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	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 **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£ 303,690
Recovery premium funding allocation this academic year	£47,270
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	£ 350,960

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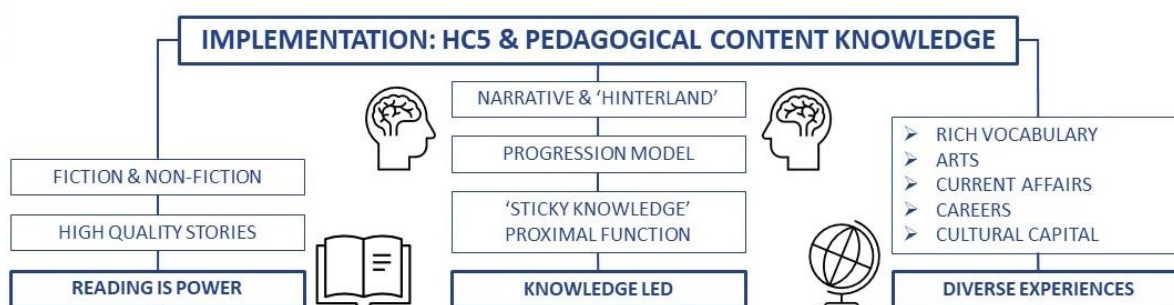
Our vision – Excellence in Teaching and Learning – is proven to have the greatest impact on closing the disadvantage attainment gap.

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-disavantaged 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 our 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 adition, *'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	Attainment and Progress gap 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. 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. Baseline assessment on entry demonstrated a clear gap with 85% of disadvantaged pupils arriving non secondary ready in comparison with 55% of their peers.
2	Literacy levels 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. 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. 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.
3	Numeracy levels 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.
4	Gaps in knowledge following Covid disruption 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. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

5	**Social and emotional well being**
	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.
	Inline with the DfE statement: *'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'* we have found that COVID 19 has had a negative impact on pupils' resilience, and increases anxieties regarding missed work and falling behind.
6	**Behaviour for Learning**
	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.
7	**Attendance**
	Our attendance data over the last years indicates that attendance among disadvantaged pupils has been 4 - 6% lower than for non-disadvantaged pupils.
	Persistent absence for disadvantaged pupils has also been significantly more than that of their peers.
	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	**Cultural Capital, Aspirations and careers**
	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.
	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.
	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.

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: • qualitative data from student voice, student and parent surveys and teacher observations. • significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

	• reduction in the number of referrals regarding emotional and mental wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance 2024/25 demonstrated by: Attendance figures for 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).

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: £ *41,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development and implementation	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. 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,4,8
Reading is Power – whole school literacy CPD	Research by the Institute of Education has also found that: *"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".* ## EEF Research • Teenagers who read in their spare time know 26 per cent more words than those who never read,	1,2,4

according to researchers at the Centre for Longitudinal Studies (CLS).

- Teenagers who read often, and those who had access to plenty of books, were more likely to develop a better vocabulary than their peers.

- Teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time.

- Teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books.

Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:
Improving Literacy in Secondary Schools

Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:
word-gap.pdf (oup.com.cn)

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.
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

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).

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	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. 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"	1, 4
Metacognition and self regulation – Excellence for everyone project	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: Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1,4,5
Feedback – continue to embed good practice	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. 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).	1,2,3,4

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

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

Budgeted cost: £ *56,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme 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.	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
Introduce Academic Mentoring – through the employment of academic mentor – part funded through Recovery premium.	Mentoring programme to include academic support with homework or other school tasks, approaches focused primarily on direct academic support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4

Implement Intensive Reading recovery programme	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). Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,4

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

Budgeted cost: £ *254,000*

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.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	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.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,5,6
Improving Attendance through the implementation of attendance strategy supported by full time attendance officer	The Department for Education (DfE) published research in 2016 which found that: 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 Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English	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	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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5
Cultural capital – Ensure all pupils have access to free peripatetic music tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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: £ 351,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils continued to lag that of their non-disadvantaged peers in many areas of the curriculum. Outcomes for Year 11, whilst better than previous years still remained below National.

The reasons for the outcomes not improving rapidly are mainly due to the impact of Covid 19 that disrupted all areas if the curriculum and school life considerably. There had been a considerable investment in additional teaching and intervention, especially in English and Maths – this was in place in the Autumn term, however could not continue in the lockdown. This partial closure was most detrimental to our disadvantaged pupils as they were not able to access the additional support and improvements to teaching and learning that were planned in the strategy.

Despite the blanket provision of remote learning devices and live teaching on MS Teams from the start of the January closure we know that access to live lessons was less for this group for a variety of reasons, which had a detrimental impact on their progress and the gaps in knowledge they developed in comparison with their peers.

Overall attendance in 2020/21 was lower than in preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers and persistent absence 22% higher. This is why attendance remains a key focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The investment we have made in full time Progress Leaders gave pupils and families critical additional support in both terms of supporting remote learning and providing care and support – both emotionally and practically. The impact of this cannot be under-estimated and there is a continued need for us to provide a high level of wellbeing support for all pupils – coupled with specialist intervention where necessary, if pupils are to be able to access school regularly and become successful learners with good outcomes.

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.