

PUPIL PREMIUM STRATEGY STATEMENT

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 students.

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 Hamble School
Number of students in school	1145
Proportion (%) of Pupil Premium eligible students	233 (20%)
Academic year/years that our current Pupil Premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr A Govan Headteacher
Pupil Premium lead	Miss L Cambridge Deputy Headteacher
Governor / Trustee lead	Chris Tickner

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£248,905
Recovery premium funding allocation this academic year	£18,053
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£266,953



Part A: Pupil Premium strategy plan

Statement of intent

Our school ethos is based on achieving excellence together. We care, we aim high, we learn and achieve together.

All students have high-quality education through whole-school strategies that benefit all students. The targeted and strategic use of Pupil Premium will help support students regardless of their starting point.

The vision:

- Work with teachers, parents/carers and governors to ensure students make expected or more than expected progress through high quality teaching and learning
- Support disadvantaged students, including high and low attainers, to make good progress.
- Students have personalised intervention to ensure economic disadvantage is not a barrier to success
- The profile of Pupil Premium students is high amongst staff members
- Rigorous tracking of Pupil Premium data to analyse gaps and implement interventions and support
- To provide the opportunity for students to have full access to the curriculum, extracurricular and enrichment programmes

Our strategy is integral to wider school plans for educational recovery and school improvement. In order to ensure The Hamble School has a sharp focus on the attainment and progress of Pupil Premium students, a member of the Leadership Team (LT) has the responsibility for leading the strategies and managing the provision for this group of students, alongside a designated member of middle leadership staff. This is underpinned by an ethos of collective responsibility across all staff for the progress and attainment of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance to school- Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 4.5-4.7% lower than for non-disadvantaged students.</p> <p>35- 36 % of disadvantaged students have been 'persistently absent' compared to 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
2	<p>Mental Health support – Our data suggests that following school closure there has been a significant increase in demand for mental health support and support for families relating to external providers. The support required is more complex than previously.</p> <p>The rise in support for student's mental health is a national trend and has been highlighted in several national studies.</p>
3	<p>Computer access/IT support at home- Following discussions with families and students, it appears that disadvantaged and vulnerable students are negatively impacted due to a lack of computer access at home. This trend has been highlighted at both a local and national level.</p>
4	<p>Teaching and learning- Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>Many of our disadvantaged students lack metacognitive strategies when faced with challenging tasks and find it hard to use assessment and feedback effectively to improve their learning. This is a whole-school priority focusing on assessment and feedback to help students achieve their potential.</p>
5	<p>Behaviour when returning after lockdowns- Our tracking data from 2020-2021 suggests that 26% of disadvantaged students have been called on SOR one or more times compared to 11% of their peers. 27% of disadvantaged students have been in IE one or more times compared to 9% of their peers. 11% of disadvantaged students have been excluded one or more times compared to 3% of their peers.</p> <p>The behaviour in school is having an adverse effect on outcomes for these students.</p>
6	<p>Reading and vocab- Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of comprehension and a significant vocabulary gap when compared to non-disadvantaged students. than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7 in the last 3 years (Yrs9,10,11), 46% of our disadvantaged students arrive below age-related expectations compared to 29% of their non-disadvantaged peers.</p>

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
Increase in attendance for all students, with a specific focus on persistent absence students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all students being no more than 6%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 0.5%. The percentage of all students who are persistently absent being below 12% and the figure among disadvantaged students being no more than 8% higher than their peers.
<p>Increase in mental health provision within school and positive relationships with external providers.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Students are able have appointments with the relevant person within the school; MHFA, ELSA or counselling within two weeks from referral.</p> <p>There is an increase in the number of ELSA and mental health first aid trained staff within the school, the school counsellor is employed for additional days, we have a Mental Health lead within the school</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged students. Key staff CPD development on site to support students linked with signposting students to support offsite
Improved computer access and IT support for key families to support with learning where required.	<p>By the end of the current plan all students will have sufficient IT support at home to ensure they are able to engage with online learning, homework and all other IT related platforms such as OneNote, google forms etc. If this is not available the school are able to support the student with a computer loan library.</p>

<p>To improve teaching and learning strategies across the school, focused on metacognition and assessment and feedback in all subjects.</p>	<p>Teacher report and class observations (Class Learning Reviews/ Learning Walks) suggest disadvantaged students are more able to monitor and regulate their own learning. Departments embed assessment and feedback strategies, in line with our Marking and Feedback policy and evidence in book looks, learning walks and from student voice demonstrates that students are receiving high quality feedback and responding to this feedback more effectively to be able to monitor their own learning.</p> <p>By the end of the current plan 2024/2025 there will not be a significant gap between disadvantaged and non-disadvantaged students for outcomes in core subjects. Significant measure will be -9%</p>
<p>Improve behaviour in school- this includes within lessons and during unstructured time.</p>	<p>Sustained high levels of positive behaviour across the school.</p> <p>There is an improvement in behaviour for all students but specifically disadvantaged and vulnerable students. There is a reduction in the number of exclusions, SORs and IEs for all students and the gap between disadvantaged and not non-disadvantaged students is not significant.</p> <p>There is a significant increase in the number of positive behaviour points across the school.</p>
<p>Reading and vocab- Improved reading comprehension and vocabulary among disadvantaged students across KS3.</p>	<p>There is an improvement via reading comprehension tests (Accelerated Reader) among disadvantaged students. There is not a significant gap between disadvantaged and non-disadvantaged students related to the reading scores.</p> <p>The improvement in vocabulary is monitored in book looks, impact reports and via assessment outcomes.</p>

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality-first teaching. Clear whole school teaching and learning focus based on Rosenshein's principles. Examples include; total recall, low stakes testing</p> <p>Continued developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>High-quality teaching and learning</p> <p>Key teaching and learning strategies have been launched and will continue to be embedded in the whole-school teaching and learning strategy to support reducing gaps in knowledge and understanding, and to ensure that students are making good or better progress within lessons. Some of the strategies are below and have been formulated via research based on the Rosenshine's principles.</p> <p>https://www.thinkingmatters.com/assets/uploads/Beyond-Rosenshine.pdf</p> <p>Teaching metacognition skills to students is supports students to think about their own learning more explicitly and includes teaching students' specific strategies. – Learning to Learn</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4,1,5
<p>Assessment and feedback</p> <p>Launch of new marking and feedback policy within the school</p> <p>Data usage within the school to be developed to further support the forensic analysis of data</p>	<p>As part of the recommendations from the EEF, purposeful marking has been identified as making a significant contribution to high student attainment. In light of this additional resources are in place to ensure students know how to make progress.</p> <p>Marking policy review to have department marking policy, whole class feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>SISRA is web-based software that enables us analyse our performance data to ensure that we can target interventions appropriately to ensure subscription suitable progress. Individual dashboards are used to analyse key groups.</p>	4,5
High quality CPD to address key areas	High-quality teaching and learning CPD on whole school teaching priorities to address progress and closing the gap.	4,6

<p>for development with staff</p> <p>CPD on mental health including: mental health support for students related to difficult conversations with students; discrimination behaviour and equality; mental health linked to early identification and follow up</p>	<p>https://www.sec-ed.co.uk/best-practice/student-premium-using-cpd-to-narrow-the-gaps/</p> <p>https://www.wcpp.org.uk/wp-content/uploads/2018/04/PPIW-Report-The-Role-of-CPD-in-Closing-the-Attainment-Gap-REVISED-docx.pdf</p> <p>Clear evidence suggests that mental health is a key issue with young people especially after lockdown.</p> <p>Key finding from Mind (July 2021) suggests:</p> <ul style="list-style-type: none"> - People who struggled before now struggle more - Young people are finding it hard to cope - Coronavirus has heightened inequality - People urgently need more support <p>https://www.mind.org.uk/media/8962/the-consequences-of-coronavirus-for-mental-health-final-report.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p>Review of the homework strategy and launch of new strategy.</p> <p>Homework club to be developed and promoted – run by LSAs.</p> <p>UPR responsibility for homework which includes analysis of PP submission and quality</p>	<p>Homework can have a positive impact (+5 months). Quiet space is required for some students, this has been provided via a homework club that runs for key students in after school. Homework that is linked to classroom work tends to be more effective, this will be reflected in the homework strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,4,3</p>

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

Budgeted cost: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. The tutoring programme to focus on key Year 9 and 10 students in core subjects.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	3,4
In school use of targeted small-group tuition to support students. Interventions to include booster sessions at weekends for PP students, tutor intervention groups, afterschool intervention and targeted intervention in both English and maths in school time.	<p>The Education Endowment Foundation research suggests that small-group tuition has an average impact of 4 months additional progress over a year. The intervention has more of an impact when targeted at specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Programmes that extend the school day have a positive impact. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1,4,5,6
Implement a tutor reading programme to increase reading comprehension across the school with specific support given to disadvantaged/vulnerable students.	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>This is a reading programme that we use for our younger students. It is used to encourage reading and develop</p>	<p>4,5,6</p> <p>6,5</p>

<p>Accelerated Reader used in conjunction with the tutor reading to support the reading comprehension strategy.</p>	<p>reading and comprehension skills. Reading programmes were identified by the EEF as having a significant impact on developing students' literacy skills.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention</p> <p>https://www.theconfidentteacher.com/category/closing-the-gap/</p>	
<p>Development of phonics and recruiting LSA who are able to teach phonics.</p>	<p>Phonics is used as approach to teach aspects of literacy by developing students' knowledge and understanding of the relationship between written symbols and sounds.</p> <p>Teaching of phonics has a positive impact overall with 5 months progress made in one year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	6,5
<p>Use of online technology to support students learning in an alternative format. Such as maths watch, GCSE Pod and PiXL app</p>	<p>These resources help students to be more independent intervention software can provide them with flexibility in both how and where they revise and complete work. The resources are also used to facilitate mentoring and small group teaching.</p>	3

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will get training and release time to develop and implement new procedures. Attendance Officer in post, appointed to improve attendance (part funded). Rewards and incentives to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE's Improving School Attendance advice. https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-students	5
Review and development of the behaviour policy to ensure additional interventions are available to students to engage the students in a positive learning environment. External support in place. To focus on developing a positive school ethos or improving behaviour across the whole school which also aim to support greater engagement in learning linked to increasing positive points and praise. Review and improve specific programmes in place which target specific behavioural issues. Including the use of the harbour and offsite provision.	Behaviour interventions improve attainment by reducing challenging behaviour in school. This includes a range of behaviours- low level disruption to aggression, violence bullying, substance abuse. According to DfE figures, students who received FSM are more likely to receive permanent or fixed period exclusions compared to those who do not. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Use of external providers such as Joe Commando. Research suggests that students improve behaviour as confidence improves. Other areas that research has identified as having an impact on individual include; increased resilience, social and emotional benefits and this then links to improved outcomes. https://commandojoes.co.uk/impact-research/	5 5
Quality careers provision for students to ensure they are able	Disadvantaged young people are twice as likely to not be in employment, education or training (NEET) compared to their better off peers. a	2,5,1

<p>to link to the appropriate next stages in education/apprenticeships and to reduce the number of NEET students.</p> <p>Including strategies to provide transport to open evenings, priority careers interviews, lunchtime careers drop ins. Work experience with EBP</p>	<p>new study has found. The report, <i>Establishing the Employment Gap</i>, from the venture philanthropy charity Impetus, found that 26 per cent of disadvantaged young people were NEET, compared to just 13 per cent of other young people. (November 22, 2021)</p> <p>https://www.schoolvacancies.co.uk/news/employment-gap-sees-disadvantaged-students-more-likely-to-become-neet-48</p> <p>Increase work experience opportunities for young people to engage in post 16 opportunities and reduce NEETS through. Evidence suggest that Access to work experience can result in long-term employment and earning gains.</p> <p>https://the-ebp.co.uk/case-studies/ https://learningandwork.org.uk/wp-content/uploads/2020/04/Evidence-Review-What-works-to-support-15-to-24-year-olds-at-risk-of-becoming-NEET.pdf</p>	
<p>SENDCo role in the school at the forefront of SEND support and additional investment in place</p>	<p>Strategic development of the SENCo role within school with the appointment of the deputy SENCo role.</p>	<p>5</p>
<p>Enhanced pastoral support to increase parental engagement. Introduction of online parents evening to improve attendance and engagement with parents.</p> <p>Increase the pastoral team with an additional 2 staff members.</p> <p>We will invest in a more robust and diverse communication system to ensure communication is as clear and concise as possible.</p>	<p>The support given to parents/carers is paramount in supporting key students. The importance of pastoral support is underlined by the EFF where it identifies that Parental engagement is about the equivalent to an additional four months progress over the course of one year. It has also been identified that the progress for low attaining students is even higher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>65% of schools find that making more use of technology, for example, text message is an effective way to communicate with hard to reach parents, while 62% say that focusing on positive news first is effective.</p> <p>https://www.ess-sims.co.uk/sites/default/files/2018-07/PE%20White%20paper%202018%20-%20Web%20final%20version_1.pdf</p>	<p>1,2,5</p>

Reducing class sizes to support key students in key subjects – to see an improvement in outcomes.	Smaller class sizes enable higher quality interactions with students. This increases the quality and quantity of feedback to students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	4,5
Communication - In touch	New communications system used to streamline the current communication system – increasing the use of text messages	1

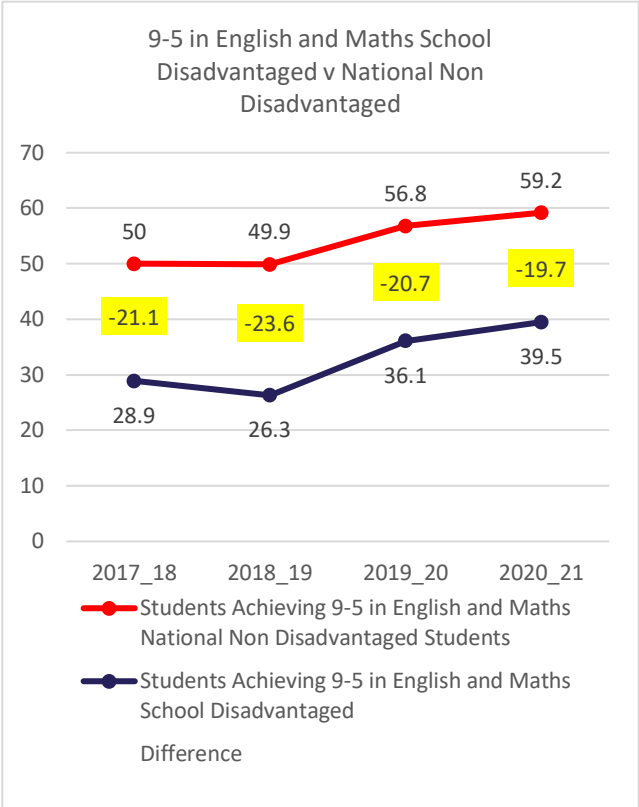
Total budgeted cost: £ 267000

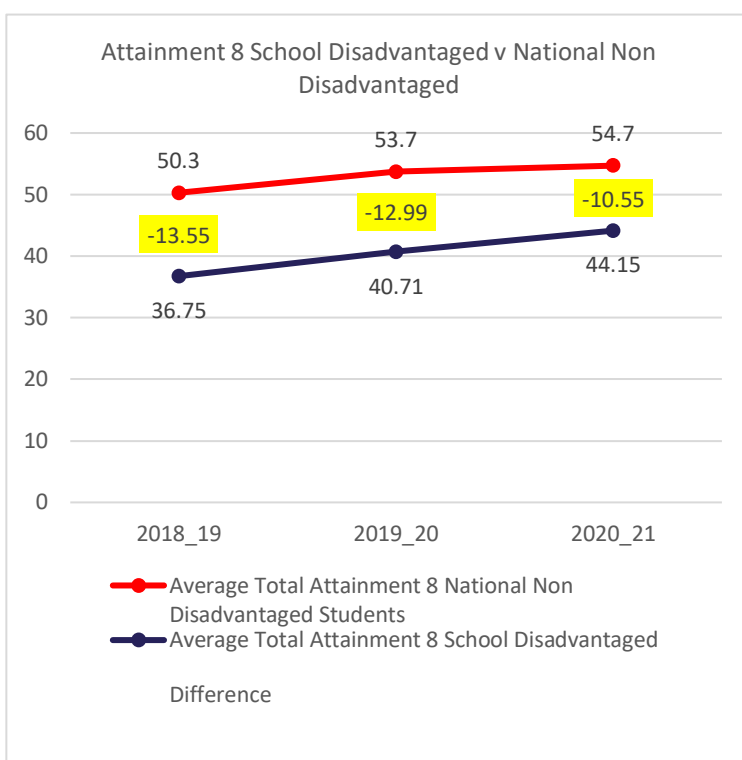
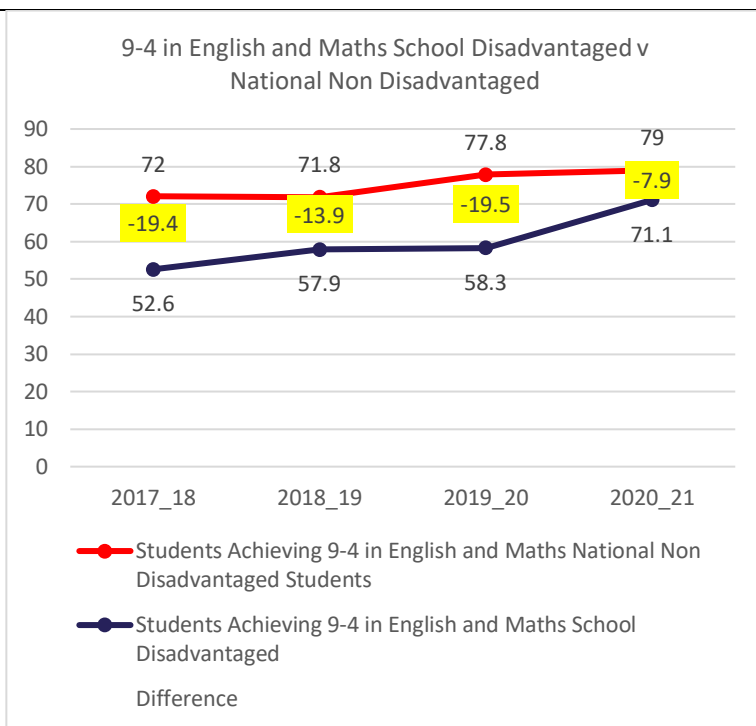
Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Previous strategies have had a positive impact on outcomes for the students with the gap between disadvantaged and non-disadvantaged students decreasing over time.





We continue to use the strategies that we know have a positive impact as well as developing other strategies that suit the needs of the cohort and individual learner.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Teaching and learning focus on low-stakes retrieval to address gaps when students returned after lockdowns. Teaching and learning based on the Rosenshine Principles to inform how we delivered remote education (3 live 2 set lessons). The key focus was on the review: checking understanding via low stake quizzing; and chunking the learning into small steps'

Although overall attendance in 2020/21 was lower than in the preceding 4 years at 94.3%, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was 4.5% higher than their peers and persistent absence 35% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used Pupil Premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

Service Pupil Premium funding

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	Service children can access funding for curriculum trips. A member of staff is available to support this small group of students and signpost them to additional support available within school as necessary, e.g. ELSA and Bereavement Friendship Group.
What was the impact of that spending on service Pupil Premium eligible students?	Support is available to support service students with anxiety and loss when a family member is deployed.

Further information

Additional activity

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- Embedding more effective practice around assessment and feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

External resources will be supplemented such as revision guide, art materials and trips

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated the impact of our strategies and which were the most successful. We have also reviewed our strategies so that we can further support our students.

We triangulated evidence from multiple sources of data including assessments, book looks, impact reports, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.