

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 | 654 |
| Proportion (%) of pupil premium eligible pupils | 30 |
| 1 | 2022-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Rachel Somerville |
| Pupil premium lead / SLT Link | Beth Wright |
| Governor | Martin Stand |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £193,827 |
| Recovery premium funding allocation this academic year | £48,610 |
| 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> | £242,437 |

Part A: Pupil premium strategy plan

Statement of intent

Our students in receipt of Pupil Premium for 2024-25 covers 194 students, 30% 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 | 19 | 18 | 21 | 23 | 23 | 104 |
| Male | 19 | 21 | 17 | 18 | 15 | 90 |
| Totals | 38 | 39 | 38 | 41 | 38 | 194 |

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 13 students who are LAC, 17 PLAC, 14 service families and 156 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 pupils 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 pupils.

| 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.</i></p> <p><i>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><i>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.</i></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.</p> <p>Our disadvantaged cohort % attendance runs circa 87.33% which is +2.6% above FFT national average of 84.9%</p> <p>Our non-disadvantaged cohort % attendance runs circa 91.71%. Data published by FFT states that national average attendance was 90.7%. Meaning non disadvantaged students' attendance was above last year.</p> |

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| | <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.</p> <p>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 little to no experience of higher education, pupils from disadvantaged background will need additional support to aspire to attending university. Our NEET figures continue to remain very low (2 students 22/23 0 students 23/24). 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>2018 28 students enrolled at university (as we are aware) of which 5 were DA</p> <p>2019 44 students of which 7 were DA</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. It is a period of transition as we have traditionally not had sign in sheets for any parents' evenings, however moving forward this will be the case.</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.</p> <p>The concern with our suspension data is that it is not proportionate i.e. our DA cohort is 60% whereas non-PP cohort only 40%, with far more repeat offenders (18 DA students who are repeat offenders)</p> <p>Internal suspension</p> <p>DA cohort: 191 No. students sanctioned: 64 No. repeat offenders: 46</p> <p>Non DA Cohort: 460 No students sanctioned 94. No of repeat offenders: 53</p> |

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| | <p>Internal suspensions for DA students have shown an upward trend from 2022-23 to 2023-24. When our students are not in their lessons learning is disrupted and knowledge gaps may widen. If students have been removed from lessons, clearly structured work from subjects will be provided for students to complete in the Choices Room. This will be closely linked to learning taking place in the classroom, revisiting knowledge already covered in the classroom or preparatory work for what comes next in the student's learning.</p> <p>External suspension DA cohort: 191 No. students sanctioned: 38 No. repeat offenders: 19 Non DA cohort: 460 No. students sanctioned: 34 No. repeat offenders: 19</p> <p>The majority of suspensions were due to persistent disruptive behaviour last year as is the national picture. 57% of all suspensions for DA students in 2022-23 was for persistent disruptive behaviour, this figure had reduced to 47% in 2023-24. However, was still the most common reason for suspension.</p> <p>SLT Team, Pastoral Team, SEND Team and DA Lead work closely to provide a child centred approach. Students who are struggling to make the right choices and therefore having a significant impact on their learning are offered bespoke programmes of work and/or one to one support to reduce repeat behaviours upon their return from suspension.</p> |
| 6 | <p>Access to resources</p> <p>Each students' circumstances are individual, we want to ensure that our students economic status does not 'close doors' in a very practical sense; whether that be transport, cooking ingredients, access to home learning, sports equipment</p> |

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 |
|--|--|
| <p><i>Ensure that attainment gap between disadvantaged and non-disadvantaged is reduced.</i></p> | <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. |

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| | <ul style="list-style-type: none"> • Progress with reading intervention groups |
| Raising aspirations | <ul style="list-style-type: none"> • All pupil voice to include careers/goals • Review IGNITE to ensure meaningful conversations about future planning, embedded within 4R weeks. • Each department must detail higher education exposure withing MTP • School website to signpost and support families • 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. • Pupil voice highlighting that they feel part of the school community • Support with contribution of cost of trip/equipment to allow participation • Rewarded for participation |
| Meeting of practical need | <ul style="list-style-type: none"> • HOY/Tutors/Mentors take active roll in understanding the need of our students. • 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)

Budgeted cost: £110,000

| Activity | Evidence that supports this approach | Challenge numbers |
|------------------------------|---|-------------------|
| <i>TLR Disadvantage lead</i> | <p>Leadership opportunities to fulfil our targets for disadvantaged pupils.</p> <p>Disadvantaged lead will coordinate:</p> <ul style="list-style-type: none"> • Assessment and progress data; ensuring departments efforts are focussed in closing the gaps • Raise the profile of our DA students within the staff and update. • Encapsulating student voice, barriers to learning, effective strategies and aspiration onto pen portraits for staff. <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 |
| <i>Staff training</i> | <p>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 • Restorative Practice • Supporting behavioural change • Quality First Teaching | |
| <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>Approaches using digital technology have been found to be less successful than those led by a teacher, which is another reason for why we have opted for this strategy.</p> | 1, 2 (4,5) |

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| | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Encouraging our pupils to read more has been very effective when taken up, and the EEF toolkit rates “reading comprehension strategies” as having very high impact.</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.</p> <p>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> | |
| <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 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>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)

Budgeted cost: £ 80,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------|---|--------------------------------------|
| <i>Tutoring for core subjects</i> | 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. | 1,2 |
| <i>Effective use of technology</i> | All staff have been given ipads which allow more adaptable behaviour management recording, celebration of work and *. This huge investment allows staff to meet our students needs more flexibly. | |
| <i>Learning support</i> | <p>One of the challenges faced with our disadvantaged pupils 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 pupils how to use them effectively, which in turn helps the pupils 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)

Budgeted cost: £ 51,937

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------|--|--------------------------------------|
| <i>Trauma Informed Practice</i> | Students were struggling to access the excellent curriculum and so we directed significant funding and resource to training 9 practitioners and completing whole staff Trauma Informed training to ensure that | 3, 4, 5 & 6 |

| | | |
|--|---|------|
| | students felt connected to the school community, they feel safe and therefore removing psychological barriers to accessing their education. | |
| <i>ABC 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 pupils to encourage better attendance. Data-driven strategies have been used to target pupils 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. | 4, 6 |
| <i>Mentoring programmes University</i> | NERAP choices programme and FutureMe 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 |

Total budgeted cost: £ 242,437

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The data demonstrates that we have begun to close the gap from previous years particularly in maths and science, however there remains work to be done, hence the prominence with the school improvement plan.

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.

2023-24 Leavers

All +0.1 PP -0.5 non PP +0.21

Maths +0.03 PP -0.45 non PP +0.12

Eng Lang -0.3 PP -1.1 non PP -0.14

Eng Lit -0.5 PP -0.85 non PP -0.43

Science combined -0.35 PP -0.5 non PP -0.31

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 +0.45 average gains, with the DA students making +0.3

Year 8 whole cohort made 0.42 and DA made +0.39 average gains

Year 9 whole cohort made +0.4 average gains, and DA made +0.46 average gains.

2 Raising aspirations

Aspire programme for Year 11 tutor time to raise aspirations and think about the transitional next steps.

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, which is well attended by our DA cohort.

PHN NEET data; 0 NEET 2024.

Quality of Education team QA questioning to look at raising the aspirations through departmental work.

The website has been updated to include signposting for families.

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

Club attendance- A total of 289 students attended enrichment clubs including yoga, debate and STEM club. 27% of students attending clubs were DA- this is the same percentage of club attendance as in the previous academic year.

Trip participation- A total of 181 students attended a trip (not including rewards trips which were offered to all students based on attendance and behaviour) and of this total 28% were DA.

4 Meeting of practical need

Equipment including calculators, writing equipment and uniform has been provided for the students in need, this is tracked on our Edukey provision.

Upskill of student support, 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.

MRC computer rooms are now open during lunchtimes and core subject support for those that struggle with completion of homeworks 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.

A total of 38 students were referred to ABC (counselling support)- 20 of these were DA. This is in addition to referrals made to the specialist ABC provision for LAC students of which 100% of students are DA due to the nature of therapy offered.

The Listening Post offered 246 listening appointments for 23 students- 70% of which were DA.

CAMHS and MHST referrals go through external providers and school is not always aware of these- there is therefore no data for DA/non-DA context for this service.

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 homeworks/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 |