

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hillside High School
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Amanda Ryan Principal
Pupil premium lead	Mike Edwards Vice Principal
Governor / Trustee lead	Ray Webb Vice Chair of Governors

## Funding overview

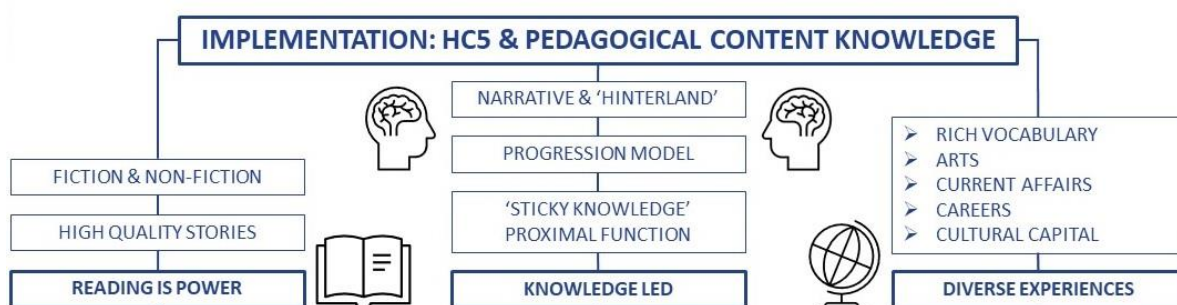
Detail	Amount
Pupil premium funding allocation this academic year	£ 319,633
Recovery premium funding allocation this academic year	£106,000 (£15,000 carry forward from 21-22)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£425,633

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, no matter what their background or challenges of life demonstrate ‘*Excellence in the Heart of the Community*’ throughout their time at Hillside. In doing so they will make excellent progress and achieve highly across the curriculum. They will also develop into aspirational global citizens, with the skills, character and experiences needed to have a successful, happy, healthy and fulfilled adult life.

Curriculum development and its effective implementation has been key in ensuring that all pupils receive a broad and balanced education. The curriculum intent consists of three core strands, each driven by our context and evidence of cognitive science; Reading is Power, Knowledge Led and Diverse Experiences. The curriculum is implemented in accordance with the Hillside Core 5 (a set of principles which are underpinned by cognitive science) and pedagogical content knowledge.



Our vision – Excellence in Teaching and Learning – is proven to have the greatest impact on closing the disadvantage attainment gap.

All staff and pupils at Hillside are immersed in learning. High quality teaching and learning in every classroom which engages learners, forces them to think hard and develop a depth of understanding.

Our strategy focusses on removing the numerous and varied barriers to learning that exist for disadvantaged pupils. Some of these barriers are common for many such as basic literacy and numeracy skills, and others are very much unique to individual circumstance. It is the accurate identification of these needs and implementation of evidence-based actions that underpins our strategy. As a direct result of COVID 19 restrictions we recognise that overall, our disadvantaged pupils have in many ways been affected more than their non-disadvantaged peers, both in terms of learning and mental health. Mark Enser has collated work by cognitive scientists which has identified that **‘stress in early life significantly affects the development of the working memory’**, we also know that disadvantaged pupils are more likely to have

experienced such stress. Therefore, despite our best efforts to provide quality remote learning, many of our pupils will have found any form of remote learning hard.

Our strategy takes into account that learning both content and in particular the learning of reading, has been significantly hindered. Our plan includes a focus on identification of gaps in learning and weak reading and we aim to ensure all elements of the curriculum are reviewed, prioritised/re-sequenced where required. ***'The identification of what pupils do/don't know will be an important focus. In many cases, teachers would be well advised to use low stakes quizzes, small group conversations and good old Q&A to find out what pupils do/don't know'*** ASCL Curriculum and Inspection Specialist, Stephen Rollett.

Logan et al, 2019, in their Million Word Gap study found that ***'1 in 8 disadvantaged children in the UK do not own a single book at home'***. In addition, ***'25% of 15 year olds nationally, have a reading age of 12 or under'***; all external GCSE examinations require reading ages of much higher than this. Nationally, we have a higher % of disadvantaged pupils within our school. The number of pupils entering Year 7 who are not secondary ready has been on an increasing trend, and both 'reading to learn' and 'learning read' are key priorities within this strategy.

Guidance from the DfE in relation to recovery highlights the need for the following:

- Emphasis on PSHCE
- Re-teaching of good learning behaviours
- Effective formative assessment; systematically checking for misconceptions and gaps in knowledge. Effective feedback systems
- Expert teaching with a focus on modeling
- Maintaining as broad and balanced curriculum as possible

The significant pastoral support deployed in this strategy for attendance, behaviour and attitudes to learning, emotional and mental wellbeing and parental engagement is absolutely essential in a school in our local context.

The need for additional support for all pupils, especially disadvantaged pupils following the disruption to their education is evident – and this strategy will be used to deploy additional resources through School Led Tutoring, the National Tutoring Programme and Mentoring.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and Progress gap</b></p> <p>There is a marked difference in the Attainment and Progress made by pupils entitled to Pupil Premium across the curriculum. This is evident in in-house data and Year 11 final outcomes (2021). Attainment 8 scores for disadvantage pupils were 34 in comparison with 47 for their non disadvantaged peers. There is also a 0.8 difference in Progress 8.</p> <p>Baseline assessment on entry demonstrated a clear gap with 85% of disadvantaged pupils arriving non secondary ready in comparison with 55% of their peers.</p>
2	<p><b>Literacy levels</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry the number of pupils entering Year 7 not secondary ready for reading has increased from 58 three years ago to over 80 this academic year.</p> <p>Current data from NGRT reading age tests indicates that 130 pupils/21% of cohort are three or more years below their chronological reading age. The vast majority of these are disadvantaged pupils and the main reason is weak comprehension skills.</p>
3	<p><b>Numeracy levels</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of numeracy than their peers. This impacts their progress in all subjects.</p>
4	<p><b>Gaps in knowledge following Covid disruption</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Pupil interviews identified that the areas of the curriculum learnt during remote education was not secure, nor did it have sufficient depth. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>

5	<p>Social and emotional well being</p> <p>Our assessments, observations and discussions with pupils and families suggest that the social and emotional well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Inline with the DfE statement: <i>'some pupils will have been exposed to trauma, such as bereavment and other causes of anxiety; this is likely to lead to increased welfare and safeguarding risks'</i> we have found that COVID 19 has had a negative impact on pupils' resilience, and increases anxieties regarding missed work and falling behind.</p>
6	<p>Behaviour for Learning</p> <p>Behaviour for learning is generally very good in school. Where pupils require additional support, our records show that they are more likely to be disadvantaged. This additional support requires significant resources to maintain the high standards expected.</p>
7	<p>Attendance</p> <p>Our attendance data over the last years indicates that attendance among disadvantaged pupils has been 4 - 5% lower than for non-disadvantaged pupils.</p> <p>Persistent absence for disadvantaged pupils has also been significantly more than that of their peers.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p>Cultural Capital, Aspirations and careers</p> <p>Our observations, discussions with pupils and families indicate a limit in access to wider aspects of education and local culture – this has been exacerbated by the closure of local amenities during the pandemic.</p> <p>Although careers education was maintained during lockdown the experience for pupils was limited with less opportunity to meet employers and representatives from further and higher education face to face. In addition, our normal programme of enrichment, for example trips to local art galleries and libraries was unable to be implemented.</p> <p>Consequently, this has limited the pupils' ability to make links in their learning to wider experiences and therefore can limit the depth of understanding. It can also have a detrimental effect to their ambitions and aspirations.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally.
Improved literacy levels, reading comprehension among disadvantaged pupils across KS3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. More disadvantaged pupils are inline with their chronological reading age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy levels across disadvantage pupils at KS3	Numeracy assessments demonstrate improved numeracy skills and a reduction in the disparity between disadvantaged pupils and their non-disadvantaged peers. This will have had an impact in other areas of the curriculum eg. Science.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports, pupil voice and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• reduction in the number of referrals regarding emotional and mental wellbeing.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance 2024/25 demonstrated by: Attendance figures show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions).</li> </ul>

## 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.

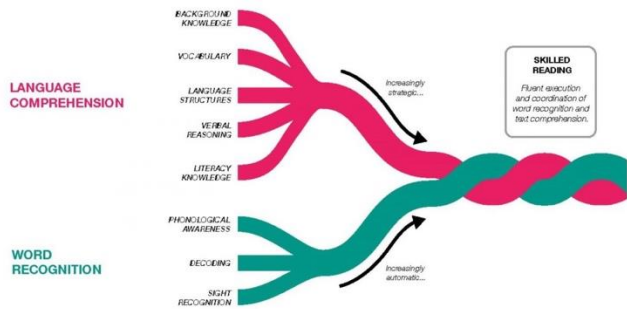
## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 148,731

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development and implementation	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers' knowledge of their pupils and content.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1,2,4,8
Reading is Power – whole school literacy CPD 2022 Focus on Oracy	<p>Research by the Institute of Education has also found that:</p> <p><i>“The benefits of reading continue as children get older, with the combined effect on children’s progress at 16 of regularly reading books and newspapers and visiting the library being four times greater than the advantage children gained from having a parent with a degree”.</i></p> <p><b>EEF Research</b></p> <ul style="list-style-type: none"> <li>Teenagers who read in their spare time know 26 per cent more words than those who never read,</li> </ul>	1,2,4



	<p>according to researchers at the Centre for Longitudinal Studies (CLS).</p> <ul style="list-style-type: none"> <li>• Teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers.</li> <li>• Teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time.</li> <li>• Teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books.</li> </ul> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>The teaching of reading will be across the curriculum and aim to improve each strand of The Reading Rope model by Hollis Scarborough. This is outlined in our Reading is Power Framework (significantly informed by DfE Reading Framework published July 2021).</p> <p>In the academic year 2022/23 there will be a focus on improving Oracy through the Voice 21 project.</p>	
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	 <p>The diagram illustrates the Simple View of Reading. It shows two main components: <b>LANGUAGE COMPREHENSION</b> (pink) and <b>WORD RECOGNITION</b> (teal). Language Comprehension includes Background Knowledge, Vocabulary, Language Structures, Verbal Reasoning, and Literacy Knowledge. Word Recognition includes Phonological Awareness, Decoding, and Sight Recognition. Arrows from these components lead to a central point where they merge into a braid, labeled <b>SKILLED READING</b>. A box next to the braid states: 'Fluent execution and coordination of word recognition and text comprehension'. Arrows indicate that as skills develop, they become 'increasingly strategic' and 'increasingly automatic'.</p>	
Improving baseline assessments and reading tests	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.	2,3
Disciplined inquiry	<p>As evidenced by updates to the EEF Teacher Toolkit, evidence about effective strategies is constantly evolving. It is crucial that teachers continue to explore and trial new strategies to improve teacher practice and consequently address underperformance in our disadvantaged cohort.</p> <p>Employing disciplined inquiry insists on a strategic and structured approach to improving teacher practice. It also develops a more evidence informed approach to supporting disadvantaged pupils. Positive impact is evident from at least two research schools from implementing disciplined inquiry, including Huntington: "We don't have teachers undertaking research that is being shared across schools as the answer but we do have a process that supports really hard thinking about our practice"</p>	1, 4
Metacognition and self regulation – Excellence for everyone project	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4
Feedback – continue to embed good practice	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	1,2,3,4

	<p>This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 113,500 (see *Recovery Premium Spending Plan* for more detail)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
Continue to develop Academic Mentoring – through the employment of three academic mentors.	<p>Mentoring programme to include academic support with homework or other school tasks, approaches focused primarily on direct academic support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2,3,4

Further extend Intensive Reading recovery programme	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation pg 10).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Additional actions for this academic year include:</p> <ul style="list-style-type: none"> <li>• Register and Read</li> <li>• LRC Study Club – improve resources, books etc</li> <li>• Voice 21 – to develop whole school Oracy</li> </ul>	1,2,4
Continue with Saturday school provision for Year 11 and provide Additional study support materials/resources (including parental engagement workshops, mindfulness workshops)	Impact data demonstrates that this alongside other interventions had a positive impact on pupils attending.	1,2,3

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

Budgeted cost: £ 163,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of Parental engagement and removal of barriers to learning. This includes the development of the role of Progress Leaders.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>- approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>- general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>- the involvement of parents in their children's learning activities; and</li> <li>- more intensive programmes for families in crisis.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1, 5, 8
Further development of whole school behaviour and inclusion strategies, including the development of the role of Progress Leaders, Inclusion manager and Alternative Provision.	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,5,6
Improving Attendance through the implementation of attendance strategy supported by full time attendance officer	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English</p>	1, 7

	and mathematics than pupils that missed 15-20% of KS4 lessons	
Improving Emotional support and well-being of pupils, including developing the role of Progress Leaders, Counsellor, Ed. Psych	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,5
Cultural capital – Ensure all pupils have access to free peripatetic music tuition	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1, 8
Individual spending needs – Contingency fund	Funds are set aside to remove barriers to learning such as transport, uniform, basic equipment, revision guides, individual subject based projects.	8

**Total budgeted cost: £ 381,633**

## 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 2021 – 2022 academic year.

**Improved attainment among disadvantaged pupils across the curriculum at the end of KS4** - 2019 data has been used as a comparison as this was the last set of data based upon external examinations.

The outcomes for Year 11 disadvantaged pupils were greatly improved this year in many measures.

Latest Progress 8 data for Disadvantaged pupils (-0.09) demonstrates a great improvement since 2019, improving by nearly a whole grade, being very close to the National for all pupils.

Disadvantaged pupils out-performed the non-Disadvantaged in terms of progress. This represents exceptional performance.

Attainment 8 increased markedly by nearly 5 points (from 36.08 to 41.05) and is well above the National 2019 data for this group.

Improvements also were made in English and Maths combined with an increase of 5% for 4+ and nearly 7% for 5+.

#### Progress

Progress in English (-0.11), Maths (-0.38), EBacc(-0.21) and Open (0.23) all demonstrated big improvements.

#### Attainment in English and Maths

Disadvantaged pupils demonstrated improvements in attainment in English and Maths at 4+ and 5+. Attainment in English for this group was particularly improved.

#### Attainment in Other Subjects

#### Progress of other Year Groups

#### Year 10

Current data for year 10 demonstrates gaps in progress between disadvantaged and non-disadvantaged in terms of progress (0.4) and Attainment (6.8). These patterns are not

dissimilar to those last year and with continued quality first teaching and timely interventions we would expect these to narrow.

### **KS3**

Analysis of last year's data demonstrated that disadvantaged pupils in Year 9 progressed at a similar rate to their peers.

Disadvantaged pupils in Years 7 and 8 are progressing at a slightly faster rate across their subjects than their peers.

### **Impact of Interventions**

School Led Tuition and NTP had a positive impact on the pupils that received it in English and Maths and helped to raise Attainment and Progress outcomes for this group and the whole school. Pupils in receipt of NTP saw grades in English rise by approximately 1 grade and in Maths approximately 0.4 grade.

In Science all disadvantaged pupils saw an average rise of 2 grades from P2S1, with those receiving at least 1 intervention seeing a 2.3 increase in grades. In the Separate science disadvantaged pupils receiving intervention saw at least 1 grade improvement.

### **Improved literacy levels, reading comprehension among disadvantaged pupils across KS3.**

A number of Reading interventions were deployed during 2021-22. Including Project X, Guided Reading and Inference. Improvements in pupils' reading SAS were positive with some individuals making some very rapid gains.

### **Improved numeracy levels across disadvantage pupils at KS3**

In house progress data demonstrates that disadvantaged pupils are making similar levels of progress to their peers in mathematics.

### **Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.**

In focussed learning walks, work scrutinies and Pupil voice during the school year the following strengths were found:

Use of the visualiser to model answers, feedback was the most effective.

Targetted questioning – where this was used it was highly effective in developing pupils thinking and checking understanding.

Clear routines and use of retrieval were embedded.



History – the use of the knowledge journey overview sheet – pupils were very clear in how they used these and how useful they found them. Pupils felt these should be used in all subjects to help their learning and understanding of what was required.

The teaching of 'how to' do a mind map – thought processes behind it.

**To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.**

Staff have high expectations for pupil's behaviour and conduct around school; The Hillside Way is understood by all stakeholders. There are clear routines in place ensuring pupils behave safely and respectfully in lessons and around school. When low level disruption occurs, it is quickly addressed by the teachers who are supported by school systems which prevent any poor behaviour becoming a barrier to learning. In our recent inspection HMI identified that **"Pupils are polite. They welcome visitors to their school with pride. In the main, pupils at this school behave well. In lessons they try hard. Most pupils display positive attitudes to learning."**

The vast majority of pupils demonstrate positive attitudes to learning in lessons as evident by classrooms that are typically calm and orderly. Pastoral structures enable timely and effective interventions whilst maintaining lines of communication with both teachers and parents. **"Pupils conduct themselves well in lessons and during social times. In the main, pupils said that behaviour in lessons does not disrupt learning."** HMI June 2021.

Last year a Trust quality assurance visit recognised that: Pupils at Hillside High School are proud of their school and build strong relationships with adults. Pupils are overwhelmingly positive about the care they receive and they stated how 'safe', 'cared for' and 'proud' they feel at school.

Leaders have high expectations of pupils through strong values and practice.

There is a strong culture of mutual respect and this is supported by pupils who said staff do not tolerate bullying and diversity is celebrated. In fact, pupils are adamant that any form of discrimination will not be tolerated.

Hillside High School is highly inclusive and suspensions are used appropriately supported by high-quality internal alternative provision that provides a bespoke package for the most vulnerable and challenging pupils.

Suspensions and Permanent Exclusions – data shows that more disadvantaged pupils received these sanctions than non-disadvantaged. This is similar to the national picture and underlines the key reasons for levels of investment in a strong Pastoral team to support pupils and remove barriers to their learning.

Alternative Provision – The impact of successful outcomes for pupils in the in-house Alternative Provision has been very positive for those individuals and whole school. Their achievements were much higher than those achieved historically for external Alternative Provision – demonstrating its excellent levels of success.

#### Extra Curricular Activities – Cultural Capital

Opportunities for pupils to participate in extra curricular activities grew during the year. Music participation rates for disadvantaged pupils matched that of their peers. A number of educational visits also took place – ranging from sporting visits, theatre trips, trips to universities and apprenticeship workshops. Over 390 pupils participated in one or more of these including 62% of disadvantaged pupils.

#### **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

Attendance has remained a challenge for school and this group of pupils with attendance gaps remaining about 5% from those of their peers. Numerous strategies and interventions were put into place during the year – however the impact of these was probably to prevent attendance from worsening, rather than improving. This remains a key challenge for the current academic year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*