

# PUPIL PREMIUM STRATEGY STATEMENT

## This is to be read in conjunction with the college's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2021 to 2023 academic year) funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our college.

## Summary

Details	Data
College name	Hewens College
Students in college	456
Proportion (%) of pupil premium eligible students	37.5%
Academic year or years covered by this strategy	2022-2024
Publish date	01 September 2023
Review date	31 August 2024
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Marlene Littlefair, Principal
Governor lead	Claudette Hanson, Chair of Local Advisory Board

## Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£176,985 (based on 171 eligible students)
Recovery premium funding allocation this academic year	£47,196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£224,181

## Pupil Premium Strategy Plan

### Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Hewens College. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our students are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the college such as those with Special Education Needs, and those identified as EAL. The College's statement of intent can be read in detail in its Pupil Premium Policy - <http://hewenscollege.ovw8.devwebsite.co.uk/attachments/download.asp?file=12&type=pdf>

## Challenges

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

<b>In-college barriers (issues to be addressed at college level, such as poor literacy skills)</b>	
<b>A</b>	Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.
<b>B</b>	Resilience for learning: a significant number of PP students lack concentration and stamina for learning, which can manifest in low disruption in class. These students require support for completion of their work.
<b>C</b>	Low social and emotional skills: we need to put in support for PP students who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
<b>External barriers (issues which also require action outside college, such as low attendance rates)</b>	
<b>D</b>	Attendance: attendance rates of PP students are typically lower than that of their peers.
<b>E</b>	Engagement of parents, guardians and carers: attendance at Academic Review and information evenings is low for PP. Many cannot or do not support their child with their homework.
<b>F</b>	Aspiration: some PP lack aspirational goals and disengage with education.
<b>Desired Outcomes</b>	
<b>A</b>	Close the literacy achievement gap between national all students and Pupil Premium.
<b>B</b>	Ensure PP students have ample time, space and resources to complete their work in class. Ensure PP students achieve or exceed their subject targets.
<b>C</b>	Reduce the number of behaviour incidents of PP students through pastoral support from the teacher and support staff.
<b>D</b>	Attendance of disadvantaged students to be better than national averages.
<b>E</b>	A greater number of parents, guardians and carers attend meetings and ensure their child has access to after college and holiday booster and activity programmes.
<b>F</b>	Improve students' wider involvement in college life so they can apply their knowledge in real life situations.

## 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.

Aim	Target	Target date
Progress 8	For Pupil Premium students to achieve at least national average progress, and make at least the same amount of progress as non-Pupil Premium students.	Sept 24
Attainment 8	For Pupil Premium students to achieve at least national average attainment, and reach at least the same level of attainment as non-Pupil Premium students.	Sept 24
% grade 5+ in English and Mathematics	For Pupil Premium students to achieve at least national average percentage, and achieve as well as non-Pupil Premium students.	Sept 24
Attendance	For Pupil Premium students to attend for at least 96% of the time	Sept 24

## 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 priorities for current academic year (inc CPD, recruitment and retention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p><b>Recruitment of quality professionals to deliver specialist subjects.</b></p> <p>Recruitment and retention of high-quality subject staff.</p>	<p><i>"It is our belief that high-quality teaching is the most important aspect of the learning experience. It is great to see that the whitepaper outlines plans to support colleges and providers to recruit, retrain and develop teaching staff."</i> <b>NCFE</b></p> <p><i>"It will also give those from disadvantaged backgrounds the chance to climb the skills ladder of opportunity, through flexible learning and training"</i> <b>Chair of the Education Select Committee, Robert Halfon MP, Skills For Jobs white paper</b></p>
Priority 2	<p><b>High quality homework for all students, with relevant links to learning in class.</b></p> <p>Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle.</p>	<p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention.</i> <b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 3	<p><b>Professional development, training and support.</b></p> <p>Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring.</p>	<p><i>Good teaching is the most important lever colleges have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p><b>EEF Guide to Pupil Premium.</b></p>
<p><b>Barriers to learning these priorities address:</b> Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.</p>		

Projected  
spending

£78,000

## Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	Additional interventions in literacy and numeracy for disadvantaged students.	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary colleges, and for subjects like reading and mathematics.</p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 2	Supporting the social, emotional and mental health needs of disadvantaged students	<p>Schools now face significant challenges to ensure its continuing success. The pandemic has disrupted education like never before and the road to recovery will require robust strategies.</p> <p>The EEF has found that SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic. <b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 3	Use of 1:1 tutoring in identified subjects	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>

<b>Priority 4</b>	<b>Targeted parental workshops and subsidised resources to support at home</b>	<i>The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</i> <b>EEF Research 2019.</b>
<b>Barriers to learning these priorities address:</b> Barrier B - Resilience for learning. C - Low social and emotional skills. Barrier F - Aspiration		
<b>Projected spending</b>	<b>£ 85,000</b>	

## Wider strategies for current academic year (inc attendance, behaviour and wellbeing)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p><b>PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home.</b></p> <p>Students are also supported in improving their personal development skills. Assemblies introduce the 6Rs and tutors and outside speakers to deliver on social interaction and communication skills in small groups and in year groups.</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 2	<p><b>PP students to receive extra support for their learning through small group tuition in after college boosters.</b></p> <p>PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
Priority 3	<p><b>Improve attendance and reduce persistent absence for PP students.</b></p> <p>Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p><b>The Department for Education (DfE), 2016.</b></p>
Priority 4	<p><b>Increase parental engagement.</b> Invitations to parents/carers/guardians to attend</p>	<p><i>The EEF has tested a number of interventions designed to improve students' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to</i></p>



	meetings workshops and information events. to discuss progress	<p><i>prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>
<p><b>Barriers to learning these priorities address:</b> Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.</p>		
Projected spending	£ 65,000	

**Total budgeted cost: £ 228,000**

## Review of outcomes in the previous academic year

### Pupil premium strategy outcomes - student performance overview for last academic year

Measure	Performance
Progress 8	-0.26 disadvantaged (-0.12 all students)
EBacc entry	53% disadvantaged (35% all students)
Attainment 8	38.8 disadvantaged (39.7 all students)
% grade 5+ in English and Mathematics	33% disadvantaged (35% all students)

### Review: last year's aims and outcomes (review of 2022/2023 spend)

Aim – desired outcome, and chosen action and approach	Outcome
<b>Teaching priorities for current academic year (inc CPD, recruitment and retention)</b>	
<b>Recruitment of quality professionals to deliver specialist subjects.</b> Recruitment and retention of high-quality subject staff.	Staff have been recruited and steps have been taken to retain staff in Humanities and English, Science and Mathematics.
<b>High quality homework for all students, with relevant links to learning in class.</b> Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle.	Schemes of work have been updated along with curriculum maps which provide relevant links to learning in class and at home. Alliances focus on targeting all students including pupil premium.

<p><b>Professional development, training and support.</b>          Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring.</p>	<p>Alongside the official Trust 6 Days of INSET in September April and January The weekly CPD programme of Professional development is focussed on quality first teaching. This contributed to most staff being judged to have consistently good teaching with a number who were outstanding.</p>
<p><b>Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)</b></p>	
<p><b>Additional interventions in literacy and numeracy for disadvantaged students</b></p>	<p>There have been targeted interventions in Literacy and Numeracy particularly in English and Mathematics for groups who needed additional support. 2 members of staff were assigned to support one in inclusion and two in SEND. There has been one overall numeracy day where all students took part either in tutor groups or in their subjects areas. There has also been one overall Literacy Day where students worked in tutor time.</p>
<p><b>Supporting the social, emotional and mental health needs of disadvantaged students</b></p>	<p>The weekly year group assemblies and the tutorial programme have met the needs of the students during the course of the academic year. Apart from assemblies on being resilient, collaboration and responsibilities, we plan to conduct assemblies for this term dealing with celebrating achievements, random acts of kindness, celebration choice and individuality , working together. We have had 4 of groups which have spoken to our students around mentoring, support, encouragement and achievement and sexual health and relationships.</p>
<p><b>Use of 1:1 tutoring in identified subjects</b></p>	<p>Small groups in Year 11 received targeted support from 2 members of staff. One-to-Ones took place with students in Year 11 who found it difficult to focus in lessons. We have also targetted students who are PP and also EHCP who received 1:1 support with SEND dealing with their emotions and using the zones of regulation programme.</p>
<p><b>Targeted parental workshops and subsidised resources to support at home</b></p>	<p>Academic Review Days were opportunities to provide guidance and support to students and parents who have welcomed the opportunity and have raised key issues with staff. We plan to have targeted parental workshops in Year 11 similar to last year and to widen the opportunity for all years so that they can benefit from support and guidance form colleagues.</p>

<b>Wider strategies for current academic year (inc attendance, behaviour and wellbeing)</b>	
<p><b>PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home.</b></p>	<p>Lesson observations indicate that teachers successfully embedded Zones of Regulation. All classes implement the Zones of Regulation and support students in improving their personal development skills. Rewards such as vouchers and hot chocolate sessions have been well appreciated and the Learning walks in 2022 found that students were happy in College and were well supported in their personal development.</p>
<p><b>PP students to receive extra support for their learning through small group tuition in after college boosters.</b> PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p>After college Focus on Year 11 PP interventions resulted in increased outcomes for students. Small groups were tutored in including English and mathematics and Science, Humanities and Languages with some in Language performing well above national average. October, February, Half terms and April interventions helped students to prepare well for exam and assessments. Spring data was an improvement on the autumn data re assessments. In the summer term, towards the end of the day for 30 minutes, Year 11 students were given further boosters to help them prepare for their exams. This helped students to focus on exam rubric, how to plan material for exams.</p>
<p><b>Improve attendance and reduce persistent absence for PP students.</b> Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p>This is a focus on attendance for students and those on the PP register. The college has continued to work effectively with the participation team and have is still making efforts to reduce persistent absence which is above national average. This still remains a key target for us.</p>
<p><b>Increase parental engagement.</b> Personalised invitations to PP parents, guardians and carers to workshops and information events.</p>	<p>In person attendance to Year 11 information evenings was over 85%. As a result, Year 11 PP students made good progress last year. LPPA re-accreditation is a target for the college for this academic year.</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring enough time is given over to allow for staff professional development	Protect CPD time at the very least fortnightly on Thursdays. INSET time to be best used for focused activities during the week in alliances. We also need to protect time to plan a re-start the colleges' regular CPD slots before the start of the day where we will look at further PP development for staff.
<b>Targeted support</b>	Increased need but insufficient staff available to deliver in class support	Support has been provided for EAL and SEND students. Timetable intervention sessions with subject teachers allows for small groups to be deployed to enhance the level of support provided. This year we have worked very closely with colleagues to further target PP students and we are reviewing this on a regular basis. We would need to factor in the time for us to be able to do this effectively.
<b>Wider strategies</b>	PP students and/or their parents, guardians and carers do not engage with the additional provisions	Continue to vary the methods used to communicate with parents. Increase use of text messaging and in person opportunities. Based on the feedback from Open Evenings we plan to have open or coffee mornings targeted at our PP student's parents and carers to strengthen the connection with them. We are already increasing our online foot print to further connect with them.