

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	708
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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

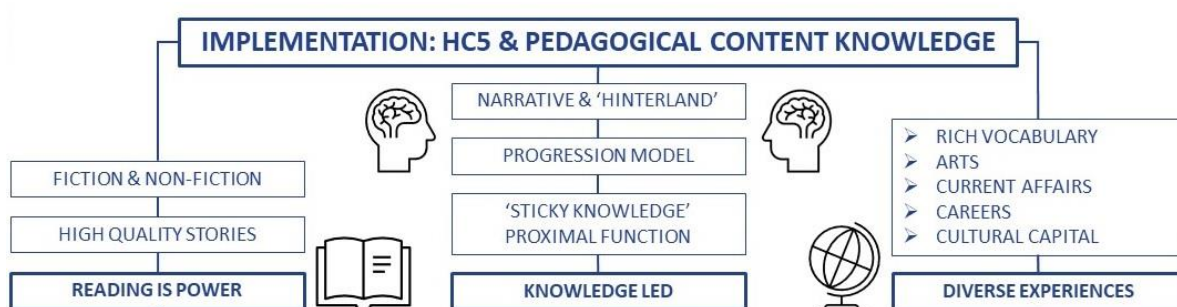
Detail	Amount
Pupil premium funding allocation this academic year	£ 360,698
Recovery premium funding allocation this academic year	£98,394
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£459,092

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>Attainment and Progress gap</p> <p>There is generally a marked difference in the Attainment and Progress made by pupils entitled to Pupil Premium across the curriculum. Outcomes for disadvantaged pupils in Year 11 demonstrate improvement from 2019 however this remains a key area for improvement.</p>
2	<p>Literacy levels</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>Current data from NGRT reading age tests indicates that a considerable number of the 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>Numeracy levels</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>Gaps in knowledge following Covid disruption</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.
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">• qualitative data from student voice, student and parent surveys and teacher observations.• significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

	<ul style="list-style-type: none"> reduction in the number of referrals regarding emotional and mental wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> 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).

Activity in this academic year

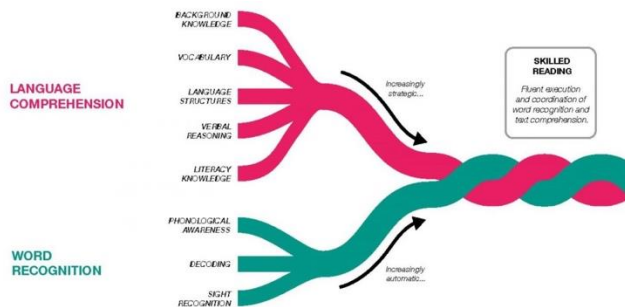
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 154,156

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>	1,2,4,8

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Reading is Power – whole school literacy CPD 2023 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>EEF Research</p> <ul style="list-style-type: none"> • Teenagers who read in their spare time know 26 per cent more words than those who never read, 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. <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</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</p>	1,2,4

	<p>strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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 2023/24 there will be a focus on improving Oracy through the Voice 21 project.</p>  <p>The diagram illustrates the Reading Rope model. It features two main strands: 'LANGUAGE COMPREHENSION' (pink) and 'WORD RECOGNITION' (teal). The Language Comprehension strand includes sub-strands: BACKGROUND KNOWLEDGE, VOCABULARY, LANGUAGE STRUCTURES, VERBAL REASONING, and LITERACY KNOWLEDGE. The Word Recognition strand includes sub-strands: PHONOLOGICAL AWARENESS, DECODING, and SIGHT RECOGNITION. Both strands are shown as ropes that twist together to form a single rope labeled 'SKILLED READING'. Arrows indicate that as the ropes twist together, the process becomes 'increasingly strategic' for language comprehension and 'increasingly automatic' for word recognition. A box for 'SKILLED READING' describes it as 'Fluent execution and coordination of word recognition and text comprehension.'</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
Feedback – continue to	Feedback is information given to the learner about the learner's performance relative to learning goals or	1,2,3,4

embed good practice	<p>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 and the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,394 (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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
Continue to develop Academic Mentoring – Two Academic mentors - one English, one Maths	Mentoring programme to include academic support with homework or other school tasks, approaches focused primarily on direct academic support.	1,2,3,4

funded through NTP and match funded through PP. This is for targeted tuition for all year groups prioritising PP.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Additional actions for this academic year include:</p> <ul style="list-style-type: none"> • Specialist reading recovery programme • Register and Read • LRC Study Club – improve resources, books etc • Voice 21 – to develop whole school Oracy 	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

Additional Strategies supported through Recovery Premium

STRATEGY / ACTION (Indicate who is responsible by putting name by actions)	SUCCESS CRITERIA
Saturday School and Refreshments (P6)	High attendance to additional revision. Year 11 improved attainment and progress.
Voice 21	Improved progress and attainment of pupils involved. Improved reading ages, effective catch up for those farthest away from chronological reading age.
Inclusive Hub Boys Project	Improved attainment in English for boys. Improved attendance to and engagement with additional study.
Register and Read – including Reading Lead opportunities	Improved reading ages, effective catch up for those farthest away from chronological reading age.
Reading is Power – books (Including BIG reading list) and LRC study club	Improved reading ages, effective catch up for those farthest away from chronological reading age.
Specialist Reading Recovery programme led by a primary trained reading teacher	Improved reading ages, effective catch up for those farthest away from chronological reading age. Number of pupils requiring phonics and decoding interventions reduced.
Robust tracking system to inform planning and check impact of our Reading is power Framework	Correctly pitched and adapted provision for reading. Targetted support for those who need additional interventions.
Resources and equipment to support SEMH provision improvements in the Wellbeing Hub	Improved attendance and attainment for pupils with SEMH needs.
Additional study support materials/resources (including parental engagement workshops, mindfulness workshops)	Improved attainment. Improved attendance to Year 11 Period 6.
GCSE POD – further develop independent learning and study.	Improved attainment and progress.
Bedrock – literacy and reading intervention programme	

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

Budgeted cost: £ 206,542

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"> - Introduction of Class-Charts Parent App - 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. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,5,6
Improving Attendance through the implementation of attendance strategy supported by full	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage 2 and 4, the lower the likely level of attainment at the end of KS2 and KS4</p>	1, 7

time attendance officer	Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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: £ 459,092

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 2022-23 academic year.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4

The outcomes for Year 11 disadvantaged pupils continue on an improving trend this year in many measures.

Progress 8 data for Disadvantaged pupils (-0.74) demonstrates an improvement of a third of a grade improvement since 2019.

Attainment 8 increased markedly by 6 points (from 36.08 to 42.6) and is well above the National 2019 data for this group.

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

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). 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 are not making as rapid progress as their peers.

Disadvantaged pupils in Years 7 and 8 are progressing at a similar rate to their peers.

22-23 Impact of Recovery Premium

Reading:

Intensive reading recovery has led to significant gains in reading abilities. The number of pupils not scoring 100 has decreased in all year groups and our weakest readers have demonstrated gains in their reading speed and phonics scores.

- For example, the weakest readers accessing reading recovery improved their read speed by 30% within one term.
- Furthermore, fifteen pupils who required support on entry with phonics made rapid progress and routinely achieved 100% on phonics screen within a term.
- NGRT evidences that the number of pupils attaining 100+ has increased in all year groups.
- Voice 21 has galvanised our focus on how talk can support reading development. Now embedded into our Reading is Power framework, there is an increased opportunity for oracy activities across the whole curriculum and staff confidence in activities such as think, pair, share has improved.
- Register and Read has led to an increase in 'reading miles' for all pupils as they are now all accessing guided reading sessions weekly through their form novel sessions. Well-chosen novels means that pupil's knowledge and cultural awareness has been improved. One pupil referred to "I am able to see myself in the novel, which is something that doesn't always happen."
- Overall, following three-year implementation of Reading is Power Framework, the average standardised score (NGRT) has increased from 94.91 to 99.13.

Outcomes:

- Increasing student attainment at 7+ from 2022 results for maths, English Language, Design Technology and Spanish.
- There is a 5% increase in students who achieved 5+ in both English and maths with this now being 26%.
- Attainment across curriculum continues to have impressive performance in many areas including the following which all exceeded national performance data for 4+ %: Art (+ 4%), Spanish (+9%), Religious Studies (+3%), Design Technology (+8%), Biology (+7%).
- Once again, our Computer Science students outperform national data at all key measures: 4+ exceeded by 5.4%, 5+ exceeded by 8.4% and 7+ exceeded by 5.6%.
- Sports Science OCR also continues to be a real strength in terms of outcomes and progress (-0.38).
- All subjects utilised funding from Recovery Premium to deliver regular and well attended Saturday School sessions. One to one and small group tuition was also delivered for English, maths, Spanish and science.

Social and emotional wellbeing impact:

- Funding has supported the implementation of our Wellbeing hub, allowing bespoke tuition and support for pupils with significant SEMH needs.
- Across the academic year the provision has provided support for around 100 pupils, this ranges from one-to-one tuition, check in meetings, parental meetings, before and after school support, ELSA. 66% of pupils who have accessed this support are now successfully independently attending the full curriculum offer.
- Case studies evidence a variety of improvements both in attendance, emotional wellbeing and attainment. For example, two Year 11 pupils who initially struggled to attend any lessons in term 1 to be attending all lessons and sitting all GCSE exams.

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.

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.

There is demonstrable improvement in attendance of pupils in context of the post pandemic landscape. The 'Waves' Approach had demonstrable impact on the attendance of a significant number of pupils – with pupils at Wave 1 and Wave 2 showing improvement in attendance following the cycle of phone calls and parental contact. For example we saw improvement of percentage of pupils with good attendance (above 95%) of 7% and notably in Year 10 an increase of 15% in the space of a term.

The majority of pupils have high attendance within the local context. However, approximately 2.5% of our most vulnerable pupils that have been especially effected by the pandemic school population, effect overall weekly school attendance by between 2 and 3%.

During 2022/23 the attendance team was further strengthened with financial support of the Trust to a team of 4. This enabled the first day response to be extended and more targeted interventions to be implemented including pro-active Attendance Support Plans.

The development of the Wellbeing hub has had a significant impact on improving the attendance of pupils with SEMH issues – with many successful re-integrations and sustained improvements in attendance – pupils who have accessed this provision improved their attendance by an average of 4.4%, with some very notable individual success stories.

External interventions such as projects run by Everton in the Community have also demonstrated positive impact on the attendance of pupils involved – on average achieving a 2% increase.

The morning minibus to collect pupils finding it difficult to travel to school was introduced this year and so far over 40 families have accessed its during the year.

Additional CPD was undertaken by the team regarding EBSA – leading to the development of a triage and support plan to be developed specifically for these needs.

There is an Attendance Excellence Group led by our Principal – share good practice across the Trust – this has included CPD with Wayne Harris – 5 Foundations – this has resulted in the development of the 'Be Here' Hillside Attendance Strategy which will be launched in September 2023.

We have joined a DfE Attendance Hub and are looking forward to starting work with this in the 2023/24 Autumn term

We are confident that the strategic approach and robust daily forensic monitoring that we have embedded is securing further improvements in attendance.

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?	