

# Pupil premium strategy statement: 2023-26

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Hinckley School
Number of pupils in school	1178
Proportion (%) of pupil premium eligible pupils	23.1% (Y7-11) 4.38%*tbc (Post 16)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Steve Toor (CEO)
Pupil premium lead	Lisa Hickman
Governor Lead	Claire Birch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,105
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£210,105







## Part A: Pupil premium strategy plan

### Statement of intent

Our strategic approach to the use of additional funding at Hinckley Academy will dovetail closely with the EEF Guide to Pupil Premium published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF](#). A three-tiered strategy (Teaching, Targeted Academic Support and wider strategies) underpinned by appropriate precise interventions is outlined in the Management Plan. Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

The Hinckley School will use additional funding to devise support and guidance structures close to the learner focused upon learning. Whilst all colleagues in school have a responsibility for the progress of all students, key colleagues in year teams will directly support disadvantaged students. This work will be led by the Directors of each Key Stage and the Director of Inclusion. It will be brought together by the Deputy Headteacher who will lead the Support and Guidance Implementation Group.

The most important factor to enable disadvantaged students to be successful is high quality T&L. This will be reflected in the PM process under what good T&L looks like. Recruitment of high-quality staff and expert CPDL will support our approach. Proven high-impact intervention programmes will be used to target students who need to catch up and perform in line with their peers. Staff will be trained in these intensive programmes.

In addition, the evaluation of progress of disadvantaged learners will be made against all students nationally. The aim will be that by the end of this strategic cycle all PP students to perform in line with the national cohort in public examinations and that PP students make demonstrable rapid progress in our catch up programmes in key stage 3.

Covid catch-up funding will be used to strengthen and deepen this approach.

### Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy - Communication Skills
2	Attendance
3	High quality inclusive first wave teaching
4	Behaviour for learning
5	Positive Destinations

### 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
1. Reduce the gap between chronological reading age and actual reading age in Key Stage 3	100% students have a reading age which matches their chronological age by the end of the strategy (2026)
2. Intense reading programmes in Key Stage 4 to ensure older students can access the curriculum	100% students identified as requiring an intensive reading programme have a reading age which matches their chronological age by the end of the strategy (2026)
3. Application and reading for meaning	All students make significant progress in application of their reading skills to develop reading comprehension. This leads to improved outcomes particularly in inference, for 100% students.
4. Increase the mathematical fluency in all Key Stage 3 students in the 4 key operations	100% students will demonstrate a significant improvement in mathematical fluency by the end of the year. This will include using a baseline fluency test similar to KS2 SATs test enabling QLA and target weaknesses accordingly. Focus is on fluency rather than word-heavy problem solving.
5. Targeted small group mathematical intervention at Key Stage 3 and 4 focused upon improving the application of mathematical skills	100% students identified as requiring targeted maths intervention will reach their target grade.
6. Increase attendance of DA and reduce the gap	By 2026 DA = 95% and will be in line with the school cohort by the end of the strategy (2026)
7. Reduce persistent absence	Persistent Absences for DA students will not be disproportionate to the school cohort by the end of the strategy (2026)
8. Reduce repeat exclusions	Repeat suspensions for Pupil Premium are below National Average and in line with the school cohort. This is an annual target.
9. Increase positive destinations for year 11 and Post 16 students	100% of PP students have positive destinations including at P18 to university, apprenticeship or employment of choice. This is an annual target.
10. Improve the culture and increase the sense of inclusive belonging across the school	<ul style="list-style-type: none"> <li>• 5:1 rewards points on half termly basis for all DA students</li> <li>• All PP students equipped with correct uniform and equipment each day</li> <li>• All PP students are actively involved in enrichment activities in line with the cohort</li> <li>• Culture and environment of Hub areas improve to foster belonging at social times</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5X Literacy Leade (Literacy Intervention Teacher – Y7/8)	<u>EEF Tiered Approach 1 Teaching</u>	1
1X English Teacher (overstaffing)	<i>Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</i>	1
0.4 X Maths intervention teacher (HLTA)		1
1X day of trust T&L Lead Communication skills TLR Specific intervention resourcing and training	<p>The SIP has prioritised a number of approaches that are recommend in the T&amp;L Toolkit. These include:</p> <ul style="list-style-type: none"> <li>• Collaborative learning (+5mths)</li> <li>• Feedback (+6 mths)</li> <li>• Homework (+5 mths)</li> <li>• Mastery learning (+5 mths)</li> <li>• Metacognition and self-regulation (+7 mths)</li> <li>• One-to-one tuition (+5 mths)</li> <li>• Oral language interventions (+6 mths)</li> <li>• Parental engagement</li> </ul>	1, 3, 4,

	<ul style="list-style-type: none"> <li>• Reading comprehension strategies (+6 mths)</li> <li>• Small group tuition (+4 mths)</li> </ul> <p>CPDL is targeted on school priorities including the above and is featured in performance management.</p>	
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0.5 YL TLRs Assistant YL TLRs years 8&9	<p>As part of the school improvement strategy academic year leaders will lead a year team that has a variety of posts that include literacy lead, numeracy lead, pastoral lead and learning mentor. These posts will be allocated in line with age appropriateness. A joined up and proactive approach to teaching and learning, behaviour and attendance and personal development will be in place.</p> <p>Each year group team will hold weekly OB2L (Overcoming Barriers to Learning) where precise interventions will be determined.</p>	2, 3,
	LMs will be deployed to support students with their attendance, behaviour, academic progress and next stage/phase of education.	1, 2, 4, 5,

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start	<p><u>EEF Tiered Approach 2</u> <u>Targeted Academic Support</u></p> <p>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”</p>	1
Toe by Toe		1
Lexonik		1
Nessy		1
Times Table Rockstars		1
Power of 2		1
Targeted maths		1
Thinking Reading		1



Switched on Reading	1
Reading VIPERs	1
Y11 CORE interventions	1
Support option functional skills	1,4
Accelerated Reader	1

Revision Guides and resources for KS4-5	Equity and Opportunity	2, 4, 5,
Transition Summer School	Equity and Belonging	1, 2. 4
Free Equipment	Equity and Belonging	2

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

Budgeted cost: £65,105

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
	<p><u>EEF Tiered Approach 3</u></p> <p><u>Wider Strategies</u></p> <p>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”</p>	
0.6 YL TLRs	<p>As part of the school improvement strategy academic year leaders will lead a year team that has a variety of posts that include literacy lead, numeracy lead, pastoral lead and learning mentor. These posts will be allocated in line with age appropriateness. A joined up and proactive approach to teaching and learning, behaviour and attendance and personal development will be in place.</p> <p>Each year group team will hold weekly OB2L (Overcoming Barriers to Learning) where precise interventions will be determined.</p>	2, 3,

	LMs will be deployed to support students with their attendance, behaviour, academic progress and next stage/phase of education.	1, 2, 4, 5,
Free Breakfast Club	Equity and Belonging	2
High quality enrichment activities	Equity and Belonging	2, 4
HPA/PP targeted projects	opportunity	4,5
Free or subsidised trips and visits	Equity and Belonging	2
Free 1 to 1 music lessons	Equity and Opportunity	2
HBEP – KS4 WRL/ alternative provision	Opportunity	2, 4, 5
Free dictionaries Year 7 and 8 students	Equity and Belonging	2, 4
Counselling	SEMH support	2, 4
Careers	Equity and Opportunity	5
Hub area are inclusive	Equity and belonging	2,4,5
Rewards	Equity and Belonging	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £210,105**





## **Part B: Review of outcomes in the previous academic year**

## **This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.**

For literacy levels, PP learners out-performed non-PP learners in intervention programmes. In September 2022 25% of all year 7 students had a reading age 2 or more years behind their chronological age. By Easter assessment point this had dropped to 13% with nearly half of these now being within a year of their chronological age. At the end of the academic year 93% of learners were within 3 months of Age-Related Expectation.

In September in year 7, PP students were on average 8.9 months behind their chronological age. By December this had closed to 3.3 months behind their chronological age. In March, the average for PP students was 1.3 months above their chronological age.

In year 8, PP students were on average 10.2 months behind in December. By Easter they were an average of 5.7 months behind their chronological age. In year 9, PP students were on average 10.5 months behind their chronological age in December. By Easter they were on average 4.8 months above their chronological age.

Numeracy interventions were embedded last year, with three separate interventions running in Y7 and Y8. Small groups of identified students do functional maths during registration, Power of 2 was used with the very weakest mathematicians, and groups of students whose data indicates difficulties in key areas of maths were withdrawn for consolidation of key strategies and concepts, one lesson a week in both years. Times Tables Rockstars was launched last year and now runs successfully across years 7 and 8, with students accessing the programme at lunchtimes and as part of learning preparation, as well as for some maths lessons.

Investment in additional training for staff in the summer term now means there is capacity to continue to deliver intervention strategies as students move through the school where required

Easter school was offered for all students in years 11 and 13 with PP students being targeted. We also offered free summer school for year 6 students to ease transition into school.

There were a range of enrichment opportunities which PP students enjoyed last year including drama productions, funded extra-curricular trips and Duke of Edinburgh recruitment. All Year 7 students visited a university this year and 14 students graduated on the 'Brilliant Club' scheme aimed at HPA/PP learners. PP students in year 7 and 8 also have access to sixth form student mentors who meet weekly for informal chat and reading. PP families across the school have been identified who may need extra support to engage in school and are regularly contacted by the student's key worker with a focus on improving attendance and engaging in enrichment activities.

On a case-by-case basis, we support students who may need help with uniform and other request to help them access learning. Peripatetic music lessons for PP students are also funded.

Results for PP students at GCSE and A level were improved this year from 2019, and in line with 2022. Legacy issues still mean there is a gap between performance and attendance which is being addressed further this year by the strategy. Priority has been given over in 23-24 to 'wider strategies' to support the fostering of belonging.

## 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
Fresh Start	
Read Eggspress	
Lexonik	
Nessy	
Time Table Rockstars	
Power of 2	
Targeted maths	
Thinking Reading	
Accelerated Reader	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Grants were given to students upon application for residential trips and to support academic interventions where authorised absences were given.
What was the impact of that spending on service pupil premium eligible pupils?	Increased parental engagement and support in working with the school to inform further policy as our service children increase in number. Students feel valued and engaged in school life which has improved their own mental health.

