

Pupil premium strategy statement – The Heys School

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	592
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	E. Whitfield
Governor / Trustee lead	Imelda McLaughlin (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,155
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£65,136
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£306,291

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. As a school, we 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 may find it significantly more difficult to catch up if they fall behind, than their more advantaged peers may.

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. 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>Literacy/below chronological reading age</p> <p>Some pupils have limited reading and writing skills which can impact upon learning. 61% of all students in Y7 were below chronological reading age based upon the most recent NGRT tests.</p>
2	<p>PP students underperform when compared to non PP students</p> <p>Historically at The Heys School, PP students underperform when compared to non PP students. In the academic year 22-23, high attaining PP boys, PP girls and low attaining PP girls particularly underperformed.</p> <p>In our school that year, we recognise that the proportion of high, middle and low attainers changed compared to the 18-19 cohort, with the proportion of low attainers increasing and high attainers decreasing. However, we still had the same high expectations of all learners (“Never confuse eligibility for pupil premium with low ability” <i>Pupil Premium: How Schools Are Spending The Funding – Ofsted</i>).</p>
3	<p>Attendance and punctuality lower for PP students</p> <p>The attendance gap between disadvantaged and non-disadvantaged students in the school is evident. The attendance gap between PP and non-PP at the time of reporting is 9.61%. This gap is also reflected in the PA gap of 5.3%. The impact of PP in PA is particularly evident in years 8 and 10.</p>
4	<p>Behaviour issues greater for PP students</p> <p>Negative behaviour points are greater for PP students with the exception of year 11. At the time of reporting, 86.8% of suspensions this academic year have been PP students.</p>
5	<p>PP students in the school historically access the school’s mental health and pastoral support systems more than other students</p> <p>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.</p> <p>Historically, students accessing the school’s mental health and pastoral support services have shown a higher percentage of PP students than non-PP.</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
<p>1. Improve literacy and numeracy skills of students who are disadvantaged.</p>	<ul style="list-style-type: none"> • Reading age of PP students to increase. The average reading age gap between PP and non-PP to be less than four months. • Percentage of PP students who have a standard age score (SAS) in line with their age is comparable to non-PP students, therefore closing the gap between whole school averages and National Average. • Books show students know more and remember more. Equally high expectations evident for PP students when compared to non-PP.
<p>2. Improve outcomes of disadvantaged students to close the disadvantaged gap, especially those who are high attaining boys, girls and low attaining girls, through quality first teaching.</p>	<ul style="list-style-type: none"> • GCSE outcomes – A8 gap between PP and non-PP to show a reduction. • A8 of disadvantaged students to be at least 40 for cohort 23-24. • Improved A8 of high attaining boys, girls and low attaining girls. • Book reviews show high expectations of learning in line with non-PP at all ability levels. • Middle leaders are held to account for PP students during link and exams analysis meetings.
<p>3. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line or better than the national average.</p>	<ul style="list-style-type: none"> • Reduction in the percentage attendance gap between PP and non-PP to be less than 4%. • PP punctuality to show improvement. • Evidence of rigorous monitoring of PP students' attendance.
<p>4. Develop further pro-active interventions to improve behaviour for all groups with a focus on disadvantaged students.</p>	<ul style="list-style-type: none"> • PP students to increase number of achievement points. • PP students to reduce the number of negative behaviour points. • Reduce number of days lost to suspension for PP students. • Reduce the gap between the number of suspensions between PP and non-PP students.
<p>5. Further develop the mental health provision in the school through the taught curriculum, form tutor program and a whole school approach to support positive emotional well-being.</p>	<ul style="list-style-type: none"> • Data shows that students have accessed counselling and found this beneficial. • Student voice shows that PSHCE provides a good understanding of how to look after your mental health, spot signs of poor mental health and how to access support both in and out of school.

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: £121,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT, CAT, YELLIS and MIDYIS).	Standardised tests can provide reliable insights into the specific strengths and areas for development of each student to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1/2
Staff CPD led by trained external company about running successful trips to enable all staff to have the ability to run these.	Not all students learn in the same way and trips and visits not only increase Cultural Capital PP students may be missing but gives them extra motivation to attend school and alternative, outside of the classroom methods of learning.	2/3/4/5
Curriculum to be developed to ensure students receive a consistent diet across all faculties. Continue to develop the curriculum to ensure it is fully accessible to all students including disadvantaged and SEND through meetings with leaders and SENCO, audit of SEND actions, CPD and student voice.	All students, regardless of need, should have access to the same standard of education, regardless of the teacher in front of them, in order to ensure the PP to non-PP gap does not widen further.	1/2
Develop the option process to encourage more students to meet the requirements of the EBACC through extra language GCSEs and enhanced parental engagement through the options process.	Selecting appropriate options for students and ensuring they are fully informed throughout the process will raise aspirations, support individuals' needs further and increase the number of students taking appropriate languages whilst working to their strengths.	1/2/3/4/5

Ensure students are well informed about options choices and where these subjects may lead later in life through careers appointments and discussions with leaders.		
Deliver CPD on adaptive teaching to ensure all teachers can confidently and effectively adapt their teaching to respond to formative assessment.	Schools need systems that ensure regular communication between teachers, families and the young people themselves to understand barriers and to share effective strategies. https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	1/2
Continue to develop the level of challenge in lessons through the use of “thinking hard” strategies and open questioning.	There is evidence – highlighted in the EEF’s <u>Improving Secondary Science</u> guidance report – to suggest that metacognitive strategies and self-regulation can improve attainment in science, particularly for lower attaining students. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/deeper-thinking	1/2

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

Budgeted cost: £75,768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT tests completed by all students.</p> <p>Results for all students to be inputted into Arbor and shared with all staff to identify range of reading ages in cohorts.</p> <p>Literacy lead to take staff briefings and training about how to teach vocabulary and some reading strategies that will aid</p>	EEF identifies that reading and comprehension strategies can improve progress by 6+ months.	1/2

<p>support of reading in lessons.</p> <p>Year 7 targeted reading intervention during form time (NGRT 18months+ behind).</p> <p>Year 7 paired reading targeted intervention during form time (NGRT12-18 months behind).</p> <p>Year 8 targeted reading intervention during form time (December onwards) (NGRT 18months+ behind).</p> <p>KS3 Form time reading twice a week.</p>	<p>EEF identifies that peer tutoring can improve progress by 5+ months.</p>	
<p>Targeted interventions provided by the Inclusion faculty led by SENCO for those who enter school below the expected standard in terms of numeracy, literacy and speech and language (2 x full time HLTA).</p> <p>Numeracy – Use of success at arithmetic, graded maths.</p> <p>Literacy – Use of Wild Cats reading scheme, GL assessments, Power of Reading, CATs, MIDYIS, Dyslexic screener, SWST/NFER Nelson, Speech and Language/I can programme.</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” (<i>EEF – Teacher Toolkit</i>)</p>	<p>1/2</p>
<p>Develop provision for students with EAL within 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>1/2</p>

	Individual tracking of EAL students' progress ensures they are making progress in line with their capabilities.	
<p>Delivery of revision and retention skills via explicit sessions for KS4 students.</p> <p>Year round core revision sessions after school delivered weekly to Year 11 students.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF have identified that small group tutoring can impact on progress by 4+ months.</p>	1/2

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

Budgeted cost: £108,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff completed L1 Safeguarding and WRAP training at start of September delivered by designated member of staff responsible for CLA and safeguarding, as well as external specialist agency.</p> <p>Designated member of staff responsible for CLA and safeguarding. This member of staff to deliver key student briefings to make staff aware of cohort.</p>	<p>Local authorities have a duty under the Childrens' Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement, wherever they live or are educated (<i>Promoting the education of Looked After and Previously Looked After Children – DfE</i>).</p> <p>Early identification of CLA at primary liaison allows initial meetings with social care, foster carers and students in question.</p> <p>Quick responses to absenteeism ensures engagement in learning.</p> <p>Specific staff link for students to access emotional and academic support, as well as mentoring which aids pastorally.</p> <p>Mentoring sessions include short and long term personal planning with CLA with clear support pathway to success.</p> <p>"Identifying each individual's barriers to learning is the key to success with the Pupil Premium" <i>Effective Pupil</i></p>	<p>2/3/4/5</p> <p>2/3/4/5</p>

	<i>Premium Reviews – Teaching Schools Council.</i>	
<p>Year 7 whole cohort to participate in six-week Hummingbird project to develop resilience and aid transition.</p> <p>#BeeWell surveys to be completed for Y10 in November 2023 to recognise student’s lived experiences in the local area.</p> <p>Regular communication with parents about online safety, safe travel, mental health, etc.</p>	<p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life” <i>The EEF Guide to the Pupil Premium – EEF.</i></p> <p>“Levels of parental engagement are consistently associated with improved academic outcomes” – <i>The EEF Guide to the Pupil Premium – EEF.</i></p>	<p>3/4/5</p> <p>1/2/3/4/5</p> <p>2/3/5</p>
<p>Regular rewards assemblies and trips to celebrate student successes.</p> <p>Use a specific fund to contribute towards the cost of trips, extra equipment and resources to make these more accessible for all.</p> <p>Develop a clear intervention package (with reasonable adjustment) and tracking system for students at risk of suspension.</p> <p>The school’s Behaviour Working Party to review and adapt behaviour and rewards system to keep students in school and benefit them the most to enable everyone to access learning.</p>	<p>The EEF identifies that behaviour interventions can lead to 4+ months of progress.</p>	<p>2/4</p>
<p>Embed principles of good practice set out in DfE’s Working Together To Improve School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>

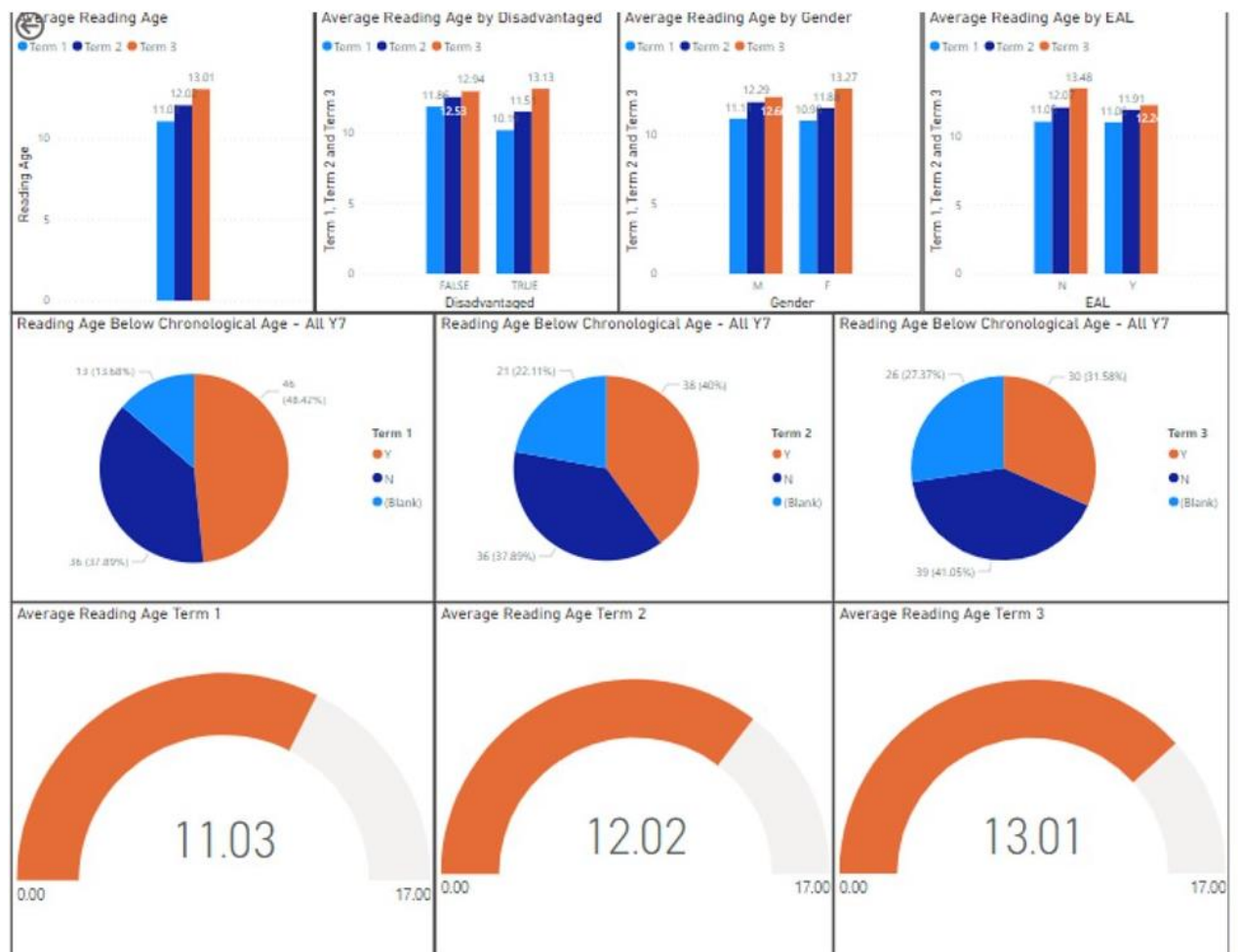
<p>Half termly attendance assemblies to raise the profile of attendance/support officers to focus on PA students.</p> <p>Regular letters sent to parents of students with below expected attendance, informing them of the benefits of strong attendance and their child's individual figure.</p> <p>Attendance officer to monitor specific cohort of students identified as needing intervention and feed this into assemblies, rewards, etc.</p>		
<p>Ensure careers event is launched in school and is accessible for all students, not just Y11s.</p> <p>Targeted one-to-one meetings with careers advisor for Y11s and Y9s to ensure disadvantaged students have the support they need.</p>	<p>Increased attendance at careers events by students and parents raises aspirations and future goals.</p> <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>	2/3/4
<p>Provide uniform to all new students.</p> <p>Purchase spare uniform for students to borrow if their own is damaged, missing, etc.</p>	<p>Removes financial barriers for parents/carers enabling all students including PP students to begin school with no noticeable disadvantage.</p>	2/3/4
<p>Develop extra-curricular activities during lunch and after-school.</p> <p>Open the library for scheduled sessions for students to access books.</p>	<p>Extra-curricular activities breed confidence and opportunities for curriculum progress outside of the classroom.</p>	1/3/5

Total budgeted cost: £ 306,291

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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



- Our reading interventions last year proved successful, as the table shows. This will continue this year.
- Form time included literacy input from literacy TLR holders.
- Reading strategy has been produced and quality assured by Senior Leaders.

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

Group	Cohort	Actual results Y11 2018/2019	Actual results Y11 2021/2022	Actual results Y11 2022/2023	Difference to 2018/2019
All Students	All	39.9	41.1	40.1	0.2
SEN K	All	14.7	26.5	26.6	11.9
EHCP or S	All	22	29.6	30.5	8.5
Disadvantaged	All	34.6	32.3	36.8	2.2
	Upper	51.8	52.5	53	1.2
	Middle	29.7	35.8	36.7	7
	Lower	13.4	22.7	26.1	12.7
Other	All	34.9	46.4	41.9	7
	Upper	51.7	64.4	58.4	6.7
	Middle	29.9	46.7	40.7	10.8
	Lower	13.4	35.6	26.6	13.2
	Upper	55.3	65.1	62.4	7.1
	Middle	38.4	48.1	40.5	2.1
	Lower	16.6	27.0	27.7	11.1
Boys (Disadvantaged)	All	31.7	29.7	39.6	7.9
	Upper	56.7	52.5	48.7	-8
	Middle	21	32.1	40	19
	Lower	16.3	23.3	26.2	9.9
Girls (Disadvantaged)	All	36.9	32.7	34.1	-2.8
	Upper	48.7	NA	63.8	15.1
	Middle	34.6	40.5	32.9	-1.7
	Lower	10.6	22.2	26.1	-8.5
PP v NPP gap		0.3	15.12	-5.1	-5.4

Our GCSE results show that our PP students are not getting outcomes in line with non-PP students. To combat this, The Heys School will

- Analyse Year 11 mock exam data to track PP performance.
- Identify target groups for intervention.
- Focus on Maths and English to begin to reduce the gap in outcomes for PP students compared to non-PP.
- Use KS3 data captures to track PP performance compared to non-PP performance and identify groups for intervention in Maths and English.

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

	HT1			HT2			HT3			HT4			HT5			HT6		
	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP	All	PP	NPP
18/19	94.1	92.1	95.1	92.8	90.0	95	92.1	89.0	94.6	92.2	89.4	94.4		87.3	93.3		89.5	90.7
19/20	93.9	91.6	95.4	90.5	97.5	92.6	93	90.2	94.9									
20/21	94.3	92.5	95.6	92.9	90.8	94.4	43	28.2	62.9	90	85.4	93.4		85.2	91.1		84.3	89.6
21/22	91	87.6	93.5	89.2	84.7	92.5	86.7	82.4	89.9	89.3	85.4	92.1		84.3	90.4		82.1	89.6
22/23	91.1	87.6	93.4	89.2	85.7	91.5	88.1	83.9	90.7	86.4	80.4	90.0		79.4	91.8		77.8	89.6
23/24	88.8	83.5	88.8															

- Improved PP attendance for all year groups compared to previous academic year in HT1, 2 and 3.
- PP to non-PP gap narrowed in HT1, 2 and 3.
- PP to non-PP gap for HT1 23-24 has narrowed again.

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 and free fruit at break and lunch was established.
- A separate provision is provided at break and lunch for SEND and vulnerable students in our Inclusion faculty.
- SEND students were included in sports teams, performing arts extra-curricular activities and other extra-curricular activities.
- Several SEND and vulnerable students accessed transport to and from school arranged by The Heys.

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 wellbeing.

- The school counsellor was available for all students including PP and SEND to access.
- Mental health awareness was raised regularly in PSHCE lessons, form time and assemblies.
- Specific PSCHE lessons now timetabled for Y7 and 8.

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.

