

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hailsham Community College (Secondary)
Number of pupils in school	1130 (years 7-11)
Proportion (%) of pupil premium eligible pupils	27% (increase of 3% from 2020-21) NB: National average is currently 18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	31/12/21
Date on which it will be reviewed	December 2022
Statement authorised by	C. Maxwell
Pupil premium lead	R. Newman
Governor / Trustee lead	S. Weiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,760.00
Recovery premium funding allocation this academic year	£41,597.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£70,818.00
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	£372,175.00

Part A: Pupil premium strategy plan

Statement of intent

At HCC our vision is paramount to ensure that HCC provides an excellent education for our learners which prepares them for their futures. Our mission is to inspire learning which will form the foundations for successful futures irrespective of learner's backgrounds, challenges or socio-economic status. The individual needs of our learners is our determining factor, not labels. By focusing on the needs of our learners, we are able to provide individualised support, rather than a blanket, one size fits all model.

Quality first teaching is at the heart of our approach. Our leverages for success support this focus, consistency, and whole school approach of high expectations for all. Through appropriate classroom assessment and recording of learner's progress, staff are able to intervene early and provide necessary support to remove barriers to learning and narrow any gaps between peers.

In addition, our strategy is underpinned by a strong focus on raising aspirations among our learners and increasing the level of engagement in education from both students and parents. This also includes a strong pastoral support system to support learners emotional wellbeing and mental health and includes an alternative provision programme for learners at risk of exclusion.

Challenges

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

Challenge number	Detail of challenge
1	<p>Below expected levels in Literacy & Numeracy on entry for year 7.</p> <p><i>Our CAT score results for our current year 7 group, evidence students in receipt of free school meals are below average compared with those who are not, in all categories.</i></p> <p><i>In addition, the CAT scores evidence 50% of the year 7 cohort are expected to achieve a grade 5 or above in English Language, 41% for Maths and 43% for Combined Science.</i></p> <p><i>Our reading assessments indicate 16% of students in year 7 have a standardised score below average.</i></p> <p><i>38% of students in year 7 have a reading score below their chronological age.</i></p> <p><i>(data correct as of March 2021)</i></p>
2	<p>Attendance of learners within the disadvantaged cohorts.</p> <p><i>Historic data (prior to Covid-19) confirmed attendance is lower for disadvantaged students compared to their peers.</i></p>

	<i>Absence and persistent absence rates in the highest 20% of all schools nationally (IDSR report)</i>
3	<p>Parental engagement in particular attendance at parent evenings within the disadvantaged cohorts.</p> <p><i>Historic data (prior to Covid-19) confirmed attendance to parents evening for disadvantaged families is lower compared to their peers. Covid-19 and the advent of online parental events has created a further need to focus on parental engagement.</i></p>
4	<p>Student engagement and behaviour within the disadvantaged cohorts.</p> <p><i>Historic data over the last 3 years show that boys make up 76% of all fixed term exclusions and PP students account for 67%. Despite this figure reducing overall across the college focus is needed on our disadvantaged group.</i></p>
5	Emotional well-being and mental health concerns for learners following Covid-19.

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 (by 2024/25)
Increase in the number of students achieving grade 4+ in English and Maths in year 11 to be above the national average.	Indicator grades at beginning of Year 11 being met or higher result received for final GCSE result.
Improved attendance and reduced rates of persistent absence in particular for disadvantaged group to be above national averages.	<p>Percentage of attendance for pupil premium cohort is line or above non-pupil premium cohort</p> <p>Pupil Premium average attendance is at or above the national average</p> <p>Persistent absence rates above national average.</p>
Improved learner engagement, as well as parental involvement supporting home learning	<p>Increased attendance at key events such as parents' evenings, careers information evenings etc.</p> <p>Reduction in number of behaviour points given for disruption to learning, late to lesson, non-completion of homework for disadvantaged learners. Other behaviour statistics to reflect no discernible difference between non disadvantaged students and disadvantaged students.</p> <p>Attendance of Champions hour</p> <p>Student and parent surveys results.</p>

Improved standardised scores for reading for all students.	<p>Regular use of Bedrock for all students across all subject areas.</p> <p>Increase of standardised score at each reading assessment point or following a reading intervention.</p> <p>Pupil premium students regularly using tier 2 and 3 vocabulary with confidence across the board in all subjects</p>
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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: £108,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Rosenshine teaching practices in all subjects.	<p>Incorporating into teaching and learning leverages to ensure consistency. Making sure teachers are avoiding 'spoon feeding' and challenging all students to think independently and to contribute to class discussions</p> <p>Four ideas for applying Rosenshine's Principles (sec-ed.co.uk)</p>	1 & 4
Investing in regular research focused professional development for staff to ensure quality first teaching.	<p>To continue driving the improvement of our teaching and learning, which includes the employment of a research-lead. All staff CPD focus is informed by and centres around the latest education research.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/research-schools-network</p>	All
Additional teaching group in English, Maths & Science	<p>To enable core subjects DOL's flexibility to group students to support higher quality and quantity of feedback pupils receive.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	All

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

Budgeted cost: £185,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring in English & Maths for low-attaining disadvantage learners in KS3 and KS4.	Tuition targeted as specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both in one-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1 & 3
Reading & Literacy interventions	Whole school literacy approach Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1
Academic mentoring for key students in disadvantaged groups focusing on need of individual learner.	Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2 & 3
Champions hour after school to support home learning focus.	Homework EEF (educationendowmentfoundation.org.uk)	1 & 4
Secondary Language link & Talk Fitness intervention	SLCN Blog Practical Speech and Language Thinking.	4 & 5

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

Budgeted cost: £78,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance consultant working with PA.	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) An evidence informed approach to... Durrington Research School	All
Joined-up approach with the careers team to provide bespoke support for PP	DRAFT Careers Statutory Guidance (publishing.service.gov.uk) Page 12	2, 3 & 4

students. 1:1 support sessions, drop-in session and external speakers		
Peer mentor programme	Supporting mental health in secondary schools Secondary school mental health and wellbeing Anna Freud Centre	4 & 5
Pastoral Support Staff	Supporting mental health in secondary schools Secondary school mental health and wellbeing Anna Freud Centre Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	4 & 5
Alternative provision for learners at risk of exclusion.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	All
Subsidised music lessons for PP students	Microsoft Word - NPME FINAL (publishing.service.gov.uk) Page 42	1, 2, 4 & 5
Bespoke service for parents providing support on the following themes: Understanding reports and grading systems, use of online platforms, key dates etc. In addition, parent workshops on supporting students emotional well being.	Parental engagement EEF (educationendowmentfoundation.org.uk)	3
Extra curricular activities	Experiences of poverty and educational disadvantage (summary) (jrf.org.uk)	2, 4 & 5
Girls network	Monitoring, Evaluation, Research and Learning The Girls' Network (thegirlsnetwork.org.uk)	2, 4 & 5
Forest School	Forest Schools: impact on young children in England and Wales - Forest Research	1, 2, 4 & 5
Book Trust	Impact BookTrust	1, 2, 4 & 5

Total budgeted cost: £372,175

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

To improve Progress 8 score

External exams were not taken in 2021 due to Covid-19 and were replaced with teacher assessed grades.

Since 2018-19 whole college data has seen an increase in our P8 score overall. However, in the 20-21 year this did drop slightly highlighting the impact of Covid-19. Therefore, continued focus is required across the college with our disadvantaged groups.

To improve Attainment 8 score

External exams were not taken in 2021 due to Covid-19 and were replaced with teacher assessed grades.

Since 2017-18 whole college data has seen a steady increase in our A8 score. This has continued to increase in 2020-21 and is above the national average for pupils eligible for free school meals (data correct as of April 2021)

To improve percentage of Grade 4+ in English and maths

External exams were not taken in 2021 due to Covid-19 and were replaced with teacher assessed grades.

Our internal whole school data confirms the percentage of students with 9-4 grade in English and Maths has slightly improved from previous years. However, continued focus is required for our disadvantage groups.

Improve attendance

Whole school attendance was impacted significantly by Covid-19. Despite this, indications suggest our attendance for our disadvantaged cohort are above national average in 2021-2022 year to date.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock Vocabulary	Bedrock Learning
Accelerated Reader	Renaissance learning
Secondary Language Link	
Educake	Educake
MyMaths	Oxford University Press
Seneca	
Access your Potential	Andrew Wright
Class Charts	
Provision Map	
Mathswatch	