

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	1996
Proportion (%) of pupil premium eligible pupils	24.17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2020
Date on which it will be reviewed	December 2023
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	£269,994
Recovery premium funding allocation this academic year	£73,321
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>	£343,315

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 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)
- 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.

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: The Hinchingsbrooke Approach to Teaching (HAT) - 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): 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 new core values of high standards, hard work and kindness.</p> <p>There are now 'Reboot' days at the start of the school year, where we plan to suspend the start of lessons, enabling us to explicitly teach students about our expectations in a range of behaviours including attendance, attitude to learning and resilience.</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.</p>
3	<p>Literacy Levels (particularly reading):</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 has already begun and now 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 plans for a pastoral Guided Reading Programme in which students will be exposed to a range of fiction on a regular basis at pace, to try and cultivate a love of reading. It will also expose students to more 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. Likewise, we are</p>

	<p>embarking on 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>
4	<p>Lost Learning and a curriculum which is fit for purpose:</p> <p>As we emerge for the pandemic, we have recovery curriculums in place to ensure that the loss to learning is mitigated and gaps are closed as far as possible. We are aware of the students who did not engage with us as regularly (often our persistently disadvantaged) and have planned work to close gaps and help to catch up on missed elements.</p> <p>Likewise, the nature of the students joining us is changing, and not just due to the pandemic. Even pre-pandemic we were experiencing a higher than normal number of students who are not secondary ready. In 2018 we introduced a nurture facility to accommodate these students, again a high percentage of which are SEND and/or persistently disadvantaged. This has grown and developed in subsequent years and is reviewed constantly to ensure it meets the needs of each new intake.</p> <p>We have also ensured that students have the right curriculum for them as they move from KS3 to KS4 with a number of stepping stone qualifications. The selection of students is very much based on our knowledge of them as individuals as well as their educational needs.</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> <ul style="list-style-type: none"> Devices and the internet at home Trips and extra curricular activities Ingredients for food lessons Stationery and revision books External tutoring Peripatetic music lessons Counselling and coaching
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 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.	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 caused by the pandemic 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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the VP as Pupil Premium Lead	Strategic Overview	1 to 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	1, 7

Purchase of CATs tests for all students to be completed on entry (Y6 Taster Days)

they receive the correct additional support through interventions or teacher instruction:
Standardised tests/Assessing and Monitoring Pupil Progress/Education endowment Foundation/EEF

1, 7

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

Budgeted cost: £80,500

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: £ 142,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thorpe Park Reward Trip for 100 students	Increased attendance rates when incentivised	2, 6, 7
Dedicated Pupil Premium Administrator	Necessity	1 to 7
Academic Mentor	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 7-10	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 with a talent or completing GCSE Music qualifications.	Equity	1, 7

	Feedback from students, parents and the Music Department	
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: £342, 315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil

2021-22

The impact of COVID-19 was widely felt in all areas of the school, but none more so than with disadvantaged students. Attendance and getting students back into lessons proved to be one of the greatest challenges we faced and took considerable time and effort. This remains an issue which is reflected nationally with unauthorised absence and in-school truancy. This has led to a rewards trip being introduced for disadvantaged students for 2022-23.

Likewise considerable gaps were identified in the curriculum which led to a new teaching approach with a real focus on knowledge-based learning and retrieval practice. This has taken time to embed, but internal data suggests that the quality of teaching in most areas is at least good. Examination results in 2022 suggest that some subjects were worse hit than others – notable the practical subjects, such as Art and DT. Subjects were tasked with delivering recovery curriculums and evidence suggests (2022 exam results) that this was generally successful with a majority of qualifications gaining attainment results above the national average in each case. Overall, the schools Progress 8 result was very encouraging (0.35) and although the gap for disadvantaged opened, their result was also higher than it has been previously. Results are often hit by those students in alternative provision, in which the disadvantaged cohort have a higher representation.

Many interventions were offered across the school. The NTP had impact, and in most cases, students who were involved in more than one round increased their result by at least one grade, making at least expected progress. The issue was those students who needed intervention but were unwilling to give their time to receive it. This led to a lot of communication with home and rewards being put in place to incentivise the programmes.

A lot of work occurred around both behaviour and well-being starting with the new reboot programme at the start of term and shared with parents through the Success Evenings in both KS3 and KS4. The school has been clear about the way we teach, the way we learn and the way we behave. These new strategies will take time to embed, but indications already suggest a change in culture towards more positive choices being made and students understanding that standards are higher.

The new behaviour policy started well, but more work needs to be done around the one school rule of respect and resilience generally. Workshops helped to highlight and give students the tools to improve their resilience, but the long-term impact was less successful. With the introduction of a new MIS system in 2022-23, accountability will be in place. Likewise, this new system enables us to have a centralised rewards system for all students, and it is noted that revisiting and embedding the workshop techniques into our lessons on a day-to-day basis will have longer lasting impact.

A lot of work has been put into the literacy strategy, although logistics meant the Guided Reading Programme was not introduced as we had hoped. It will be launched in September 2022 for Year 7 in September, linked to the summer homework project on 'Dare to be You' and 'You Are Awesome' which also encourages students to take more risks and so it is hoped more opportunities which are on offer to them.

Engagement with parents has always been difficult with HInchingbrooke parents, and more so with the disadvantaged parents. This year we have introduced coffee mornings and afternoons, including with our Year 6 parents, and have made connections with staff from our feeder schools. The numbers engaging is small but encouraging. The plans are to continue to offer this and survey parents to look for barriers, and then try to mitigate these. We also plan to regularly contact all Pupil Premium parents with newsletter to make clear the work we are doing and the impact it has.

Interviews with individual students has been well executed in Years 7 and 8, meaning students material needs have been quickly identified and resolved. A lack of dedicated staff means not all students had this individual interview, and resources were placed where the need has been greatest. Changes in personnel and staff absence has added to this issue. As such getting more staff working with the identification of need is a priority next academic year.

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 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***

The impact of that spending on service pupil premium eligible pupils

--

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.