

## Pupil premium strategy statement The Heys

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	606
Proportion (%) of pupil premium eligible pupils	38.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	D.Long
Governor / Trustee lead	Imelda McLaughlin (Chair of governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229998
Recovery premium funding allocation this academic year	£64998
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£294996

## Part A: 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.

We pledge 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. We set high standards for all students, breaking down the barriers that financial inequality creates, to ensure that high aspirations are the expectation for all. We remember that disadvantage does not equate to low ability.

At The Heys School we set challenging targets which are appropriate to the ability level of the student, irrespective of their financial background. We 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.

We ensure disadvantage has a high profile within the school and that it does not become an invisible issue. Quality teaching along with a strong intent and implementation of the curriculum are at the heart of everything we do and this is achieved by ensuring our evaluation of school is accurate. This strategy is an example of this, where interventions to reduce barriers to learning are tailored towards the individual needs of the students.

At The Heys School we use evidence-based research to guide intervention choices. We ensure interventions are time-limited to maximise their impact. We set realistic but challenging success criteria based on aspirational targets and attainment data. The Heys School recognises and looks at ways to overcome barriers to learning, which could impact upon success. We actively link interventions to day-to-day teaching such as National Tutoring Programs. At The Heys School we 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.

Challenge number	Detail of challenge
1	<p><b>Literacy/ below chronological reading age</b> 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.</p>
2	<p><b>PP students underperform when compared to Non PP students</b> Historically at The Heys, PP students underperform when compared to non pp students nationally and the school cohort, especially boys.  In The Heys School, the proportion of High, Middle and Lower attainer learners had changed compared to 2018-2019 cohort. The proportion of high attaining learners had decreased and the proportion of low attaining learners had increased. 'Never confuse eligibility for pupil premium with low ability' (The Pupil Premium How Schools are spending the funding – Ofsted)</p>
3	<p><b>Attendance and punctuality lower for PP students</b> The attendance gap between disadvantaged and non-disadvantaged students 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 students who are PA in all year groups with the exception of Y10.</p>
4	<p><b>Behaviour issues greater for PP students</b> Behaviour points are greater for PP students with the exception of year 7. 73% of all FTSS are PP pupils. 63% of all isolations are PP pupils.</p>
5	<p><b>PP students in the school historically access the schools mental health and pastoral support systems more than other pupils</b> Our assessments, cpoms referrals, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Currently 70% of the students accessing the counsellor support in school are PP students. 100% of the year 7s accessing this support are PP students.</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
1. Improve literacy and numeracy skills of students who are disadvantaged.	<ul style="list-style-type: none"> <li>• Reading age has reduced. The average reading age gap between pp and non pp to be less than 4 months.</li> <li>• Percentage of PP students who have a standard age score (SAS) in line with their age is comparable to NPP students; closing the gap between whole school averages and National Average.</li> <li>• Books show students know more and remember more – Equally high expectations evident for PP students when compared to non-pp</li> </ul>

<p>2. Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.</p>	<ul style="list-style-type: none"> <li>• GCSE Outcomes- A8 gap between pp and national other students shows a reduction.</li> <li>• A8 of disadvantaged students to be at least 40 by 2022-23</li> <li>• Gap between high ability disadvantaged students and high ability other students nationally has closed. A8 of high ability disadvantaged to be at least 48, middle at least 30.</li> <li>• Book Reviews show high expectations of learning in line with non-pp at all ability levels</li> <li>• Heads of Faculty are held to account for PP students during exam analysis meetings</li> </ul>
<p>3. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average.</p>	<ul style="list-style-type: none"> <li>• Reduction in the percentage attendance between pp and non-pp to less than 4%</li> <li>• Reduction in the percentage attendance between SEND and other students to less than 2%</li> <li>• Evidence of rigorous monitoring of PP student's attendance.</li> </ul>
<p>4. Develop further pro-active interventions to improve behaviour for all groups with a focus on disadvantaged and SEND pupils.</p>	<ul style="list-style-type: none"> <li>• PP students to increase number of achievement points.</li> <li>• PP students to reduce the number of negative behaviour points.</li> <li>• Reduce number of days lost to suspension for PP students</li> <li>• Reduce the gap between the number of exclusions between PP and non-PP pupils</li> </ul>
<p>5. Further develop the mental health provision in the school through the taught curriculum, the tutor program and a whole school approach to support positive emotional well-being.</p>	<ul style="list-style-type: none"> <li>• Pupil voice shows that students know how to access system and are aware of the school counselling service.</li> <li>• Student data shows that students have accessed counselling and have found this beneficial.</li> <li>• 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.</li> <li>• Student voice shows that the mental health charter / policy for students to be written and shared.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £151546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised 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	1/2

	<p>correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Teaching staff to develop the long and short-term curriculum with a focus on 'recap, recall and refine', 'teach like an expert and write like an expert.'</p>	<p>The biggest impact on pupil progress is ensuring the quality of teaching is strong and there is consistency over time.</p>	2
<p>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.</p>	<p>EFF identifies that social and mental health learning can impact 4+ months on progress.</p>	2/3/5
<p>PP Passports have been redesigned for Year 11 students and then collated to be shared with staff to better inform about the individual needs and barriers for each PP student</p>	<p>Recent learning on attachment highlights the importance of developing strong relationships in order to improve learning. Knowledge of barriers and better knowledge of students will improve relationships between staff and individual students.</p>	2/5
<p>Termly Teach Meet session where each faculty must share at least one teaching strategy that has worked well to know the disadvantaged pupils better.</p> <p>T&amp;L briefings to be delivered by Faculties on a Half termly basis and are saved to create resource bank for staff to use.</p>	<p>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</p>	2/5
<p>Improve the quality of teaching and learning in all subjects through:</p> <p>QA of Faculty CPD Sessions</p>	<p>"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". EEF guide to pupil premium Autumn 2021.</p>	1/2/3/4

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

Budgeted cost: £21769

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT tests are completed by all KS3</p> <p>Results for all students are inputted onto SIMs and shared with staff with a focus on students below age related.</p> <p>Analyse reading ages to create reading intervention groups.</p> <p>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.</p> <p>KS3 students re-take NGRT tests each Half Term to assess impact.</p> <p>Form Time paired reading groups created for students identified as not having made progress or below age expected standards.</p>	<p>EEF identifies that peer tutoring can improve progress by 5+Months</p> <p>EEF identifies the reading and comprehension strategies can improve progress by 6+ Months</p>	<p>1</p>
<p>Targeted interventions provided by the Inclusion faculty for those who enter school below the expected standard in terms of numeracy, literacy and speech and language (2x full time HTLA)</p> <p>Numeracy - Use of success at arithmetic, graded maths.</p>	<p>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention (EEF – Teacher toolkit)</p>	<p>1,2</p>

<p>Literacy – use of wild cats reading scheme, GL assessments, power of reading, CATS, Dyslexic screener, SWST/NFER Nelson, speech and language/I can programme</p>		
<p>Develop provision for students with EAL with SEND faculty and EAL lead to create clear programme of intervention.</p>	<p>Students with EAL in The Heys School is increasing each year. The induction process ensures that expectations, in terms of attainment, for EAL students do not lower, and that language is minimised as a barrier to success.</p> <p>Individual tracking of EAL students progress ensures they are making progress in line with the capabilities.</p>	<p>3</p>
<p>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.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>LP to work with tutors to ensure that tutors have a clear understanding of the smart targets and gaps in knowledge.</p> <p>Create intervention booklets that ensure staff are aware of key pupils and can target Wave 1 interventions</p> <p>Create a clear process for generating faculty intervention groups in wave 2 and monitoring the impact using 4 matrix.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF have identified that small group tutoring can impact on progress by 4+ months</p>	<p>1/2/3</p>

<p>Explicit delivery of Revision and Retention skills via drop-down days with take away resources</p> <p>Every Year 11 class to identify students to follow a wave 1 intervention strategy.</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student and parent focus group to find out if parents are aware of the school counselling service and how to use it.</p> <p>Planning a whole school MH programme with specific raising awareness days / assemblies and comms for students and parents</p>	<p>EFF identifies that social and mental health learning can impact 4+ months on progress.</p>	5
<p>Subscription Class Charts.</p> <p>Weekly praise and termly rewards as well as looking at behaviour points</p> <p>Develop a clear intervention package (with reasonable adjustment) and tracking system for students at risk of suspension.</p>	<p>The EFF identifies that behaviour interventions can lead to 4+ months of progress.</p>	2/4



<p>Year 7 enhanced transition program developed, and cohort created to support students with SEND/SEMH and at risk of PA</p>	<p>EFF identifies that within class attainment grouping has 2 months + progress.</p> <p>EFF identifies that small class sizes can impact 2+months on progress.</p>	<p>2/4</p>
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Begin half termly attendance assemblies to raise the profile of Attendance/support officers to focus on PA pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>
<p>Designated member of staff responsible for CLA and safeguarding.</p>	<p>Early identification of CLA at primary liaison allows initial meetings with social car, foster carers and the students in question</p> <p>Link to appropriate members of staff for emotional support, academic support and mentoring surrounds the students with pastoral input</p> <p>Quick responses to absenteeism ensures engagement in curriculum and activities</p> <p>Mentoring sessions include short and long term personal planning with CLA with a clear support pathway to success.</p> <p>Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after<sup>1</sup> by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated (DFE Promoting the education of looked after and previously looked after children)</p> <p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council)</p>	<p>2/3/4</p>
<p>Ensure careers event is launched in school and is accessible for all students not just in y11</p> <p>Targeted one-to-one meetings for Y11 and</p>	<p>Increased attendance to careers event by students and parents raises aspirations and future goals</p> <p>Every pupil and their parents should have access to good quality information about future study options (Gatsby Benchmark 2)</p>	

Y9 students ensuring disadvantaged students have the support they need	<p>Advice and support should be tailored to the needs of each pupil (Meet requirements for Gatsby Benchmark 3)</p> <p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF)</p> <p>Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.</p>	
<p>Provide uniform for all PP students</p> <p>Provide free breakfast for all PP pupils.</p>	Removes financial barriers for parents/carers enabling all students including PP students to begin school no noticeable disadvantage.	2/3/4
Employ a behaviour mentor.	To develop strategies to remove barriers to learning with students most at risk of disengagement to improve attendance to lessons and to facilitate more successful learning.	2/3/4/5
Develop extra-curricular activities timetable including after school and lunchtime	Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom	3/5
Embed school leadership team to create positive ethos around school and contribute to student voice	<p>Whole School ethos of attainment for all and addressing behaviour and attendance (EEF)</p> <p>Prefects, senior prefects and head boy/ girl and deputy head boy/ girl appointed and are great role models of the Heys child.</p>	23/4

**Total budgeted cost: £294996**

## Part B: Review of the previous academic year

Objective 1. Improve literacy and numeracy skills of students who are disadvantaged.

Year	PP Term 1	PP Term 3	Non PP Term 1	Non PP Term 3	Term 1 Difference PP/Non PP	Term 3 Difference PP/Non PP
7	10.19	13.13	11.86	12.94	-1.67	0.19
8	12.51	13.75	12.39	14.11	0.12	-0.36
9	13.18	14.06	13.97	14.62	-0.79	-0.56

- Our reading interventions last year have proved successful as the table shows. This will continue this year with increased capacity extending our reading interventions into Year 10 targeting PP boys
- Maths and English groups identified for catch up tutoring every Wednesday in school targeting students scoring grade 3 in end of Y10 Mocks
- Form times have included literacy input supplied by the literacy TLR holders
- literacy action plans have been produced and quality assured by the deputy headteacher
- Reading tests have been purchased and used for all students in key stage 3 providing clarity of reading ages and identification of specific interventions

Objective 2 - Improve outcomes of disadvantaged students to close the disadvantaged gap especially those who are high and middle ability through quality first teaching.

	P8				English P8				Maths P8				Ebacc P8				Open P8			
	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other
2018/19	-0.44	-0.83	-0.18	-0.65	-0.29	-0.67	-0.18	-0.49	-0.44	-0.67	-0.05	-0.62	-0.61	-1.02	-0.33	-0.69	-0.37	-0.77	-0.1	-0.67
2021/22	-0.61	-1.12	-0.31	-0.81	-0.45	-1	-0.13	-0.87	-0.73	-1.27	-0.41	-0.86	-0.71	-1.31	-0.36	-0.95	-0.53	-0.91	-0.31	-0.60
	A8				English A8				Maths A8				Ebacc A8				Open A8			
	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other	All	PP	Other	PP Gap to other
2018/19	39.9	34.6	43.4	-8.8	8.9	7.9	9.5	-1.6	7.6	6.6	8.3	-1.7	10.9	9.2	12	-2.8	12.5	10.9	13.5	-2.6
2021/22	41.1	32.3	46.4	-14.1	9.2	7.25	10.29	-3.04	7.6	5.49	8.76	-3.27	11.5	8.24	13.29	-5.05	12.7	10.29	14.05	-3.76

Our GCSE results that our PP students are not getting outcomes in line with non PP students.

- We will analyse Year 11 mock exam data to track PP performance,
- Identify target groups for intervention in each faculty
- Focus on Maths and English match up to begin to reduce the gap in outcomes for PP students compared to non PP students

- QA Premier seating strategy to ensure PP students are prioritised in premier classroom seats
- Maths and English groups identified for catch up tutoring every Wednesday in school targeting students scoring grade 3 in end of Y10 Mocks.
- Use KS3 data capture to track PP performance compared to Non-PP performance and identify groups for intervention in Core faculties

**Objective 3** - Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average

### Attendance

	whole school				Y7				Y8				Y9				Y10				Y11			
	All	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap	All	PP	Other	Gap
2021/22	87.1	83.6	89.7	-6.1	90.6	89.5	91.6	-2.1	89.3	84.4	94.1	-9.7	89	85.8	91	-5.2	89.5	86.2	92.1	-5.9	89.1	82.9	92.4	-9.5
2022/23 - HT1	91.1	87.5	93.4	-5.9	94.6	92.1	96.4	-4.3	90.6	87.8	93.4	-5.6	89	83.9	95.3	11.4	90.1	84.8	93.7	-8.9	90.7	88.8	91.8	-3
Diff on previous year	4	3.9	3.7	0.2	4	2.6	4.8	-2.2	1.3	3.4	-0.7	4.1	0	-1.9	4.3	-6.2	0.6	-1.4	1.6	-3	1.6	5.9	-0.6	6.5

### Persistent Absence

	whole school			Y7			Y8			Y9			Y10			Y11		
	All	PP	Other	All	PP	Other	All	PP	Other	All	PP	Other	All	PP	Other	All	PP	Other
2021/22	33.3	44.2	24.6	30.5	37.8	24	33.7	47.1	18.2	34.6	44	28.8	33.8	46.7	24.4	35.6	54.7	25
2022/23 - HT1	26.9	39.1	19	14.9	19.61	11.4	25.7	40	16.4	26.6	41.3	12.5	31.6	44.7	24.7	28.7	46	19.4

- Improved attendance in 2021- 2022 in Year 7, year 8 and Year 10.
- Improved attendance in 2021 - 2022 in PP students for whole school overall and in year 7, 8 and 10
- PP overall attendance in HT 1 has improved compared to academic year 2021-2022 up from 83.6% to 87.5%
- Gap between PP attendance and Non-PP attendance has reduced from -6.1 to -5.9
- PP Persistent absence down from 44.2 to 39.1

**Objective 4** - Develop further pro-active interventions to improve behaviour for all groups with a focus on disadvantaged and SEND pupils.

- A breakfast in the canteen everyday was established, for SEND and vulnerable students to access
- A separate provision is provided at lunch time for SEND and vulnerable students in our inclusion hub
- SEND students were included in sports teams, performing arts extra-curricular activities and other extra-curricular activities
- Several SEND and vulnerable students are provided with transport to and from school
- Full staff CPD has been delivered on the four broad areas of SEND need in INSET days

Objective 5 - Further develop the mental health provision in the school through the taught curriculum, the tutor program and a whole school approach to support positive emotional well-being.

- A counsellor was employed by the school which all students including PP and SEND have access to
- Mental Health awareness was raised regularly in PSHCE lessons, in form time and in assemblies

## **Outcomes for disadvantaged pupils**

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

The Heys School does not use any non-DfE programmes.

### **Service pupil premium funding (optional)**

The Heys School does not have any students who fall into this category.

## 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.*