

## Hobart High School Pupil Premium (PP) Strategy 2020-2021

<b>Metric</b>	<b>Data</b>
School name	<b>Hobart High School</b>
Pupils in school	<b>660</b>
Proportion of disadvantaged pupils	<b>19.7% (20%)</b>
Pupil premium allocation this academic year	<b>£131,816</b>
Academic year or years covered by statement	<b>2020-2022</b>
Publish date	<b>November 2020</b>
Review date	<b>September 2021 (regular internal review)</b>
Statement authorised by	<b>Mr R Li-Rocchi</b>
Pupil premium lead	<b>Mrs J Wilkinson</b>
Governor lead	<b>Mrs H Rowe</b>

### Disadvantaged pupil (PP) performance overview for last academic year (2019-20)\* \*No external GCSE exams due to C19

Progress 8	0.17 (others 0.37)
EBacc entry	33.30% (others 52.60%)
Average Attainment 8 per pupil	4.4 (others 5.2)
Percentage of Grade 5+ in English and maths	27.30% (others 48.20%)

### Strategy aims for disadvantaged (PP) pupils

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress 8 (P8)	Y11 & Y10 P8 of 0 / P8 in line with the rest of the cohort	August 2021 – Year 11 August 2022 – Year 10
Attainment 8	In line with FFT20 school targets	
Percentage of Grade 5+ in English and maths	In line with the cohort FFT20 School targets	
EBacc entry	Entry for PP pupils in line with other pupils from the school or from similar schools	

## Tier 1 -Teaching priorities for current academic year

Measure	Activity
Priority 1 (P1)	Raising Achievement Group (RAG) to monitor the impact of strategies that support key disadvantaged pupils, including the development of individual learning approaches. Provide staff with the data and contextual information they need to plan effectively and improve outcomes. Teacher assessment will be a key factor when making decisions on targeted intervention and monitor impact.
Priority 2 (P2)	To embed metacognition strategies and learning science into high quality teaching across all subjects. This will support the development of quality first teaching using research-based evidence.
Barriers to learning these priorities address	P1 – Personalised teaching and intervention strategies are shared, refined and publicised, including through the learning approaches developed. This aims to address barriers linked to personal circumstances that adversely affect learning. P2 – Pupils will be taught learning techniques and revision strategies to help build knowledge and support retrieval of information - a barrier that may exist for some due to their disadvantaged circumstances. Teachers will be encouraged to use low stakes testing on a regular basis and teach a variety of revision strategies. Engaging with these teaching & learning strategies will support good progress and encourage effective revision and independent learning.
Projected spending	Whole school staff training & lead staff training costs Data Manager – PP focused work Learning workshop delivery for pupils Disadvantaged strategies training for staff  <b>Projected Spend £8,000</b>

## Tier 2 Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy and numeracy interventions across KS3 for lower attaining disadvantaged pupils, or where progress stalls, including those most affected by C19.
Priority 2	Maths, English & Science interventions at KS4 for disadvantaged pupils where progress has slowed or attainment is below target. Open Bucket / EBacc intervention as part of the whole school intervention plan and holiday learning / revision programme where progress has slowed or attainment is below target.
Barriers to learning these priorities address	Compromised attainment during primary phase – barriers such as attendance, lower levels of parental and pupil engagement resulting in less progress in literacy and numeracy. Impact of C19 where pupils did not engage with home learning or could not access it successfully. Attitude to learning, aspiration and engagement of some KS3 & 4 pupils & families.
Projected spending	Intervention Lead % of fixed term contract Curriculum access provision to support progress Library & lunchtime club expenditure Maths & English intervention tutor Support licenses for software and packages that further enhance access to learning / parental engagement (% of cost)  <b>Projected Spend £19,966 &amp; £7,000 % of Intervention Lead</b>

### Tier 3 Wider strategies for current academic year

Measure	Activity
Priority 1	Pupils receive access to advice & support regarding attendance, social and emotional health & well-being, careers and behaviour to ensure disadvantaged pupils can make progress. To take advantage of any opportunities to increase pupil-family-school collaboration.
Priority 2	Pupils receive support to develop learning strategies, metacognitive strategies, study space, organisational skills, revision and exam skills/techniques to improve pupil outcomes.
Priority 3	To offer health, mental health and wellbeing support to pupils, and signpost external agencies and support networks including: school counselling, Chat Health, Nelsons Journey, Kooth, staff with mental health first aid training. This aims to develop pupil resilience.
Priority 4	Assistant Headteacher (AHT) to oversee all aspects of PP school life, working closely with AHT responsible for LAC / Guidance. Disadvantaged first teaching emphasis - priority tracking, feedback and co-ordination of PP intervention strategies.
Priority 5	To provide opportunities to enrich or provide opportunity / resources that PP they may not have access to or be exposed to. This will support learning and pupil progress. Accessing government initiatives for laptop provision.
Barriers to learning these priorities address	Rural location that limits attendance outside of school hours for some PP pupils. In school intervention / support services for those who cannot attend or access after school or wider community support. Pupils who are disengaged with learning and struggle to work independently. Those who lack resilience or may have experience increased personal challenges due to the impact of C19. Aspirations for post 16 challenged by rural context. Priority appointments & support with CIAG.
Projected / Proposed spending	AHT – Guidance % cost allocated to disadvantaged pupils Guidance Team (pastoral support and mentoring) % of cost allocated to disadvantaged Attendance Officer % of cost allocated to disadvantaged Staffing and other associated costs for holiday programmes including exam boost sessions AHT- Key Groups Staff Training & CPD Mentor Programme & Co-ordination within existing staffing Rewards Scheme % LAC support work - for enrichment opportunities IEU Manager % cost PP Enrichment and disadvantaged subsidy spending costs Guidance key pastoral worker KS3 & KS4 % cost SEMH training to support disadvantaged pupils and sourcing of specialised SEMH external support % allocated to disadvantaged pupils School Councillor % cost Outside Provider – revision/wellbeing/exam skills workshops Resources to support Exams, Revision & Independent learning. CIAG - % of Beacon East (independent careers and guidance) allocated to disadvantaged pupils  <b>Projected Spend £95,994</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	RAG engagement & opportunity to support staff. Ensure all staff are able to engage in opportunities for CPD.	Use of inset days, staff meetings & briefings. Teams recordings.
Targeted support	Being able to source staffing for intervention. Use of online tutoring, appointment of intervention lead and face-to-face tutors where possible.	AHT Pupil progress, AHT Guidance, Intervention lead & SENCO to have timetable meetings to plan provision.
Wider strategies	Engaging pupils and families with intervention and support services available.	Working closely with Guidance Team, Intervention Lead, outside agencies and other local schools.

**Total spending for year calculated at £130,960**

### Key for acronyms used

PP	Pupil Premium
LAC	Looked After Children
AHT	Assistant Head teacher & role
IEU	Internal Exclusion Unit
HOY	Head of Year Guidance Team
HOD	Head of Department
RAG	Raising Achievement Group