

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hedingham School
Number of pupils in school (October Census)	1140
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	19 December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Headteacher and Governing Body
Pupil premium lead	Paul Finch
Governor / Trustee lead	Jeff Carlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,595
Recovery premium funding allocation this academic year	£45,264 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,537
Total	£255,366

Part A: Pupil premium strategy plan

Statement of intent

Our intent for disadvantaged students sits “shoulder to shoulder” with that of all of our students at Hedingham School:

- For students to thrive within a vibrant learning environment where they are encouraged to “think” and develop a depth of knowledge and skills, regardless of their starting point.
- We value a holistic approach to developing the whole child, encouraging involvement in all facets of school life including a rich and varied enrichment/leadership programme.
- We aim to raise lifelong aspirations by removing barriers and broadening horizons.
- We encourage students to be active citizens that contribute positively to the school community and beyond.

We recognise that there are a multitude of circumstances in life that present our disadvantaged students with additional challenges, so the purpose of our pupil premium strategy is to tackle those challenges and overcome them together.

We endeavour to avoid labelling of students and provide support in a subtle way.

Our pupil premium strategy plan focuses on the following key strands:

1. Quality first teaching and access to the curriculum:

- Our in-school belief is that the single factor that has the biggest impact on learning and progress is consistently excellent teaching. This is one that has been supported by a wealth of academic research. The recruitment, training and development of an excellent team of teachers is vital.
- We work to provide a flexibility to the curriculum so to meet the specific needs of all of our disadvantaged students, ensuring that learning pathways are appropriate, aspirational and motivating.
- Prioritising literacy and reading development

2. Supporting wider personal development and well-being

- Broadening horizons through engagement in a highly effective PD programme
- supporting anxieties and wider mental health needs, including but not restricted to, those relating to the Covid pandemic
- Encouraging involvement in the broadness of the school offer (enrichment, leadership)

3. Targeting Academic Support

- Building staff capacity (primarily in the core subjects) to provide bespoke support to address misconception and learning barriers
- To support the diversity of student need (peer mentors, staff mentors, peer tuition)
- Engaging in the National Tutoring Programme

Challenges

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

Challenge number	Detail of challenge
1	Knowledge and Skills: Not all PP students are making progress at a comparable rate (to Non disadvantaged students) and securing positive P8 outcomes.
2	Attendance; Not all PP students attend school as regularly and consistently as Non PP students.
3	Motivation and Engagement: Lower participation levels in clubs, extra-curricular opportunities and enrichment sessions.
4	Aspiration: Poorer parental engagement with some PPG students resulting in lower aspiration as well as increased levels of absence and PA with PPG students
5	Literacy and Vocabulary Levels: A disproportionate number of PPG students have a reading age below their chronological age.
6	Higher levels of challenging (Tier 3) behaviour from PPG students

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure (red) whether they have been achieved.

Intended outcome	Success criteria
<p>Knowledge and Skills: Some PPG students demonstrate poor resilience and focus in the classroom. Average data for attitude to learning score is lower with PPG students than all others indicating a lower degree of resilience when faced with challenge and an inability to maintain purposeful focus. As a consequence, not all PPG students are making expected progress.</p> <p>Intended outcomes:</p> <ul style="list-style-type: none"> Strategies in the classroom to develop stronger resilience and self-reliance. Improved PPG engagement through use of improved classroom pedagogy. Close communication between Pastoral, SEN, intervention, attendance and Teaching & Learning teams so to ensure that PPG students engage and demonstrate strong progress Curriculum development to ensure a broad, challenging and well sequenced curriculum in all subject areas. 	<ul style="list-style-type: none"> Increased personalisation of learning. Increased teacher ability to meet the learning need of all students – evident through lesson observations Progress trends against aspirational targets (especially in English, Maths and Science) Flexible Curriculum offer that results in a positive impact on PPG attitudinal data

<p>Attendance</p> <p>Students.</p> <p>Students that are persistently absent.</p> <p>To provide capacity for strategic family support.</p> <p>Support families with improving pupil attendance</p>	<ul style="list-style-type: none"> • Improved attendance statistics with PPG students – narrowing the gap with non-disadvantaged. • Impact data with individuals with whom there has been intensive work.
<p>Motivation and Engagement:</p> <p>There are currently lower participation levels in clubs, extra-curricular opportunities and enrichment sessions for PPG students.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Centralised enrichment programme that is more easily communicated to all. • Increasing the breadth of extra-curricular provision that reflects preferences generated through student voice. • Improved tracking of enrichment attendance through use of electronic personal registration (QR Codes) • PPG students more readily buy into the prevailing ethos of the school 	<ul style="list-style-type: none"> • Mood scale analysis shows increase in contentment in school • Increased PPG attendance in extra curricular opportunities • Increased PPG presence within school council • Increase in PPG school leaders (prefects) • Improved PPG attendance within examination revision opportunities
<p>Aspiration:</p> <p>PPG parental engagement in parents evening is below that of non PPG students</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Build strong relationships with all pupils and families • Improve communication channels so to develop connection and belonging • Broaden horizons through a strong careers programme that gives a target to aim at. • Launch of new Arbour Parental App that enables regular parental engagement in their child's successes in school • PPG students continue to achieve improved levels of attendance and that there are fewer PPG students that are PA 	<ul style="list-style-type: none"> • Increased parental engagement percentages at parent's evenings • Growing percentage of PPG parents who access Arbor App • Curriculum wide careers programme delivered through centralised weeks across all year groups • Improvement of school website and social media channels • Reduce attendance gap between PPG and non PPG students • Reduce the number of PPG students that are PA
<p>Literacy and Vocabulary Levels:</p> <p>A disproportionate number of PPG students have a reading age below their chronological age.</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Reduce the vocabulary gap • Encourage a love for reading for pleasure maintaining some of the reading habits developed in Primary School • Improve the provision for literacy across classrooms 	<ul style="list-style-type: none"> • Improvement in annual reading age tests demonstrating a narrowing in gaps between actual and expected reading age. • Increase in use of Learning Centre (book withdrawals) for PPG students • Thinking Reading data (yr 7 & 10) • Students have the opportunity to read a wide variety of texts in all subject areas.

<ul style="list-style-type: none"> • CPD for staff on how to explicitly teach reading in subject areas • Launch of “Thinking Reading” programme 	
<p>Higher levels of challenging (Tier 3) behaviour from PPG students</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Close support for PPG students so to manage behaviour more effectively (provided by Heads of Year and pastoral staff) • Increased staff awareness of student need to better cater for students in the classroom (through fortnightly staff briefings) • Increasing aspirations of PPG students to ensure that they have something to aim at. • Increasing flexibility of the curriculum to include vocational options to enhance student motivation and behaviour. 	<ul style="list-style-type: none"> • Regular behaviour patterns evidence an improving trend – less reported Tier incidents with PPG students • A reduction in school sanctions and suspensions for PPG students • Improved ATL scores for PPG students

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: £38,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduced class sizes in Mathematics, English and Science</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 3, 4, 5
<i>Teaching and Learning Development Time</i> – *Literacy *Personal Development *Strategies to support reading *Self Regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4, 5
<i>Diagnostic testing</i> *CATS – Year 7 *Reading Tests	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
<i>Recruitment of TA's to support students in lessons and interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4, 5
<i>ICT resources for home use</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2
<i>Nurture Groups – Yr 7&8</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming	1, 4, 5
<i>Vocational curriculum offer</i>		1, 3, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Intervention and support strategies including Thinking Reading Literacy not Languages</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4
<i>Accelerated Reader</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 4
<i>Peer Mentoring/ Peer Tutoring</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 4
<i>Academic mentoring at Year 11</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 4
<i>Paired Reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer/Attendance solutions</i>	https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium	1, 2, 3, 4
<i>Pastoral support assistant</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4, 5
<i>Behaviour support plans</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 4, 5
<i>Enrichment support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2

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 2022 to 2023 academic year.

Internal Progress:

Progress figures are based on progress against FFT20 aspirational target grades.

Year Group	Subject Progress Score Non PPG	Subject Progress Score PPG	Subject Progress Score Non PPG	Subject Progress Score PPG	Subject Progress Score Non PPG	Subject Progress Score PPG
	Collection 1	Collection 1	Collection 2	Collection 2	Collection 3	Collection 3
7	-0.49	-0.43	-0.39	-0.54		
8	-0.25	-0.19	-0.37	-0.40		
9	-0.09	-0.28	-0.09	-0.30		
10	-0.41	-0.60	-0.73	-0.96		
11	-0.44	-0.61	-0.41	-0.71	-0.36	-0.69

GCSE Outcomes 2023:

	Hedingham School (disadvantaged)	Local Authority (non disadvantaged)	National (non disadvantaged)
Number of pupils	32		
P8	-0.28	-0.01	0.17
A8	35.8	48.7	50.2
English and Maths @ 5+	22%	48%	52%
English and Maths @ 4+	41%	70%	73%

Overview of PPG vs Non PPG Yr 11 GCSE outcome data:

Headline Figures	Non PPG	PPG
4+ English and Maths	64%	41%
5+ English and Maths	36%	22%
P8	0.03	-0.28
A8	46.1	35.8
EBACC Average Point score	3.81	2.92

Impact

- Progress figure for disadvantaged students is significantly better than 2022 (-0.97 vs -0.28)
- -0.28 for disadvantaged is not far from county average for all students (-0.18)

Next Steps

- Monitor increasing gaps in Year 7 (going into Year 8)
- Minimise progress gaps in Year 11 by improving PPG attainment. Particular focus on Core Subjects using intervention time during morning registration.
- Introduction of credits system in Year 11 as a motivational tool.

PPG Club Attendance

- **Sign up of clubs following Club Marketplace**
- Year 7 – 51% of pupil premium students have signed up to at least one club
- Year 8 – 38% of pupil premium students have signed up to at least one club
- Year 9 – 35% of pupil premium students have signed up to at least one club

Next Steps:

- Attendance registers circulated to those leading clubs to monitor continued attendance
- Form Tutors given lists of their tutees who have signed up for clubs
- Communication home via recognition system

Attendance – Attendance Table – Whole Year 2022-23

Year	PPG numbers	Whole Year Attendance	Non-PP Year Attendance (%)	PP Year Attendance (%)
7	30	93.8	94.6	89.3
8	31	91.9	92.8	87.2
9	33	90.2	92.1	79.8
10	30	91.4	91.9	88.7
11	29	82.7	83.2	79.8
Total	153	90	90.92	84.96

Next Steps:

- Review Impact of students who we have worked closely with to improve attendance (NHO impact data)
- Key focus on Year 9 – work with Year Leader
- Monitor September attendance closely and act quickly where patterns emerge
- Improve tracking systems to focus on OTPAs (On Track to be Persistently Absent – sub 94%)
- Tutor awareness – Tutor Meetings with PA lists.
- Raise profile of attendance (rewards, data presented in assembly)

Reading Data
Academic Year 2022-2023

		Below	Above	Above	Total	Below	On	Above
All	Year 7	49	76	55	180	27.22%	42.22%	30.56%
	Year 8	45	75	43	163	27.61%	46.01%	26.38%
	Year 9	62	68	37	167	37.13%	40.72%	22.16%
	Year 10	70	73	23	166	42.17%	43.98%	13.86%

		Below	Above	Above	Total	Below	On	Above
PP	Year 7	7	14	5	26	26.92%	53.85%	19.23%
	Year 8	12	9	4	25	48.00%	36.00%	16.00%
	Year 9	12	10	2	24	50.00%	41.67%	8.33%
	Year 10	13	8	0	21	61.90%	38.10%	0.00%

		Below	Above	Above	Total	Below	On	Above
Non-PP	Year 7	42	62	50	154	27.27%	40.26%	32.47%
	Year 8	33	66	39	138	23.91%	47.83%	28.26%
	Year 9	50	58	35	143	34.97%	40.56%	24.48%
	Year 10	57	65	23	145	39.31%	44.83%	15.86%

Next Steps – (NCO)

- Training disseminated across all staff through CPD programme
- Impact of thinking Reading
- Further develop Literacy and Reading strategy

Behaviour and Attitudes:

Yr Group	C1			C2			C3		
	Non PPG Total	PPG Total	% from PPG	Non PPG Total	PPG Total	% from PPG	Non PPG Total	PPG Total	% from PPG
7	86	38	44	43	18	42	22	17	77
8	631	77	12	335	52	16	151	21	14
9	547	109	20	285	65	23	187	73	39
10	185	27	15	147	41	28	54	27	50
11	265	58	22	148	45	30	73	18	25

Impact:

- Significant reduction in C1, C2 and C3 incidents in Years 7, 8 and 9 for PPG students (particularly Year 9) – TERM 1 Autumn 2023

- Reduction in behaviour points in Yrs 10 & 11 in comparison to data from this point last year.

Next Steps

- Reduction in % of behaviour incidents with disadvantaged in Year 7
- Reduce % of more serious incidents (C3's) involving PPG students, especially in Year 8&9
- Continue to reduce total number of incidents in Year 8.