

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 2024 to 2025 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	471
Proportion (%) of pupil premium eligible students	38.3%
Academic year or years covered by this strategy	2024-2025
Publish date	01 September 2024
Review date	31 August 2025
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	£ 189,000 (based on 180 eligible students)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£189,000

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 - <https://www.hewenscollege.co.uk/policy-documents>

Challenges

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

In-college barriers (issues to be addressed at college level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.
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.
C	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.
External barriers (issues which also require action outside college, such as low attendance rates)	
D	Attendance: attendance rates of PP students are typically lower than that of their peers.
E	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.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all students and Pupil Premium.
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.
C	Reduce the number of behaviour incidents of PP students through pastoral support from the teacher and support staff.
D	Attendance of disadvantaged students to be better than national averages.
E	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.
F	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 25
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 25
% 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 25
Attendance	For Pupil Premium students to attend for at least 96% of the time	Sept 25

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>Recruitment of quality professionals to deliver specialist subjects. 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> NCFE <i>"It will also give those from disadvantaged backgrounds the chance to climb the skills ladder of opportunity, through flexible learning and training"</i> Chair of the Education Select Committee, Robert Halfon MP, Skills For Jobs white paper</p>
Priority 2	<p>High quality homework for all students, with relevant links to learning in class. 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> EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Professional development, training and support. 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> EEF Guide to Pupil Premium.</p>
<p>Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.</p>		

Projected spending £70,000

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>EEF Teaching and Learning Toolkit October 2018.</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. EEF Teaching and Learning Toolkit October 2018.</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>EEF Teaching and Learning Toolkit October 2018.</p>

Priority 4	Targeted parental workshops and subsidised resources to support at home	<p><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></p> <p>EEF Research 2019.</p>
<p>Barriers to learning these priorities address: Barrier B - Resilience for learning. C - Low social and emotional skills. Barrier F - Aspiration</p>		
Projected spending	£70,000	

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

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p>PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home.</p> <p>Students are also supported in improving their personal development skills. Assemblies introduce Hewens Way and Hewens Behaviours (SPIRIT) 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>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	<p>PP students to receive extra support for their learning through small group tuition in after college boosters.</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>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Improve attendance and reduce persistent absence for PP students.</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>The Department for Education (DfE), 2016.</p>
Priority 4	<p>Increase parental engagement. 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</i></p>

	meetings workshops and information events. to discuss progress	<p><i>been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
<p>Barriers to learning these priorities address: 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	£50,000	

Total budgeted cost: £190,000

Review of outcomes in the previous academic year

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

Measure	Performance
Progress 8	-0.41
EBacc entry	40%
Attainment 8	34.8
% grade 5+ in English and Mathematics	20%

Review: last year's aims and outcomes (review of 2023/2024 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (ink CPD, recruitment and retention)	
Recruitment of quality professionals to deliver specialist subjects. Recruitment and retention of high-quality subject staff.	All classes have a specialist teacher. This was achieved with a carefully structured timetable. Robust subject CPD in place for all teachers.
High quality homework for all students, with relevant links to learning in class. Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle.	Homework schedule in place and all students have access to home learning online platforms. Investment in a literacy programme for KS3.
Professional development, training and support 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.	75% lessons observed were graded as good or better. All ECT's successfully completed their ECT year
Targeted academic support for current academic year (ink tutoring, one to one support, structured intervention)	
Additional interventions in literacy and numeracy for disadvantaged students	There are targeted interventions in Literacy and Numeracy. There are appointed staff in KS4 to support underachievement. There is an inclusion class to focus on closing gaps. Whole school literacy and numeracy drive with form time activities. Numeracy Day for all students. 1-1 interventions for reading fluency for underachieving students.
Supporting the social, emotional and mental health needs of disadvantaged students	Pastoral programme that involved assemblies, a tutor time programme and weekly PSHCE lessons for Year 7, 8 and 9. There is a focus on wellbeing and emotional regulation along with a rewards drive and achievement assemblies. Inclusion Mapping is completed for the whole College, staff are aware of the contextual challenges the student bring. There is mentoring at school level, counselling,

	workshop support and external agency support. Brook and British Red Cross run workshops about healthy relationships, sexual health and developing resilience. There have been aspiration workshops and inspirational speakers to raise achievement
Use of 1:1 Tutoring in identified subjects	Maths and English 1-1 support with TLA's. This has been in class and out of class Reading intervention 1-1 has been successful EAL targeted support in class and out of class.
Targeted parental workshops and subsidised resources to support at home	Parental workshops for Mymaths and exam success took place. Brilliant parenting workshops for targeted students. Letters have been
Wider strategies for current academic year (inc attendance, behaviour and wellbeing)	
PP students are equipped with strategies which they can utilise to regulate their own feelings and emotions in college and at home.	Personal development drive and embedded Hewens Way and Hewens Behaviours have seen behaviour data improve. This has been through a focus on self regulation, a focus on wellbeing in the form time programme and introduction of weekly PSHCE lessons. Aspirational workshops and assemblies have developed students skills to manage emotions. Student leadership programme to develop employability skills
PP students to receive extra support for their learning through small group tuition in after college boosters.	Intervention and booster classes have increased progress scores. PP achievement has improved
Improve attendance and reduce persistent absence for PP students	PA rate has reduced by 50%. Attendance figures have increased
Increase parental engagement	This is ongoing, there was an increase in Y11 parents evening with 79% attendance Year 8 Options Evening 93% attendance LPPA reaccreditation in February 2023

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday. INSET time to be best used for focused activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	Ensure support requirements are factored into whole college timetabling.
Wider strategies	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.