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	The Heys School
Number of pupils in school	606
Proportion (%) of pupil premium eligible pupils	42 %
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	R. Evans
Pupil premium lead	R. Evans
Governor / Trustee lead	Imelda McLaughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,535
Recovery premium funding allocation this academic year	£54,764 Covid catch up 2122 £40,165 Covid fwd. from 2021 £14,599
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	£319,299

Pupil premium strategy plan

Statement of intent

At The Heys School our primary aim is to bridge the performance gap between our disadvantaged students compared to non-disadvantaged students nationally. Our expectation is to provide excellent teaching for all our students, support their specific needs, as well as providing a variety of opportunities for students to grow and mature.

Our pledge is to

•Create a whole-school culture that demands success, where aiming high is actively encouraged, and high levels of achievement are the expectation for all.
•Reward and applaud success of all kinds.
•Set high standards for all students, breaking down the barriers that financial inequality creates, to ensure that high aspirations are the expectation for all.
•Remember that disadvantage does not equate to low ability.
•Set challenging targets which are appropriate to the ability level of the student, irrespective of their financial background.
•Ensure staff understand that more-able disadvantaged students will find it significantly more difficult to catch up if they fall behind, than would their more advantaged peers.
•Ensure disadvantage has a high profile within the school and that it does not become an invisible issue.
•Make the progress of disadvantaged students a key appraisal objective

Approaches

•Use evidence-based research to guide intervention choices.
•Ensure interventions are time-limited to maximise their impact.
•Set realistic but challenging success criteria based on aspirational targets and attainment data.
•Recognise and look at ways to overcome barriers to learning, which could impact upon success.
•Link interventions to day-to-day teaching.
•Timetable interventions carefully to minimise disruptions to other areas of the curriculum.
•Make all members of staff and leaders 'Disadvantage Champions'.

Challenges

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

1. Literacy/ below chronological reading age
2. Lack of data for Y7 – transition information
3. Curriculum gaps in subjects due to missed content
4. Staff awareness of PP and ability
5. Attendance and punctuality lower for PP students
6. Behaviour issues greater for PP students
7. PP pupils in the school historically access the schools mental health and pastoral support systems more than other pupils
8. Motivation and aspirations

Challenge number	Detail of challenge
1	Some pupils may have limited reading and writing skills which can impact upon learning. 49% of All pupils in KS3 are below Chronological reading age based on the most recent NGRT tests. 55% of PP pupils are below chronological reading ages in KS3.
2	SATs have not been completed which limits the information we receive about pupils. Covid has impacted on staff going into primaries to meet pupils.
3	Historically there is a gap in all progress outcomes between PP and Non-PP pupils at the school when looking at historic data. Although these gaps are closing
4	In some cases, consistent attendance, and punctuality. The gap between disadvantaged and non-disadvantaged pupils in the school is evident. This is wider when looking at the PA gap. The attendance gap between PP and others is 5.5%. this is greater in year 8 (10.4%). There are more than twice as many PP than non-PP pupil who are PA in all year groups with the exception of Y10.
5	The school has 42% of its cohort that are PP which is 14.5% above national. This is a barrier to staff knowing and understating the pupils.
6	Behaviour points are greater for PP pupils with the exception of year 7. 73% of all FTXs are PP pupils. In ks3 all FTXs are PP pupils. 63% of all isolations are PP pupils.
7	Our assessments, cpoms referrals, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching. Currently 70% of the pupils accessing the counsellor support in school are PP pupils. 100% of the year 7s accessing this support are PP pupils.
8	Attendance and PA of PP pupils shows that they are less motivated to attend school. Our NEETS are below average, and no PP pupils were neet in 2019. We now need to explore the level of courses pupils are accessing post 16 to ensure they are challenging enough.

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.

1.Improve the quality of learning for all pupils with a specific focus on advantaging the disadvantaged.

2. Develop a rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students

3.Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others, including those furthest from Age Related Expectation (ARE).

4. The Attainment gap at KS4 between disadvantaged students and other students will decrease and progress of the disadvantaged pupils will improve.

5.Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average.

6.Develop opportunities within the curriculum and beyond to inspire and motivate all pupils with a focus on disadvantaged pupils.

7.Develop a robust and sustainable transition process that goes beyond the students start date with a focus on disadvantaged pupils

8.Develop further pro-active interventions to lower exclusion rates for all groups with a focus on disadvantaged and SEND pupils.

9.Further developing the mental health provision in the school through the taught curriculum and the tutor program and the whole school approach to support positive emotional well-being.

Intended outcome	Success criteria
Improve the quality of learning for all pupils with a specific focus on advantaging the disadvantaged.	QA shows classroom expectations for the Heys way have been effectively embedded by all staff.
	QA shows that Faculty CPD plans are adapted as necessary and are being utilised in the classroom by all faculty staff and it is leading to improved outcomes for students.
	Staff identified as not meeting teacher standards are now meeting teacher standards consistently.
	Speak like an expert and write like an expert is embedded in the Heys classroom.
	Recap, recall, refine is embedded in the Heys classroom.
	The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that students need in order to take advantage of opportunities, responsibilities, and experiences of later life with a focus on the disadvantaged and SEN pupils needs.
Develop a rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students	NGRT re-tests completed by all KS3 disadvantaged students and show that 75% of students have made +4months (beyond chronological time since last testing) of progress in reading age.
	NGRT test are used regularly to identify students for literacy intervention support.
	QA shows that all staff are delivering form reading sessions in accordance with expectations.
	Student voice shows all students agree that reading in form time is beneficial and improving their confidence and enjoyment of reading.
	Paired reading intervention groups data shows that 75% of disadvantaged students involved have made +4months progress beyond chronological time of the intervention after re-testing.
	Increased number of PP students using library and after school provision.
Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others, including those furthest from Age Related Expectation (ARE).	Students show improvement from term
	Governors are provided with KS3 / KS4 data update.
	Subject leads have created priority Wave 1 intervention groups for Year 10 (moving into Yr 11) agreed by MW (July)
The Attainment gap at KS4 between disadvantaged students and other students will decrease and progress of the disadvantaged pupils will improve.	100% attendance to Tutor Trust sessions in-school (final session)
	Minimum 95% attendance to each Tutor Trust sessions.
	The in-school Attainment 8 Gap between PP and non-PP will reduce.
	Attainment 8 Gap will reduce to below 5 2022
	Attainment 8 Gap will reduce to below 4 2023
	Attainment 8 Gap will reduce to below 3 2024

	The English and Maths marry up will recued to 10 in 2022 8 in 2023 and 5 in 2024. Progress 8 for disadvantaged pupils will improve from 2019 data at -0.83. Students working with Trust tutors have shown improvements in smart targets set. Targets will be set based on each cohort.
Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average.	Where there are gaps in attendance, we can show a significant improvement. Punctuality report system show significant improvement of punctuality for students arriving to school and to lessons. Overall attendance for PP pupils is 91% or above 2022 Overall attendance for PP pupils is 92% or above 2023 Overall attendance for PP pupils is 94% or above 2024 PA for PP pupils has reduced by 5 % 2022 PA for PP pupils has been reduced by 10% 2023 Pa for PP pupils has reduced by 15 % 2024 Case studies for individuals show significant improvements in attendance.
Develop opportunities within the curriculum and beyond to inspire and motivate all pupils with a focus on disadvantaged pupils.	Tracking of extra-curricular shows at least 40% PP engagement. 42% of pupils make up the student leadership body in the school. 2021 Data shows that PP pupils make up more than 50% of the cohort accessing extracurricular opportunities. 2023 Data shows that PP pupils make up more than 50% of the cohort accessing extracurricular opportunities. 2023 Data shows that PP pupils make up more than 60% of the cohort accessing extracurricular opportunities and all KS3 PP pupils have accessed 1 opportunity outside of their curriculum 2024
Develop a robust and sustainable transition process that goes beyond the students start date with a focus on disadvantaged pupils	Case studies show attendance and behaviour, and outcomes are improving, and pupils are close to age expected outcomes. Exclusions are rare for this group. Case studies and data show this improves year on year.
Develop further pro-active interventions to lower exclusion rates for all groups with a focus on disadvantaged and SEND pupils.	PP students make up at least 42% of achievement points. 2022 PP students make up at least 50% of achievement points. 2023 PP students make up at least 55% of achievement points. 2022 Students who are repeat offenders of exclusions begin to decrease for similar incidents by 50%. 2021 Overall exclusions for PP students to be less than 53.68% 2022 Overall exclusions for PP students to be less than 42% 2023 There is no gap between the number of exclusions between PP and non-PP pupils 2024

Further developing the mental health provision in the school through the taught curriculum and the tutor program and the whole school approach to support positive emotional well-being.	Pupil voice shows that students know how to access system and are aware of the school counselling service. Student data shows that students have accessed counselling and have found this beneficial. Pupil voice shows that PSHCE provides a good understanding of how to look after your mental health, how to spot signs of poor mental health and how to access support in and out of school. Student voice shows that the mental health charter / policy for students to be written and shared.

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: **£53,567**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardized diagnostic assessments. NGRT and CATs	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1/2/3
Teaching staff to develop the long a short-term curriculum with a focus on recap, recall and refine teach like an expert and write like an expert.	The biggest impact on pupil progress is ensuring the quality of teaching is strong and there is consistency over time.	3
ALL learning journeys to be reviewed for cultural capital / SMSC actives to further inform the provision for all pupils with a focus PP and SEND pupils.	EFF identifies that social and mental health leaning can impact 4+ months on progress.	8/7
HOKS to complete pupil profile for 10 key PP pupils per half term based on knowing and understanding the pupils. This recourse will be available for staff to use to inform teaching	Recent learning on attachment highlights the importance of developing strong relationships in order to improve learning.	4
Termly Teach Meet session where each faculty has to share at least one teaching strategy that has worked well to know the disadvantaged pupils better.	It is essential that staff identify PP pupils within their classes and there will be no excuses in planning and focusing on their learning needs	4
Improve the quality of teaching and learning in all subjects through: QA of Faculty CPD Sessions Faculty CPD plans created based on review of FDP Faculty lead CPD Joint Faculty Sessions in Term 3 to share, review & adapt T&L	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending". EFF guide to pupil premium Autumn 2021.	3

T&L briefings to be delivered by Faculties on a Half termly basis and are saved to create resource bank for staff to use.		

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

Budgeted cost:**£49,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT tests are completed by all KS3 Results for all students are input on to SIMs and shared with staff with a focus on students below age related analyses reading ages to create reading intervention groups Leads to develop strategies to highlight importance of reading ages to student learning/attitude to learning and how to ensure texts are appropriate for students. KS3 students re-take NGRT tests in Half Term 3 to assess impact Form Time paired reading groups created for students identified as not having made progress or below age expected standards	EEF identifies that peer tutoring can improve progress by 5+Months EEF identifies the reading and comprehension strategies can improve progress by 6+ Months	2
Engaging with the Tutoring Programme to provide a blend of tuition 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. LP to work with tutors to ensure that tutors have a clear understanding of the smart targets and gaps in knowledge. Create intervention booklets that ensure staff are aware of key pupils and can target Wave 1 interventions	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 EEF have identified that small group tutoring can impact on progress by 4+ months	1, 2, 3

Create a clear process for generating faculty intervention groups in wave 2 and monitoring the impact using 4 matrix.		
Explicit delivery of Revision and Retention skills via drop-down days with take away resources		
Every Year 11 class to identify students to follow a wave 1 intervention strategy.		

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

Budgeted cost: **£221,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student and parent focus group to find out if parents are aware of the school counselling service and how to use it. Use this to gather suggestions on how this information could be better shared with parents and students. New website referral process to be discussed and agreed with AR1 ready to be trialled by pastoral staff. Schedule a weekly 1 to 1 with counsellor and pastoral managers to discuss potential referrals and identify if person centred counselling is the correct approach / or discuss other options for support. Referral system is launched within school and is on the website and information shared with students, parents and staff via parentmail, MH newsletter, Twitter. Student voice on effectiveness of mental health provision encompassing various elements from MH action plan. Review of new process, the number of referrals using the new system and whether this has been more effective. Students to be invited to apply for roles as MH ambassadors in school across all year groups. Applications to be reviewed and	EFF identifies that social and mental health leaning can impact 4+ months on progress.	7

students to be face to face peer ambassadors for MH Planning a whole school MH programme with specific raising awareness days / assemblies and comms for students and parents		
Through Class Charts. Weekly praise and termly rewards given (tracked by HoKS and fed back to teacher) Development of School around family process for key pupils focusing on early interventions. Meetings and targets setting sessions with parents. Tracking of key pupils analysed Develop a clear intervention package (with reasonable adjustment) and tracking system for students at risk of exclusion.	The EFF identifies that behaviour interventions can lead to 4+ months of progress.	6
Develop a comprehensive process for gathering ALL information that will be relevant at the point of handover ACES will be tracked for students deemed at risk used to inform strategies. Year 7 only. Year 7 enhanced transition program developed, and cohort created to support students with SEND/SEMH and at risk of PA	EFF identifies that within class attainment grouping has 2 months + progress. EFF identifies that small class sizes can impact 2+months on progress.	2
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Embed half-termly approach to whole school rewards for attendance. Embed roles of HOKS/PMs within the school to include some attendance intervention time each school day. Begin half termly attendance assemblies to raise the profile of attendance Continue weekly attendance meeting with LJ to discuss attendance of groups of students including the PP, Embed LM system and protocols for HOKS with a focus on	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

attendance and target groups to ensure that interventions happen on a weekly basis.		
Ensure that home visits take place for those students that are vulnerable and for the target groups to ensure those students who are persistently absent from school		
Attendance/support officers to focus on PA pupils.		
Assemblies will be delivered to all years groups to clearly set out the criteria, culture and process of the Pledge System. Assemblies and parents evening will be used to celebrate what the students have achieved. PSHCE sessions will be used once per half term to celebrate and track what the students have achieved. Prefect roles are defined, and Job descriptions and applications are shared with students Prefects/School council/ Wellbeing ambassadors/ librarians /open evening and transition guides	There is limited evidence of the impact of pupil leadership however we believe the program will develop aspirations and Meta cognition. Which the EFF identify can have up to 7+ months impact on progress.	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide impartial careers advice for all PP pupils.		8
Provide uniform for all PP pupils	Limited if no impact/ However it removes barriers for pupils	
Provide free breakfast for all PP pupils.	NA	

Total budgeted cost: £323,852

Pupil premium strategy outcomes 2020 -2021

Percentage by prior attainment for 2019-2020 and 2020-2021 –All Y11 students

	Average Point score key stage 2			Low %		Middle %		High %	
	School	National	Difference	School	National	School	National	School	National
2019-2020	28.5	29.1	-0.5	14	10	44	47	42	44
2020-2021				33		53		13	

2020-2021	KS2 Prior Attainment by year group								
	Reading				Writing		Maths		
	Average scaled score		% achieving the expected standard		% achieving the expected standard		Average scaled score		% achieving the expected standard	
	School	National	School	National	School	National	School	National	School	National
	101.2	102.4	60	68	72	76	102.4	102.8	70	72

Notes

2020-21, the percentage of students in receipt of the Pupil Premium is 41% (in line with 2019-20).

Average point score was not available for this year group, however there is a notable increase in low prior attainers from last year (14% to 33%) and a reduction in high prior attainers (42% down to 13%)

Scaled scores, as a measure, show the school to be notably below national in reading, and also below in writing. However, the average scaled score in Maths in broadly in line with national.

Desired Outcomes

1) **Develop and implement a policy which is followed by all teachers to improve literacy, numeracy and or-acy skills.**
   - NGRT test not completed due to pupils out of school.
   - Form time resources were developed but impact was limited due to removal of form time to support staggered starts. This was replaced with a 1 hour weekly sessions to support pupil's mental health as a result of the pandemic.
   - Peer reading was not implemented due to removal of form time.

All resources have been further developed for 2021/ 22 to ensure an even greater focus on literacy.

Time was taken to ensure all SOL included speak like an expert and write like an expert opportunities.

2)Enhance Key stage 3 outcomes for all groups across all subjects especially boys, disadvantaged and those who have SEN.

Key Stage 3- Disadvantaged students
2020/2021 HT6 Attainment compared to 2019/2020 HT6

	Year 7	Year 8	Year 9
HT6(2020/21) Average Stage	4.54	5.54	6.27
HT6 (2019/20) Average Stage	4.23	5.04	5.16

KS3 cannot be directly compared between 2019-20 and 2020-21. 2019-20 data stopped at January, meaning that data stopped at HT2. 2020-21 data did not include Term 2, with no new content being taught at the time. As such, year group comparison is only made via looking at cohorts as they move up (Year 7 becoming year 8 and Year 8 becoming Year 9). Year 7 increased by over a stage from HT2 of Year 7 to the end of their Year 8 (4.23 to 5.54) and Year 8 similarly from their time in HT2 to the end of Year 9 in 2020-21 (5.04 to 6.27).
This would imply positive progress within the limitations of learning imposed by Covid over the last 18 months, though below expected Stage level for their year group. However, all groups sit below their End of Year Stage Target, clearly an impact of the reduced learning time.
Full analysis of the impact can occur one-year groups run to a consistent pattern.

Year 7- intake 2020/2021
Year 7 (2020/2021) Attainment compared to previous Year 7 (2019/2020) at HT6

Group	HT6 Year 7 (2020/2021)	HT6 Year 7 (2019/2020)	Difference
Disadvantaged All	4.24	4.06	0.18
Other	4.87	4.33	0.54
Boys PP	4.05	4.16	-0.11
Girls PP	4.51	3.96	0.55
SEN K	3.94	3.55	0.49
EHCP	2.51	3.92	-1.41
PP V NPP	-0.63	-0.27	-0.36

Progress in Year 7 (2020/2021) Disadvantaged students

Group	Y7 flight path	HT2 Year 7 (2020/2021)	HT6 Year 7 (2020/2021)	Difference from HT2 to HT6
Disadvantaged	5.31	3.82	4.24	0.42
Other	5.60	4.15	4.87	0.72
Boys PP	5.28	3.71	4.05	0.34
Girls PP	5.35	3.98	4.51	0.53
SEN K	5.00	3.34	3.94	0.60
EHCP	3.67	2.28	2.51	0.23
PP V NPP	-0.29	-0.33	-0.63	-0.30

Strengths
- All groups have seen progress between HT2 and HT6, even with the impact of online learning and school closure. All groups, other than an extremely small cohort with EHCP increased by at least a third of a stage.
- Girls PP increased by over half a stage (3.98 to 4.51).

Key Stage 3- Disadvantaged students
Year 8- intake 2020/2021
Year 8 (2020/2021) Attainment compared to previous Year 8 (2019/2020) at HT6

Group	HT6 Year 8 (2020/2021)	HT6 Year 8 (2019/2020)	Difference
Disadvantaged All	5.32	4.90	0.42
Other	5.67	5.16	0.51
Boys PP	5.23	4.62	0.61
GirlsPP	5.42	5.14	0.28
SEN K	4.54	4.01	0.53
EHCP	4.79	3.57	1.22
PP V NPP	-0.35	-0.26	-0.09

Progress in Year 8 (2020/2021) Disadvantaged students

Group	Y8 flight path	Starting point HT2 (2020/2021)	HT6 Year 8 (2020/2021)	Difference from HT2 to HT6
Disadvantaged	6.80	4.92	5.32	0.40
Other	6.75	5.19	5.67	0.48
Boys PP	7.00	4.84	5.23	0.39
Girls PP	6.59	5.01	5.42	0.41
SEN K	6.20	4.24	4.54	0.30
EHCP	7.00	5.11	4.79	-0.32
PP V NPP	+0.05	-0.27	-0.35	-0.08

Strengths
- All groups made progress between HT2 and HT6, aside from those with EHCP. This progress was within a time of online learning in Term 2, without assessment. As such, the number of assessments has reduced.
- The gender gap between PP Boys and PP Girls of only -0.19 is extremely low and shows both groups achieving at similar rates. However, PP Boys is a group with high prior attainment.
- PP Boys and those with EHCP made the most progress between HT2 of 2019-20 and HT6 of 2020-21, making 0.61 and 1.22 stages progress respectively.

Key Stage 3- Disadvantaged students
Year 9- intake 2020/2021

Group	HT6 Year 9 (2020/2021)	HT6 Year 9 (2019/2020) Data from HT2	Difference
Disadvantaged All	6.03	4.82	1.21
Other	6.43	5.38	1.05
Boys PP	5.81	4.80	1.01
GirlsPP	6.26	4.84	1.42
SEN K	5.44	4.30	1.14
EHCP	4.13	4.59	-0.46
PP V NPP	-0.4	-0.56	-0.16

Year 9 (2020/2021) Attainment compared to previous Year 9 (2019/2020) at HT6

Progress in Year 9 (2020/2021) Disadvantaged students

Group	Y9 flight path	Starting point HT2 (2020/2021)	HT6 Year 9 (2020/2021)	Difference from HT2 to HT6
Disadvantaged	7.64	5.53	6.03	0.5
Other	7.72	5.91	6.43	0.52
Boys PP	7.58	5.38	5.81	0.43
Girls PP	7.70	5.68	6.26	0.58

SEN K	7.59	5.14	5.44	0.30
EHCP	5.00	3.61	4.13	0.52
PP V NPP	-0.08	-0.38	-0.4	-0.02

Strengths
- All groups made at least 0.3 increase in their stages between HT2 and HT6, even with Covid impact on learning and assessment.
- Both PP and other made the same rate of progress between HT2 (0.5 stages), however their gap did widen.
- Those with EHCP made the same level of progress over the period as the 'other' group.

3)Progress gaps at KS4 between disadvantaged students and national other to be less than 0.6

Key Stage 4 Results 2020-2021 compared to 2019-2020-Disadvantaged students

	A8	P8	Basics Standard pass 9-4 in English and Maths	Basics Strong Pass 9-5 in English and Maths	English Element A8	Maths element A8	EBACC Element A8	Open Element A8
2020-2021	42.07	-0.1	49.3%	31.3%	9.01	7.67	11.6	13.79
2019-2020	41.67	-0.3	63.49%	38.1%	9.21	8.16	11.6	12.71

Strengths
- Overall attainment and progress have improved.
- Clear improvement in Pot 3 (open element) from 12.71 to 13.79 APS.
- EBACC attainment maintaining, though just below a grade 4 average.

	English				Maths			
	9 to 7	9 to 5	9 to 4	P8*	9 to 7	9 to 5	9 to 4	P8*
2020-2021	18.2	45.5	66.7	-0.15	10.6	37.9	56.1	-0.29
2019-2020	12.9	56.5	74.2	-0.2	11.3	43.6	69.4	-0.23

Strengths
- Marked increases in 9-7 in English for PP students, with a 50% increase from 12.9 to 18.2%.
- P8 increase, though marginal, in English.

	9 to 8	9 to 7	9 to 5	9 to 4
2020-2021	7.5	15.3	45.4	61.9
2019-2020	6	11.8	45.9	64.5

Strengths
- Increases in 9-7 and 9-8 measures from this cohort are positive (with previously lower outcomes for HPA)
- Maintaining 9-5 measure at 45%

Year 11 (2020/2021) attainment compared to previous Year 11 (2019/2020)

Group	Cohort	Actual results Y11 2019/2020	Actual results Y11 2020/2021	Difference
All Students	All	45.29	45.78	0.49
SEN K	All	23.31	20.63	-2.68
EHCP or S	All	33.75	26	-7.75
Disadvantaged	All	41.67	42.07	0.4
	Upper	52.02	60.5	8.48
	Middle	39.74	50.17	10.43
	Lower	23.94	28.77	4.83
Boys (Disadvantaged)	All	41.96	37.21	-4.75
	Upper	51.18	36.5	-14.68
	Middle	32.71	45.63	12.92
	Lower	31.17	29.56	-1.61
Girls (Disadvantaged)	All	41.4	45.56	4.16
	Upper	53.33	65.3	11.97
	Middle	45.83	51.9	6.07
	Lower	20.33	27.73	7.4

Strengths
- Prior to the validation of data from Centre Assessed Grades in August, the data above reads from grades submitted to the exam boards.
- Two-year comparison is made from 2020 CAGs to this year submission.
- Attainment of all prior-attainment groups has increased, most notably the middle ability group by 10.43.
- However, lower, and upper ability boys' attainment went down.

The most notable reduction in attainment came from SEN students, both K and EHCP. Though relatively small sample sizes, this is an area of disadvantage still requiring focus

4) Increased attendance/ punctuality of disadvantaged students and the gap in line with national average.

	Attendance %					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
National	94.6	94.5	94.5	HT3		
All Pupils	93.1	92	92	92.3	89.8	91.1
Boys	93.5	91.9	91.9	92.1	89.5	90.9
Girls	92.6	92	92.1	92.6	90.2	91.4
PP	91.5	89.1	89.5	89.6	86.3	88.1
Non PP	94.3	94.1	93.9	94.1	92.4	93.4
SEN E	90	90.2	88.1	81.6	54.7	54.8
SEN K	91.5	88.3	85.2	86.9	83.1	87
Non SEN	93.3	92.4	93	93.3	92	92.8
EAL	93.2	93.5	95.1	95.4	93.9	95.6
Non EAL	93.1	91.6	91.4	91.6	70.3	89.6

- Attendance was above national average over all and is above average for pupils for 2021/22 based on the data so far. National 87.2% for 2021. PP attendance was only 0.9% below national pre pandemics in 2018/19 the gap with PP and national was 5%.
- Gaps have not increased significantly.
- Pupils duding lock down accessed full time online learning. This was tracked by attendance to 5 periods per day and was tracked at 82%.

- Lateness for school reduce in 2020/21 reduced. This could be equated to the time during lock down. However, the gap between PP and non PP has reduced over time and Non PP pupils had more lates than PP pupils in 2020/21.

5) **Specific focus on the enjoyment of boys especially disadvantaged boys to reduce the number of isolations/ exclusion incidents in order to improve attainment.**

	PP Boys	
	no. of isolations	% of Boys isolations
2018/19	322	67%
2019/20	95	52%
2020/21	87	61%
2021/22	16	46%

- The percentage of PP boys in isolation has reduced with the exception of 2020/21. However, in this year the percentage of PP boys in the whole school cohort was higher in 2020/21 and was in line with the % in 2018/19. The number of isolations dramatically reduce each year.

	PP Boys		NPP Boys	
	no. FT Exclusions	% of Boys FT Exclusions	no. FT Exclusions	% of Boys FT Exclusions
2018/19	160	78%	45	22%
2019/20	71	56%	55	44%
2020/21	114	71%	46	29%
2021/22	19	76%	6	24%

- The number of FT exclusions increased for 2020/21. A high proportion of these were for Y7 boys who struggled to deal with a school setting after so much time out.

	PP Boys		NPP Boys	
	no. Perm Exclusions	% of Boys Perm Exclusions	no. Perm Exclusions	% of Boys Perm Exclusions
2018/19	4	80%	1	20%
2019/20	2	67%	1	33%
2020/21	0	0%	1	100%

The number of Perm Exclusions reduced significantly in 2020/21.

6) **Raise the aspirations of disadvantaged students and parents to promotes engagements and eagerness to learn and increase opportunities to develop cultural capital experiences relevant to their development stage.**

- Extracurricular activities were limited due to bubbles, as soon as lock down easings were introduced this was slowly reintroduced. A co-ordinator role was developed, and this has continued to ensure this is a key focus of 2021/22 and beyond.
- Community engagement was limited although pupils still wrote to and developed links with our sister charity Broughton house. The Year 7s also completed the circle of life project to raise money for school projects.
- Charity/ community working parties continue to be a focus of the Heys PP strategy and we have raised over £1000 so far for our main charity.
- Previous NEET data from 2019/20 shows only one pupil was NEET and they were no disadvantaged. We are awaiting current NEET data.
- All SOL have cultural capital focuses in them, this was based on advantaging the disadvantaged pupils. This was recognised in our English deep dive.
- The PSHCE programme developed specifically for 2020/21 focused on pupils' mental health. Pupils were surveyed on return from lock down and additional counselling was put in place to support pupils.

Externally provided programmes

The Heys School has not taken part in any non-DfE programmes in the previous academic year.

Service pupil premium funding (optional)

The Heys School does not receive this funding.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to partici-pate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scru-tiny, parents, students and teachers voice in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools simi-lar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.