

Pupil Premium Strategy Statement 2024-25

Hobart High School

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	696 (December 2024)
Proportion (%) of pupil premium eligible pupils	23.2% 155 FSM (November 2024)
Academic year/years that our current pupil premium strategy plan covers – Year 1	2024-2027 (3 Year Strategy – Year 1)
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	R. Li-Rocchi - Head of School
Pupil premium lead	J. Wilkinson - Assistant Head
Governor / Trustee lead	A. Clark - Local Governing Body

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,140
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£146,140

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 providing a knowledge rich curriculum, 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. The strategy is in place 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, and at local and national levels.

Our inclusive approach aims to provide opportunities that will give our disadvantaged pupils the knowledge, skills and experiences to prepare them for the next stage in their education and ultimately future careers. This includes developing the skills needed to have a positive impact on their own life choices and decision-making.

A wide and high quality range of personal development and cultural capital opportunities are offered to raise aspirations, and are part of our approach, to help develop youngsters who are well-rounded, caring and active members of their community.

Our strategy considers the menu of approaches outlined by the DfE guidance and the recommendations of the Education Endowment Foundation (EEF) Pupil Premium Guidance. The research and evidence clearly states that the most effective strategies for improving the outcomes for disadvantaged pupils are access to a high-quality knowledge rich curriculum and through high-quality teaching and learning, our approach and strategy has these aspects at its core and is fully inclusive.

We also prioritise strategic support and guidance including for attendance and wellbeing, to help our students overcome challenges that are varied and complex, and to support achievement towards individual goals and sustained progress.

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 our Pupil Premium pupils.

Challenges

The details below outline the key challenges to achievement that we have identified for our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged students tend to make less progress than their peers. Outcomes at GCSE for disadvantaged children are below those of non-disadvantaged peers. In 2024 GCSE results progress 8 data for disadvantaged students was +0.07 compared to +0.21 for non-disadvantaged students. For grade 4+English & Maths disadvantaged students achieved 54.5% and non-disadvantaged 68.3% and at 5+ English & Maths disadvantaged achieved 27.3%.and non-disadvantaged 46.4% (prior attainment a factor).
2	Internal reading data in Year 7, 8 & 9 shows that Pupil Premium students have lower reading ages than non Pupil Premium students. This has been identified as an area that can challenge access to some areas of the curriculum.
3	Pupil Premium students attend less than non Pupil Premium students do. In 2024, Pupil Premium attendance was 88.40% and non Pupil Premium attendance was 92.80%.
4	Impact on learning is clearly linked to attitudes to learning, engagement in lessons and behaviour choices. Proportionally more Pupil Premium students receive sanctions, including suspensions and internal exclusions, than non Pupil Premium students.
5	Fewer Pupil Premium students engage in some aspects of our school community life, enrichment opportunities, work experience, interventions, leadership and school events than our non Pupil Premium students.
6	Pupil Premium students and families have been identified as a key group that have needed additional support with Wellbeing/SEMH including support with friendships, anti- bullying anxiety, mental health, exams and bereavement.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan.**

Intended outcome	Success criteria
1. Close learning gaps to allow Pupil Premium (PP) students to make good progress in line with their non PP peers.	Students will have outcomes in line with their non PP peers.
2. To see improved levels of reading and literacy for PP students that support better access to the curriculum.	Reading standardised scores demonstrate improvement in PP students so that the gap between PP and non PP is narrowed. Staff will see increased student engagement with the curriculum.
3. PP students who have lower attendance than our school target are supported by the school, family and outside agencies where needed so attendance can improve.	Increased PP student attendance in line with national data and reduction in the PP v non PP gap in attendance. Clear plans are in place where needed to improve attendance.

4. Fewer behaviour incidents are recorded for PP students and there is evidence of improved attitudes towards learning.	There is a decrease in the proportion of negative events, suspensions, internal exclusions and PEx of PP students. Improved engagement of PP students in positive behaviours.
5. Students in receipt of PP are proportionally represented in curricular, extra-curricular, leadership, enrichment activities, work experience and at careers/post 16 events with increased engagement and aspiration. To develop skills and experiences needed to improve social/cultural capital.	Barriers to participation are interrogated and students are supported to engage in a full range of activities. Financial, travel, equipment and resource barriers are removed where possible and additional independent careers support is offered to those in most need to support Post 16 choices and transition.
6. To continue to offer strategic wellbeing, SEMH and anti-bullying support to our PP students and families that may remove barriers to young people's learning and progress.	Students are able to attend school and have plans in place where needed to support learning. Families have been signposted to further sources of support where possible and appropriate.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,250.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to invest and progress high quality teaching & learning led by Assistant Headteacher (AHT) T&L that supports the recruitment and retention of teaching staff.</p> <p>Walkthrus platform used by Heads of Department to build clusters of high quality CPD to develop departmental student learning problem solutions.</p> <p>Whole school CPD to focus on the further development of modelling in the classroom and meta-cognition skills in all learners.</p>	<p>EEF Guide to the Pupil Premium (Autumn 2021 & 2023).</p> <p>EEF Teacher Feedback to Improve Pupils Learning – EEF Feedback report June 2021 (Tom Sherrington & Oliver Caviglioli).</p> <p>Rosenshine's Principles in Action –Tom Sherrington. EEF Meta-Cognition and self-regulation Toolkit.</p>	1, 2, 4

<p>To improve accessibility to technology in classrooms to allow impactful modelling when using visualisers.</p> <p>Release time for staff to complete National Professional Qualifications.</p>	<p>Using Digital Technology to Improve Learning EEF Guidance Report August 2019.</p> <p>EEF Guide to Pupil Premium Autumn 2023.</p>	
<p>To contribute to release time for AHT & mentors for ECT mentoring / coaching and developing high quality teachers evidenced by quality assurance. Provide CPD linked to this.</p>	<p>EEF Guide to Pupil Premium Autumn 2023.</p> <p>EEF Guide on Effective Professional Development.</p>	1, 2 , 4, 6
<p>To contribute to release time & literacy CPD that is led and developed by linked AHT.</p> <p>To continue to develop literacy and reading strategies in all subject areas through a variety of approaches across the school to narrow the reading gap.</p> <p>Embed diagnostic testing and its use.</p> <p>Staff are trained and use testing data to identify students who can receive intervention, and to inform teaching & learning support in the classroom.</p>	<p>EEF Guide to the Pupil Premium (Autumn 2021 & 2023).</p> <p>Bridging the word Gap at Transition - The Oxford Language Report 2020.</p> <p>Closing the Vocabulary Gap – Alex Quigley, David Fulton Books April 2018.</p> <p>Reading Comprehensions Strategies EEF –Teaching & Learning Toolkit.</p> <p>Improving Literacy in Secondary Schools.</p> <p>Diagnostic Assessment – EEF.</p> <p>EEF Guidance - Making the Best Use of Teaching Assistants.</p>	1, 2, 4, 5

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

Budgeted cost: £51,701.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering holiday and after school interventions for small groups in addition to but linked to normal lessons.	Small group tuition – Teaching and Learning Toolkit EEF.	1, 2, 3, 5
Release time for AHT/SENCO to plan and quality assure provision for students who are PP and SEND.	Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.	1, 2, 3, 4, 5, 6
Delivering well-evidenced literacy interventions led by a Teaching Assistant for pupils that require additional support.	Teaching Assistant Interventions – Teaching & Learning Toolkit EEF.	1, 2, 3, 5
Provision of a homework club that takes place after school.	Homework – EEF – Teaching & Learning Tool Kit.	1, 2, 3, 5, 6
Contribution towards the role of the Librarian in work across the school linked to literacy and reading strategies / developing a love of reading with students.	Reading Comprehensions Strategies EEF – Teaching & Learning Toolkit. Closing the Vocabulary Gap – Alex Quigley, David Fulton Books April 2018 Bridging the word Gap at Transition. The Oxford Language Report 2020.	1,2,3,4,5,6
Strategic mentoring support for under attaining PP pupils to identify barriers to learning to focus on study skills, motivation, organisation and revision.	EEF – Mentoring.	1, 3, 4, 5, 6

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

Budgeted cost: £83,944.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy to continue to identify students early and intervene to support potential barriers to attendance. Working with families	DFE - Absence and Attainment. DfE - Working Together to Improve School Attendance.	3, 2,1, 4, 6, 5,

and other agencies to develop early engagement.	EEF - Working with Parents to support Children's Learning.	
To identify challenges early and actively work with families to put in place support plans for our most disadvantaged pupils who are beginning to show challenging and complex behaviours. This will include additional focus at transition points.	EEF Guide to Pupil Premium Autumn 2023. EEF - Social Emotional Learning. Improving Behaviour in Schools EEF- June 2019. Parental Engagement EEF – August 2021.	1, 2,3,4 5,6
SEMH/Wellbeing - we will continue to invest in our school guidance team to support our disadvantaged students and families as well as with our SEMH support, school counsellor and work with other agencies.	EEF - Social Emotional Learning. Parental Engagement EEF - August 2021. EEF - Working with Parents to Support Children's Learning.	1, 3, 4, 5, 6
Additional support for PP students to access careers / post 16 application support and work experience opportunities.	EEF - Aspiration Intervention.	1, 4, 3 ,5, 6
Financial support to help engagement in extra-curricular or educational activities that increase cultural capital. An audit will continue to be completed to identify needs and student voice to capture gaps in provision/barriers to participation.	An Updated Guide to the Pupil Premium (Marc Rowland). Improving Behaviour in Schools EEF June 2019. EEF Tool Kit - Arts Participation. EEF Toolkit - Extending School Time & Sports Participation.	1,2, 3, 4, 5 6
Continued access to curriculum resources and meal provision for the most disadvantaged as needed.	Food Poverty EEF Breakfast Club programme.	1, 2, 3, 4 , 5 , 6

Total budgeted cost: £185,896.63

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of our disadvantaged students in Year 11 GCSE results 2023-2024 are as follows:

Measure	All Pupils	Disadvantaged	Non Disadvantaged
Progress 8	+0.19	+0.07	+0.21
English & Maths 5+	65.8%	54.5%	68.3%
English Maths 4+	42.9%	27.3%	46.4%

Attendance Measures 2023-2024

Measure	National	School	Disadvantaged	Non Disadvantaged
Absence figures	8.5%	8.0%	11.3%	7.1%
Persistent Absence figures	23.9%	26.8%	40.1%	22.6%

Progress 8 outcomes for our disadvantaged students has improved and the gap has narrowed, but the cohort are still not in line with our non-disadvantaged students.

Attendance for our disadvantaged students is still below those who are non disadvantaged but our guidance team and attendance officer worked hard with the students and their families to have clear plans in place to support individuals and remove barriers to good attendance. This will continue to be a focus in our future plan.

We were successfully able to appoint an experienced intervention manager who coordinated the provision of intervention of NTP and School Led Tutoring. This evolved across the three-year plan from initial year 10 & 11 on-line provision to face-to-face whole school intervention. In year 2, academic intervention in Maths and English were offered using School Led Tutoring and face-to-face provision by qualified teachers. In year 3, School Led Tutoring in Maths was offered to all years (small groups) led by an experienced qualified maths teacher. We were

unable to source an English teacher to lead on provision in the last year of the plan although some intervention at KS3 was delivered.

In year 3 - maths intervention students were strategically chosen and worked on areas identified by their maths teachers to bridge gaps in learning over 12-15 week blocks. Over 600 sessions were delivered to students in year 3. Drop in revision sessions were also offered as part of our examination preparation (at lunchtime, morning registration and in place of some other curriculum times).

Literacy interventions were provided by the SEND team and included PP students. The development of reading strategies were a key part of our whole school CPD focus and these were monitored as part of our quality assurance processes. Reading as part of tutor time continued in Year 7 & 8 as part of or whole school strategy to embed the culture of reading for pleasure.

Raising achievement group meetings have evolved across the three-year strategy, and PP students are at the heart of this focus group. Heads of department now have more ownership at departmental level in identifying progress concerns, including strategic identification, determining appropriate interventions, and monitoring progress of Pupil Premium students. Whole school intervention after school and holiday intervention are vehicles used to provide targeted intervention for Pupil Premium students where progress has slowed.

The whole school literacy strand was added to the strategy, and new elements introduced into the third year of our pupil premium strategy. Diagnostic testing at Year 7, 8 & 9 was further developed, and although there were challenges with some of our comparative data, this has been reviewed and changed in our new strategy for 2024-2025. Staff training has been completed, and we will be in a position to better understand the data and measure progress more accurately. As part of our quality assurance, we have seen some considerable progress in the way reading and writing is being taught in our classrooms and how this is supporting access and engagement in our curriculum.

Mentoring of year 11 students to support with learning and engagement has continued, and provides assistance with study skills, revision, organisation and engagement across subjects. The aim with mentoring is to try to develop this earlier for students (if capacity allows) in future Pupil Premium strategy plans. There was an excellent uptake of the passport to prom scheme where Year 11 students could earn points and a discount for their prom ticket by attending intervention sessions, academic meetings and being involved in the school community events.

Increased SEMH / anti-bullying support and guidance team capacity increased through an additional member of staff being successfully appointed in year 3 of the strategy. This resulted in additional support for key students and families. Sustaining this did become increasingly difficult due to other staffing challenges as the year progressed.

All year 11 Pupil Premium students were seen by the careers guidance adviser on more than one occasion to make sure that clear post-16 action plans and applications were secure and in place. All year 10 Pupil Premium were supported where needed to source work experience placements, and where placements were not possible students were offered alternative experiences within the school environment to develop work based skills and experience.

There were two staff who completed NPQs last year, and quality assurance demonstrated that significant improvement was seen in teacher questioning techniques as a result of whole school CPD. The Walkthru platform allowed Heads of Department (HODs) to develop clusters of CPD to develop targeted high quality teaching. HODs identified pedagogical strengths and weaknesses in their teams around 'learning problems' and developed a cluster of Walkthrus to develop consistent approaches to address them.

Whole school staff CPD on behaviour, restorative approaches, de-escalation, anti bullying and reminders of our behaviour policy / expectations were covered throughout the year to break down barriers to learning for some of our most complex students. The importance of rewards and positive framing to help students engage in learning also featured. Internal behaviour data demonstrates that some of our pupil premium students still find some elements of school life challenging and proportionally have a higher number of sanctions at all levels. This is something we will continue to have as a challenge focus on our next Pupil Premium strategy.

Engagement in the enrichment activities by Pupil Premium students has been monitored and over 80% of PP students participated in at least one enrichment activity. The introduction of increased trips and our curriculum enrichment week in 2025 will hopefully see this increase further. We have also used some additional funding and student voice to provide additional lunchtime activities to engage some of our hard to reach students, with outside table tennis tables and a pool table being two examples.

We have continued to support our Pupil Premium students with uniform, GCSE revision materials, meals and equipment so they can better access the curriculum where needed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NGRT Reading Screening	GL Assessments
Lexia	Hobart SEND
Access Maths Tests	Hobart Maths & SEND
Walkthru Training Platform	Teaching Walkthrus
Language Link	Hobart SEND