subjects supporting those that struggle with completion of homework or with the technology to enable them to complete homework.

Afterschool homework club is also available for students who struggle with technology at home.

5 Effective support package to ensure that students have their SEMH needs met.

The school has a comprehensive wellbeing offer, which ensures that students are supported in all areas linked to mental health. We work with a range of external specialists to further support students identified.

There is still a body of work to be done around the behaviours demonstrated by some students and the barriers affecting their learning. We are hoping to develop our training on Trauma Informed Practices over the coming years which would work towards reducing student barriers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Outdoor Ambitions	Outdoor Ambitions
Staff training	Walkthru
Department homework/extended learning	Sparx Reading Plus Educake Everlearner Twinkle Kudos Talentino
Monitoring / tracking	EduKey CATS Compass
FutureMe	Sunderland / Newcastle University
Wider support	Peripatetic lessons
In school therapy	ABC PWP