

Hobart High School Pupil premium strategy statement 2021-22 Including C19 Recovery Plan

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 | Hobart high School |
| Number of pupils in school | 650 |
| Proportion (%) of pupil premium eligible pupils | 22.4% (146 Pupils) 95 FSM |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years (2023-2024) |
| Date this statement was published | 31.12.2021 |
| Date on which it will be reviewed | 05.2022 |
| Statement authorised by | Ross Li-Rocchi Head of School |
| Pupil premium lead | Jo Wilkinson Assistant Head |
| Governor / Trustee lead | Mrs Cloves Local Governing Body |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £142,550 |
| Recovery premium funding allocation this academic year | £18,560 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £161.110 |

Part A: Pupil premium strategy plan

Statement of intent

At Hobart High School, our school ethos is 'excellence in a caring community' and this is at the heart of what we strive to achieve with all of our students.

Our aim is to enhance educational opportunities for all young people at Hobart to the benefit of them and their community. We do this through: raising aspirations, improving teaching and learning standards, providing the best possible environment for learning and exposing our students to rich cultural experiences.

We believe that support, collaboration and challenge are all key to raising and maintaining the highest standards thus providing students and staff with the opportunity to thrive, flourish and excel.

Our Pupil Premium Strategy mirrors these values and the strategy is there to ensure that our disadvantaged pupils including those outside this group who may have additional challenges will achieve the progress and attainment outcomes at least in line with their non-disadvantaged peers at school, local and national level.

Our approach will be to provide opportunities that will give them the knowledge, skills and experiences to prepare them for the next stage in their education, the skills needed to have a positive impact on their own life choices and decision making, a range of personal development and cultural capital opportunities to raise aspirations and make them well rounded, caring and active members of their community.

The Education Endowment Foundation (EEF) Pupil Premium guidance clearly states that the most effective strategy for improving the outcomes for disadvantaged pupils is access to a high-quality curriculum through high-quality teaching and learning.

Our Strategy will endeavour to address academic and personal barriers to success, some of those which have been long standing and some which have been recently identified as a result of the COVID 19 Pandemic.

We have used evidence based research to select key areas of focus and strategies to be effectively used by Hobart staff. As recommended by the EEF, we use a three tiered approach to support Pupil Premium pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupil Premium (PP) Students make less progress than their peers, In 2021 teacher assessed grade analysis showed progress 8 for disadvantaged students was 0.4 compared to 0.7.for non pupil premium students. Average attainment 8 was 4.3 for Pupil Premium Students and 5.7 for non-pupil premium students. |
| 2 | Impact on learning is clearly linked to attitude towards learning and behavioural choices. There are more Pupil Premium Students who receive sanctions including higher level FTE and internal exclusion sanctions than non-PP students that can be seen with internal tracking. |
| 3 | The use of meta-cognitive skills and self-regulation to overcome learning challenges appear to be a greater challenge for PP students compared to non-PP students. This has been identified as an area that can limit access to some areas of the curriculum. |
| 4 | Pupil Premium students attend less than non-pupil premium peers in 2020-21. Non-PP had 92.61% attendance and PP students had 87.07% attendance. Persistent absence for non-PP was 15.56 % and PP persistent absence was 30.43%. Factors such as medical needs, SEN, safeguarding and parental engagement impact on attendance, progress and attainment. |
| 5 | Social & emotional wellbeing has had a greater impact since C19 with an increase in referral demand. |
| 6. | Access to ICT/Learning from home/equipment and resources for independent learning is more of a challenge for PP compared to non-PP. It therefore makes it more difficult for them to engage in learning from home, homework and independent learning. |
| 7. | Fewer PP students engage in elements of school life, enrichment and leadership opportunities to be added if needed. |
| 8. | Family engagement is less at school events, meetings and Parent / Carer Voice than non PP families to be added if needed. |

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. Close learning gaps to allow PP students to make good progress in line with their non PP peers. | Students will have an attainment 8 and progress 8 score in line with non-PP students. |
| 2. Fewer behaviour incidents are recorded for PP students and there is evidence of improved attitude towards learning. | There is a decrease in the proportion of negative events, visits to IEU and Fixed Term Exclusions for PP students. Improved positive behaviour figures and reduction in the gap. |
| 3. Improved metacognitive and self-regulatory skills amongst PP to allow better access to the curriculum. | Quality Assurance, RAG meetings, lesson observations and student / staff voice suggest PP students are better able to access the curriculum and have a greater ability to plan, monitor and evaluate their work. Improving the ability to self-regulate and learn independently. |
| 4. PP students who have lower attendance than our school target are supported by school, family and outside agencies where needed to increase attendance. | Increased PP student attendance in line with national data and reduction in the PP v non-PP gap in attendance. Clear plans to improve attendance where needed are in place. |
| 5. Improve the guidance team and social & emotional support offer to reduce the impact of these barriers to young people's learning and progress. | Student, parent / carer and school voice captured to make sure interventions and support have had the desired impact. Students are able to attend school and plans are in place where needed to support learning. |
| 6. Technology and home learning barriers are removed and students can engage in home learning and independent learning. | Students have access to resources, technology and/or attend study support sessions and engage in home and independent learning. Student, parent / carer and school voice supports impact of equipment loans and/or support. |
| 7. Students in receipt of the PPG are proportionally represented in curricular, extra-curricular and leadership activities with increased engagement and aspiration. To develop skills and experiences needed to improve social capital. | Audit of students to demonstrate those who are not able to engage in school activities and are supported to engage. Financial barriers are supported to increase engagement. Pupil Premium students will be given additional support to be involved in leadership opportunities. Pupil Premium students are offered early and additional independent careers advice to further support transition to post-16 choices. |
| 8. Families of PP students engage with school for example at parent/carers evenings, meetings, events and parent/carers voice. Families with complex needs are supported by outside agencies where needed. | An increase in the percentage of families of PP students attending parent/carers evenings, events, meetings, surveys and parent voice. |

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: £73,786

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continue to develop and progress key aspects of high quality teaching and learning.</p> <p>These are some of our key focus areas to drive developments towards high quality teaching and learning.</p> <ul style="list-style-type: none"> • To interrogate department assessments, timeline, validity and purpose. To use DNA teacher feedback and improve student engagement in their response to this feedback. • Diagnostic assessment investigated and purchased. Staff training given where needed to identify students' areas of strength and weakness, use as a base line and to inform intervention, planning and teaching and learning. • To use Rosenshine's principles of instruction to review schemes of work and refine teaching practice. • To provide training for key strands of questioning, sequencing of concepts and modelling including use of visualisers. • Quality assurance at whole school and departmental level to drive improvement at department level. | <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' The EEF Guide to the Pupil Premium (Autumn 2021)</p> <p>EEF Teaching and Learning Toolkit</p> <p>An updated Practical Guide to the Pupil Premium (Marc Rowland)</p> <p>EEF Teacher Feedback to improve Pupils Learning – EEF Feedback Report June 2021 & October 2021</p> <p>Diagnostic Assessment Evidence Insights EEF – Diagnostic Assessment</p> <p>Rosenshine's - Principles in Action – (Tom Sherrington)</p> <p>Using Digital Technology to improve Learning EEF Guidance Report August 2019</p> | <p>1, 3, 2</p> |

| | | |
|---|---|-----|
| <ul style="list-style-type: none"> • High quality CPD driven by educational research including twilight themes on developing metacognition in the classroom, diversifying the curriculum and understanding behaviour. • Collaborative planning and department twilights used to develop assessment and feedback, scheme of work development and consistency in sequencing. • Early careers teachers are supported. | | |
| <p>Embed metacognition and self – regulation across all subject areas.</p> <ul style="list-style-type: none"> • Embed the teaching of revision strategies and use of exam wrappers to develop self-reflection and regulation. Year 10 & 11 have received exam boost & revision presentations by external providers - Positively You. • Students know how to use the plan, monitor and evaluate cycle to improve their own learning. | <ul style="list-style-type: none"> • EEF Metacognition and self-regulation Toolkit | 1,3 |

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

Budgeted cost: £57,288

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop Key Stage 3 literacy and numeracy intervention – through school led tutoring</p> <ul style="list-style-type: none"> Peer led mentoring development for Year 7 & 8 in numeracy & literacy. Whole school after school intervention sessions for core and option GCSE subjects. Baseline assessments used to identify learning gaps and monitor progress and impact. Additional meeting time SENCO, HOD- English & Maths, PP lead. | <p>Reading comprehension strategies Teaching & Learning Toolkit EEF</p> <p>Closing the Vocabulary Gap – Alex Quigley, David Fulton Brooks, April 2018</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>One to One Tuition –EEF Teaching & Learning Toolkit</p> <p>Peer Tutoring EEF Teaching & Learning Toolkit</p> | 1, 2 |
| <p>Engage in National Tutoring Programme (NTP) to increase provision for KS4 in English, Maths & Science.</p> <ul style="list-style-type: none"> RAG used to identify Key students. Teacher/department led assessments to determine impact and progress made. | <p>1:1 or 1:3 tuition targeted at specific knowledge or skills gaps identified by the staff.</p> <p>One to One Tuition –EEF Teaching & Learning Toolkit</p> <p>Small group Tuition – EEF Teaching & Learning Toolkit</p> <p>Using Digital Technology to improve Learning EEF Guidance Report August 2019</p> | 1, 2, 3, |
| <p>Academic mentors in KS4 to encourage engagement in intervention opportunities.</p> | <p>One to One Tuition & Academic Mentoring –EEF Teaching & Learning Toolkit</p> | 1,2,3,7 |
| <p>Whole school intervention - KS4 focus- all subjects after school using assessment data and monitoring intervention impact.</p> | <p>Small group Tuition – EEF Teaching & Learning Toolkit</p> | 1,2,3,7 |
| <p>Holiday Intervention KS4 for identified students.</p> | <p>Small group Tuition – EEF Teaching & Learning Toolkit</p> | 1,2,3,7 |
| <p>Retention of an NTP and intervention lead to coordinate and implement the programmes above. This staff member will act as first point of contact for students, families and providers.</p> | <p>Improving Outcomes for Disadvantaged Learners (Rosendale Research School)</p> <p>EEF Guide to the Pupil Premium Autumn 2021</p> | 1,2,3,7,6,8 |

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

Budgeted cost: £34,248

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To Launch and embed the 'Respect' approach to positive learning behaviours.</p> <ul style="list-style-type: none"> CPD for whole staff and as a Twilight group/department time to develop the consistent whole school approach. Improved climate for learning. <p>Pupil Premium lead (AHT) to work with the Norwich Research School CPD –Effective Learning Behaviours 2022 & Pupil Premium Conference July 2022</p> | <p>Improving Behaviour in Schools EEF June 2019</p> <p>EEF Guide to the Pupil Premium Autumn 2021</p> | <p>1,2,3</p> |
| <p>Increased capacity for social & emotional work with focus students:</p> <ul style="list-style-type: none"> Increased work with SEMH team. Identify other outside agencies that could support families. Increase staff CPD around young people's mental health, anxiety and wellbeing. Wellbeing Wednesday to increase use of wellbeing room supported by staff and student led initiatives. | <p>Social & Emotional Learning – EEF Teaching & Learning Toolkit</p> <p>Adolescent Mental Health : A systematic review on the effectiveness of school based interventions Early Intervention Foundation</p> | <p>1,2,3,4,5,8</p> |
| <p>Audit to identify those students who may need additional support to access technology to learn from home or a space to study in during lunchtime or after school.</p> | <p>Using Digital Technology to improve Learning EEF Guidance Report August 2019</p> <p>Homework- EEF Teaching & Learning Tool kit</p> | <p>1,2,3,5,6,7,8</p> |
| <p>An audit will need to be completed to see what activities PP and non PP students are accessing. Student and Parent voice will also need to be captured to identify areas of support needed. Financial support to help support engagement in extra -curricular or educational activities to increase cultural capital.</p> | <p>Parental Engagement EEF August 2021</p> <p>EEF Guide to the Pupil Premium Autumn 2021</p> <p>An updated Practical Guide to the Pupil Premium (Marc Rowland)</p> <p>Improving Behaviour in Schools EEF June 2019</p> | <p>5,6,7,8</p> |

| | | |
|---|---|------------------------|
| <p>Increased Guidance and support</p> <ul style="list-style-type: none"> • Mentoring/support meetings – plan to success with support from SLT, Head of Year (HOY) 11, and additional careers support for post-16 transition. • Behaviour mentoring – Tutors, HOY, Teaching Assistants, other support staff and SLT. • Additional home school support worker to work with families and improve student and parent engagement. | <p>Parental Engagement EEF August 2021 EEF Guide to the Pupil Premium Autumn 2021 An updated Practical Guide to the Pupil Premium (Marc Rowland) Improving Behaviour in Schools EEF June 2019</p> | <p>1,2,3,4,5,6,7,8</p> |
| <p>Attendance strategy to identify PP students early and work with wider support team to improve attendance and put support plans in place.</p> | <p>Improving School Attendance DFE The link between absence and attainment DFE 2016</p> | <p>1,2,3,4,5,6,7,8</p> |

Total budgeted cost: £165,322

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.

Covid-19 and associated lockdowns have meant that our outcomes for the Pupil Premium Strategy were not fully realised in 2021, with teacher assessed grades replacing GCSE exams. Research has clearly shown that lockdown had the greatest impact on the most vulnerable and our disadvantaged learners. During lockdown audits of student engagement and their access to ICT were completed and those who need additional support with resources, technology or access were supported. The guidance and pastoral teams supported families at home with additional contact and a range of the following:

- Laptops being provided
- Network / SIM cards
- Paper based resources, reading books and other learning equipment
- Pastoral support
- Outside agency support and signposting
- Sanitary products
- Teaching Assistant (TA) support on line and during live lessons
- The most vulnerable students were encouraged to work face to face in school with staff and TA support
- Some TA interventions were able to continue during this time
- Families and/or students were supported with their health & wellbeing.

On our return to school students were given the opportunity to attend catch-up sessions after school and during the holiday at KS4. It was also apparent that pupil behaviour, wellbeing and mental health were significantly impacted due to Covid-19 and related issues additional support and interventions have been offered.

We were able to offer 26 Students NTP tuition in either English, Maths or Science. Year 11 MFL Students were offered additional support in Spanish and French. All subject areas ran whole school intervention when permitted and Holiday Intervention programmes were also provided by some subjects.

During the summer term year 11 were able to complete the Duke of Edinburgh Award Scheme and PP students were supported with resources. We also supported enrichment activities for PP students as needed in Year 10 & 11. Year 6 summer school ran for one week to support transition.

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 |
|--------------------------|----------------|
| NTP | Mannings |
| Revision & Exam Workshop | Positively You |
| Lexia | SEN Dept |