

Pupil premium strategy statement – Hinchingsbrooke 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	1649 (Y7-11)
Proportion (%) of pupil premium eligible pupils	24.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Patterson Principal
Pupil premium lead	Anna Nightingale Vice Principal
Governor / Trustee lead	Mike Shaw, PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310 500
Recovery premium funding allocation this academic year	£86 664
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>	£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>	£397164

Part A: Pupil premium strategy plan

Statement of intent

At Hinchingsbrooke School, we aim to ensure that we maximise equity of opportunity for those students who have Pupil Premium status, by responding to the needs identified through national research and individual barriers we identify within the school setting.

Our approach is based on the 4 key areas which impact on the achievement of this group, as identified in research by Lindsay Parish:

- Attendance
- Cultural capital (vocabulary)
- Cultural capital (reading)
- Ambition

The above requires the buy in of all stakeholders, students, parents/carers and school staff.

In addition, we have strands which ensure that students (particularly disadvantaged) have access to the resources required to succeed both in school, outside and in their next steps.

- The Hinchingsbrooke Approach to Teaching (HAT)
- The Hinchingsbrooke Approach to Behaviour (HAB)
- Literacy @ Hinchingsbrooke
- Adapted Curriculums for Years 7 & 8 and KS4

With these core principles in addition to the resources, we aim for all of our pupil premium students to leave Hinchingsbrooke School with outcomes in line with their peers, and which enable them to take their next steps in life.

We are also mindful that since the pandemic mental wellbeing has become a barrier for many students both pupil premium and non-pupil premium. A focus on this element and supporting students will impact on their academic success.

Challenges

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

Challenge number	Detail of challenge
1	<p>A consistently good quality of teaching across all areas:</p> <p>The Hinchingsbrooke Approach to Teaching (HAT) -</p> <p>This aims to ensure that the quality of teaching for all students (including Disadvantaged and Persistently Disadvantaged) is at least good all of the time.</p> <p>The HAT has been introduced in 2020 and is based on the key principles of Rosenshine. All staff at Hinchingsbrooke are expected to use these principles in all lessons with features such as a quiz at the start of lessons to build subject knowledge and the ability to retrieve this knowledge.</p> <p>This approach has also led to the creation and use of knowledge organisers in KS3 and KS4 linked to homework of self-quizzing and a common learning approach of 'Look, say, cover, write, check'.</p> <p>It has also led to a different approach to questioning to ensure all students are thinking and able to give a response. Staff are asked to use a range of techniques to ensure all students, including our disadvantaged and persistently disadvantaged, respond so misconceptions can be tackled quickly and effectively. This approach will enable all students to have consistency of teaching which will enable them to make at least expected progress, if not better.</p>
2	<p>Increasing behaviour issues (especially resilience and attendance):</p> <p>The Hinchingsbrooke Approach to Behaviour (HAB)</p> <p>The pandemic has seen a decline in behaviour standards nationally, in particular resilience and ambition. The HAB has been in existence in some format prior to 2020, but the re-launch and consolidation of the policy will enable practitioners to have a consistent approach which links to the school's core values of high standards, hard work and kindness.</p> <p>We explicitly teach students about our expectations in a range of behaviours including attendance, attitude to learning and resilience, but these need to be constantly revisited and students need to know how to behave at Hinchingsbrooke School to make the most of their learning opportunities inside the classroom and out.</p> <p>We already have attendance tracking and interventions in place, but it is now about embedding these and in particular, tracking the disadvantaged and persistently disadvantaged, incentivising attendance and trying to get students enjoying aspects of their education.</p> <p>Emotionally Based School Avoidance (EBSA) is an ever-growing issue, and one for which there are no easy answers.</p>
3	<p>Literacy Levels :</p>

	<p>Literacy has been identified in much research as a barrier to learning, and the NGRT data, in addition to KS2 SATs confirms that our students follow this national trend.</p> <p>Work on the explicit teaching of Tier 2 and 3 vocabulary needs to be firmly embedded in all areas. Additionally, the latest research indicates that creating a culture of reading for pleasure is also an essential tool to ensure success. As such we have a pastoral Guided Reading Programme in which students are exposed to a range of fiction on a regular basis at pace, to try and cultivate a love of reading. It also exposes students to a wider vocabulary, enable them to talk about issues of a pastoral nature, help embed our core value of kindness and increase cultural capital to allow them access to all aspects of the curriculum.</p> <p>We now need to embed a programme of greater technical reading in curriculum time, as lessons have often taken this aspect away with the saturation of powerpoint lessons.</p> <p>The HAT includes aspects such as models and scaffolds to tackle the increasing gap with extended writing.</p> <p>We also need to focus on oracy as students understanding of audience and tone has depleted since the pandemic and this often has an impact on both behaviour and an ability to express their emotions.</p>
4	<p>A curriculum which is fit for purpose:</p> <p>We have a fully functioning Bridge provision for those students who are not secondary ready and pathways in KS4. With many BTECs being defunded and the level of difficulty being raised new subjects need to be found which meet the needs of the least able students.</p> <p>Likewise, we need to ensure that our core provision meets need and staff have the skills to teach those with greater need.</p> <p>Our Alternative Provision (Gateway) also needs to be reviewed as the number of students now accessing this facility is greater and the nature of their need is changing to be more SeMH and EBSA based.</p>
5	<p>Economic Deprivation meaning a lack of materials:</p> <p>To ensure that all disadvantaged and persistently disadvantaged students have access to key materials and services.</p>
6	<p>Engaging our hard to reach parents;</p> <p>Without the buy in of the persistently disadvantaged parents this journey is made all the harder. We need these parents to engage with the school to ensure their child(ren) attend regularly, access the support and interventions they need and work with us to grow the attitudes of success.</p> <p>Regular contact, especially when things are going well, and support where it is needed, building relationships is the key aim of the school.</p>
7	<p>To achieve a positive value added score for all students:</p> <p>Tracking of all students and groups to ensure that those who are falling behind are quickly identified, their barriers are acknowledged, and relevant intervention is put in place either inside or outside of the classroom.</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
To ensure that all teaching and learning is at least good, all of the time, in all areas.	Learning walks, drops-ins, lesson observations and student surveys to indicate no sub-standard teaching experiences.
To increase resilience and engender a attitude to learning for our disadvantaged and persistently disadvantaged students.	ATL scores at each data drop are increasingly positive.
To improve literacy amongst our disadvantaged and persistently disadvantaged students in addition to those who are not secondary ready.	NGRT annual scores are at least in line with chronological ages for disadvantaged students. Library statistics on book borrowing increases for disadvantaged students. GCSE results year on year increase for disadvantaged students (Progress 8).
For Pupil Premium students in mainstream to achieve a positive Progress 8 score at the end of Year 11.	GCSE Results year on year increase for disadvantaged students (Progress 8).
To continue to identify and fill gaps in learning and for those who are disadvantaged and not secondary ready.	Data drops indicate that students are on track. GCSE Results year on year increase for disadvantaged students (Progress 8).
To ensure that students in our current alternative provision (many of whom a persistently disadvantaged) get qualifications at the end of KS4	GCSE Results year on year increase for disadvantaged students (Progress 8).
For the parents/carers of our pupil premium students to be actively engaged in working with Hinchingsbrooke and working in partnership to support their children)	Higher % attendance at parent's evenings and other events such as Success Evenings. Growing attendance to coffee mornings. Greater engagement in the tutoring programme.

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: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the VP as Pupil Premium Lead	Strategic Overview	1 to 7
Family Worker	To engage with our harder to reach families	2, 6, 7
Literacy Lead Teacher	Improving Literacy in Secondary Schools	3, 7
Literacy TA (Primary Trained Teacher)	Word-gap.pdf (oup.com.cn) Closing the Vocabulary Gap Closing the Reading Gap Reading Comprehension Strategies (EEF)	3, 7
Part Fund the Nurture Provision Teacher	Primary trained staff have demonstrated the skills to bridge the gap for those students who are significantly unready for secondary school and need the foundations embedding before moving on.	1, 2, 3, 4
CPD focused on teaching and learning	Rosenshine's Principles	1, 2, 3, 4, 7
Alternative Provision Online	Experience has shown that alternative providers such as the local college and Nisai do not enable students to leave school with qualifications.	2, 4, 7
Part fund the school counsellor	Cognitive Behavioural Therapy – Youth Endowment Fund Adolescent Mental Health: A systematic review on the effectiveness of school-based interventions	2
TAs to support English and Maths Interventions in Y7 and 8	Teaching Mathematics at Key Stage 3 – GOV.UK Teaching Literacy at Key Stage 3 – GOV.UK	1, 2, 3, 4, 7
Purchase of NGRT tests to be completed on all students annually	Standardised tests can provide a reliable insight into the specific strengths and weaknesses of each student 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, 7
Purchase of CATs tests for all students to be completed on entry (Y6 Taster Days)		1, 7

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

Budgeted cost: £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Workshops for Y7	Oracy as the first step to improving literacy and behaviour. Improving Literacy in Secondary Schools	1, 2, 3, 4
Motivation and Resilience Workshops Y10 and 11	Metacognition and self-regulation/Toolkit Strand/Education Endowment Foundation/EEF	1, 2, 4, 7
Year 11 Motivational Coaching Programmes (Reactiv8 and Fusion)		2, 4, 7
Six Rounds of 12 hours (NTP)	One to one tuition/EEF (educationalfoundationfund.org) Small group tuition/Toolkit Strand/Educational Endowment Foundation/EEF	7
Easter School		7
Masterclasses		7
Individual Tutoring for students no longer in mainstream		2, 3, 4, 7
Subscription to GCSEPod (Y9, 10 & 11)	Impact studies completed by GCSEPod demonstrate that students who regularly use this platform increase their grades on average by one grade Links to Rosenshine's Principals of retrieval practice	4, 7
Positively You Workshops on Study Skills and Exam Skills (Y8 and 10)	Metacognition and self-regulation/Toolkit Strand/Education Endowment Foundation/EEF	4, 7

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

Budgeted cost: £ 147,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Thorpe Park Reward Trip for 100 students	Increased attendance rates when incentivised	2, 6, 7
Dedicated Pupil Premium Administrator	Necessity	1 to 7
Academic Mentors x2	One-to-One Tuition EEF Improving School Attendance	2 to 7
Reward Vouchers	Subjective feedback from students and parents	2, 3, 6, 7
Laptops and access to the internet	Equity of access to IT	2, 3, 5
Guided Reading Literacy Programme – books for Years 7-11	Improving Literacy in Secondary Schools	2, 3, 5, 6, 7
Subscription to 'The Day' for pastoral literacy support	Feedback from staff delivering and students	3
Breakfast Club for FSM students to ensure they have a breakfast and so are set up for the day	Basic nutrition studies	2, 7
Breakfast Club for the exam season to ensure Year 11 can function in their core examinations		7
Fully equipped pencil cases for all Disadvantaged Year 6 students to ensure equity of resources	Equity	5
All Year 6 to get a reading book for summer homework to embed a reading culture.	Improving Literacy in Secondary Schools	2, 3
Reward lunches for a range of groups as a reward for their hard work.	Subjective feedback from students	2, 5, 6, 7
Newsletter to regularly update PP parents of work being undertaken and advice on what they can do at home.	Parental Engagement EEF	6
Coffee Mornings/Afternoons to encourage parental engagement		6
Brilliant Club subscription for 2 Year 9 cohorts.	One-to-One tuition EEF Subjective feedback	2, 6
Peripatetic Music Lessons to support those completing GCSE Music qualifications.	Equity Feedback from students, parents and the Music Department	1, 7
Food Technology vouchers to ensure disadvantaged students can bring ingredients and therefore participate in lessons.	Equity	5, 6, 7
Textbooks for departments to supplement current stocks and encourage reading in lessons and less reliance on powerpoints.	Disciplinary Literacy Improving Literacy in Secondary School	1, 3, 7

Total budgeted cost: £397, 164

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

2022-23

The P8 results for all students was +0.47 and for disadvantaged students it was –0.45. The gap is therefore 0.95. In 2022 the gap was 0.67, and so in line with national figures the gap widened last academic year.

National results:

The KS4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.94. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used.

7 out of the 47 Disadvantaged students in the 2023 cohort were Alternative Provision students. If you take out these 7 students out of the figures the disadvantaged gap is lower than the gap from last year.

Internal data shows that the gap increases during GCSE years, meaning the resilience, motivation and ambition work is crucial, as is the EBSA focus.

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.

Programme	Provider
Y11 Motivational Coaching	Fusion and Reactiv8
Oracy Workshops for Year 7	Talk the Talk UK More Oracy
Motivation and Study Skills Workshops	Learning Performance
NTP	Tutor Doctor Cambridge Part funded by the government

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In addition to the initiatives outlined above we have set up a Services Club in which students meet regularly to support each other and receive support. This includes regular lunches, outings after school hours and socials including their parents.

The impact of that spending on service pupil premium eligible pupils

In last year's exam cohort, there were 10 services students. They performed significantly above the year group as a whole:

Whole Cohort: 300; A8 - 4.94; P8 – 0.47

Services Cohort: 10; A8 – 5.85; P8 – 0.82

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.