

Pupil Premium Strategy Statement September 2022 (updated November 2022)

School overview

Detail	Data
School name	Hillcrest School and Sixth Form Centre
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	46% Pupil Premium 43% Free School Meals
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Ms J Davies
Pupil Premium leads	Mr S Connor-Hemming and Mr S Abbotts
Governor / Trustee lead	Miss D McIlmurray

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£318,648
Recovery premium funding allocation this academic year	£89,148
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	£407,779.6

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our **Pupil Premium Strategy** aims to close the achievement gap between students entitled to pupil premium funding and other students nationally. To raise aspirations, promote social mobility and ensure more students get to attend top universities or higher-level apprenticeships. The strategy ensures that funding is spent to enable disadvantaged students to receive excellent teaching, targeted support and resources that remove any barriers to learning and success. The progress of individual pupils is tracked, and appropriate support strategies, intervention identified and actioned as quickly as possible. During the COVID-19 pandemic many of the barriers were even more of a challenge for students, especially access to devices for remote learning. The school gave out all our laptops as well as those from the DfE laptop scheme and regular checks we made by phone to support students and families.

Using evidence-based research to deliver high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, including the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set in class and as extended learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The amount of Pupil Premium allocation that Hillcrest School and Sixth Form Centre received over the last 3 years can be seen below.

2019-20	£255,939
2020-21	£282,038
2021-22	£293,246

Challenges

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

Challenge number	Detail of challenge
<p>1 – Time, space, resources, and support for extended learning and any periods of remote learning</p>	<p>Our extended learning (homework) policy aims to make extended learning accessible to all students with work set as</p> <ul style="list-style-type: none"> • Online Work e.g., Hegarty Maths (or other online platforms - Language-nut, Seneca etc.) • Work set around knowledge organisers (self-quizzing on essential knowledge or, preparation for retrieval tests etc.) • Any other work the class teacher sets (if an extended piece of writing is set, then the teacher will provide feedback on this) • Read for 20 minutes every evening. <p>Our observations and national data suggest that the education and wellbeing of disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p>
<p>2 – Access to enrichment opportunities</p>	<p>Data suggests that students eligible for pupil premium funding are less likely to engage in enrichment opportunities for example, music tuition and school trips</p>
<p>3 – Literacy and numeracy skills</p>	<p>The attainment of disadvantaged pupils is generally lower than that of their peers on entry in Year 7 e.g., 2019-20 entry - 68% of LPA students are eligible for pupil premium funding compared to 52% (MPA) and 49% (HPA).</p> <p>Although by Year 11 students at Hillcrest eligible for pupil premium funding perform well compared to others nationally the in-school gap is still an area of focus and the impact of pandemic has widened this gap in 2022.</p> <p>In 2022 the progress of Hillcrest students eligible for pupil premium was in line with the progress of all students nationally and almost half a grade better than students eligible for pupil premium nationally (based on national 2019 data).</p>
<p>4 – Emotional wellbeing and social/ community issues</p>	<p>During the pandemic, teacher referrals for support markedly increased. The number of students on the vulnerable list eligible for pupil premium is growing.</p>
<p>5- Attendance and punctuality</p>	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has fallen lower than that of for non-disadvantaged pupils following the pandemic.</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 continued focus on EBacc subjects.	<p>By the end of our current plan in 2025/26, 90% or more of disadvantaged pupils will enter the English Baccalaureate (EBacc). In 2021 this figure was 76% and in 2022 it was 84%.</p> <p>2025/26 KS4 outcomes will demonstrate that the in-school gap between disadvantaged pupils and non-disadvantaged pupils has closed.</p>
Improved reading comprehension and vocabulary use among disadvantaged pupils across KS3.	<p>Reading comprehension demonstrates improved skills among disadvantaged pupils and a smaller gap between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Reading as a whole school focus will enable all students to access subject content at a level that enables them to achieve improved outcomes.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by extended learning completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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 and targeted support

Budgeted cost: £306,048. (PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Pupil Support – Teaching Using evidence-based approaches to ensure all students can access the curriculum and develop their literacy and numeracy skills</p>	<p>Additional Maths, English, and Science groups, in class support, intervention groups, and staff training.</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</p>	<p>1,3,5</p>
<p>2. Pupil Support – Developing metacognitive and self-regulation skills in all pupils, Curriculum Enrichment and Pastoral Support</p>	<p>Curriculum based trips and learning off site, The Brilliant Club, Out of Hours Learning and clubs, Music tuition , Library resources KS3/KS4 books, IT Dynamic Learning, Online Mathematics Programmes, Literacy Guides, Literacy boxes, Aim Higher activities.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>
<p>3. Pupil Support – Individual Resources, Books, resources, revision guides.</p>	<p>Pupil Support – Individual Resources, Books, resources, revision guides.</p>	<p>1,2,3,4,5</p>
<p>4. Pupil Support - Assessment Standardised diagnostic assessments.</p>	<p>The GL Assessment and Hillcrest bespoke KS3 reading programme.</p> <p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,3</p>

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

Budgeted cost: £18,649 (SLT/R/CU)

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. To provide a blend of external 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1,3,4,5

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

Budgeted cost: £48,400 (PP/R/CU)

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Pupil Support – external agencies <ul style="list-style-type: none"> - Education Welfare and IAG support. - Oaks Emotional Wellbeing Support - Behaviour Mentor - Michaels’ Mentors 	Engaging with hard-to-reach families and students and families who have found the return to school difficult requires support beyond the pastoral and welfare structures within school and a multi-agency approach is required. DLP Project <u>Mentoring/ EEF</u> <u>Careers Education/EEF</u> <u>Improving Behaviour in Schools/EEF</u>	1,3,4,5

Total budgeted costs:

Pupil Premium = £318,648

Recovery and Catch-up Funding = £44,149

School Led Tutoring Funding = £10,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact on educational achievement arising from Pupil Premium expenditure are the outcomes for disadvantaged students, as demonstrated in their achievement, attendance, and reward data.

2021-2022 figures show that Year 11 disadvantaged pupils at Hillcrest achieved:

- ✓ **GCSE Progress 8 Score** of +0.41 in 2022 is well above all students nationally -0.03 and non-disadvantaged students nationally +0.15 in 2022.
- ✓ **GCSE Attainment 8 Score** of 48.36 in 2022, which is above the A8 score for all students nationally in 2019 and well above the score for pupil premium students nationally in 2019.
- ✓ **GCSE Grade 4-9 in both English and mathematics** percentage of 58 % compared to 45% (Disadvantaged students nationally 2019)
- ✓ **GCSE Ebacc entry** was 84% well above national figures in 2019 for all students and other students.
- ✓ **GCSE Ebacc percentage** of 42% at grade 4+ in Maths, English, Languages, Humanities and Science compared 29% (Other students nationally 2018) and 25% (All students nationally 2019).
- ✓ **GCSE Ebacc percentage** of 28% at grade 5+ in Maths, English, Languages, Humanities and Science compared 21% (Other students nationally 2018) and 17% (All students nationally 2019).
- ✓ The attendance of disadvantaged students was above all students nationally in 2021-22 (up to 30th June), but below non-disadvantaged students at Hillcrest.
- ✓ The transition onto further education, training or work is excellent with 99% of 2022 leavers starting KS5 courses or apprenticeships.

The most recent IDSR for Hillcrest School for shows:

- ✓ Progress 8 was in the top quintile (20%) for at least two years for prior attainers and disadvantaged pupils (2018 + 2019)
- ✓ In 2018, Progress 8 was significantly above average and in the highest 10% for the following groups of pupils: all, middle prior attainers disadvantaged.

Aim 2021-22	Outcome	Outcome
Progress 8	To achieve in the top 20% of schools	Achieved
Attainment 8	To achieve national average or above for all students	Achieved
Ebacc entry	To achieve 75% or above	Achieved
% Grade 5+ in English and maths	To achieve average M+E scores for similar schools	NCA
Other	To achieve attendance at national level or above	NCA

Externally provided programmes

Programme	Provider
None	

Closing the Gap Review of 2021-22 Performance	2021-22				
Year 11 GCSE Attainment and Progress	Students in receipt of Pupil Premium Funding (Hillcrest) 2022	Hillcrest 2022 Other Students (Not in receipt of Pupil Premium)	Students in receipt of Pupil Premium Funding Nationally 2019	All students Nationally 2019	Other Students Nationally (Not Pupil Premium) 2019
Attainment 8 Score	48.3	61.61	36.7	46.7	50.3
Progress 8 Score	+0.41	NCA	NCA	-0.03 (2022)	+0.15 (2022)
% Grade 4 -9 in English and Mathematics	56	82	44.7	65	72
% Grade 5-9 in English and Mathematics	36	66	25	43	50
% achieving English Baccalaureate (Standard Pass = grade 4 or better in English, Maths, Languages, Humanities and two GCSE Science qualifications)	42	64	NCA	27 (2022)	31 (2022)
% achieving English Baccalaureate (Strong Pass = grade 5 or better in English, Maths, Languages, Humanities and two GCSE Science qualifications)	28	55	NCA	20 (2022)	24 (2022)
% entered for the English Baccalaureate	84	84	28	39 (2022)	45
English Baccalaureate APS	4.58	5.9	3.08	4.27(2022)	4.40

Summary of impact on Post 16 data 2021-22

Disadvantaged and other students both achieved an average of a grade A. In the sixth form.43.8% of Year 13 in 2021-22 were eligible for free school meals in the last 6 years. All Year 13 students eligible for pupil premium funding achieved University places, apprenticeships, or employment

Further information

How can you support your child?

- Ask your child about their day and what they have been learning.
- Provide a quiet place at home for students to work and encourage your child to attend homework club.
- Make sure your child has the basic equipment needed to do her homework and establish a routine for when homework is completed.
- Use your Show My Homework login to check what homework your child had and monitor that it has been completed.
- Ensure your child arrives at school on time every day with the correct equipment and in correct uniform.
- Praise your child and talk about their aspirations for the future.
- Watch current affairs programmes and discuss as a family.
- Arrange visits in the school holidays and weekends to the many free museums and cultural sites locally.
- Promote the importance of school and reward success.
- Attend school events such as parents' evenings, review meetings, parental support sessions, concerts, and awards mornings.
- If you have any concerns about your child's education or well-being contact school for support.

For more information, please visit the [Department for Education Website](#)

Additional activity

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

Planning, implementation, and evaluation

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours.

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.