

Pupil Premium

Pupil Premium Strategy Statement 2022-23

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 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	1168
Proportion (%) of Pupil Premium eligible students	244 (21%)
Academic year/years that our current Pupil Premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£257,182
Recovery premium funding allocation this academic year	£74,382
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

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>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>
4	<p>Behaviour - 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</p>

	<p>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>
5	<p>Reading and vocabulary- 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> <p>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%.</p> <p>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	Students are able have appointments with the relevant

<p>relationships with external providers.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>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
<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. By the end of the current plan 2024/2025 there will not be a significant gap between</p>

	disadvantaged and non-disadvantaged students for outcomes in core subjects. Significant measure will be -9%
Improve behaviour in school- this includes within lessons and during unstructured time.	Sustained high levels of positive behaviour across the school. 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. There is a significant increase in the number of positive behaviour points across the school.
Reading and vocabulary- Improved reading comprehension and vocabulary among disadvantaged students across KS3.	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. The improvement in vocabulary is monitored in book looks, impact reports and via assessment outcomes.

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: **£136000**

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. This will involve ongoing teacher training and support and release time.</p>	<p>High-quality teaching and learning 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 Rosenshein's principles. https://www.thinkingmatters.com/assets/uploads/Beyond-Rosenshein.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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>3,1,5</p>
<p>Assessment and feedback Launch of new marking and feedback policy within the school</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. Marking policy review to have department marking policy, whole class feedback.</p>	<p>3,5</p>

<p>Data usage within the school to be developed to further support the forensic analysis of data</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>	
<p>High quality CPD to address key areas for development with staff</p>	<p>High-quality teaching and learning CPD on whole school teaching priorities to address progress and closing the gap. https://www.sec-ed.co.uk/best-practice/student-premium-using-cpd-to-narrow-the-gaps/ 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>	4,5
<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>Clear evidence suggests that mental health is a key issue with young people especially after lockdown. 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>	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<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>	1,2,3

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

Budgeted cost: **£130,000**

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	<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>	2,3,1

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.

Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

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.

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.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

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.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>

1,3,4,5

Implement a tutor reading programme to increase reading comprehension across the school with specific support given to disadvantaged/ vulnerable students.	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:	3,4,5
Accelerated Reader used in conjunction with the tutor reading to support the reading comprehension strategy.	<p>This is a reading programme that we use for our younger students. It is used to encourage reading and develop reading and comprehension skills. Reading programmes were identified by the EEF as having a significant impact on developing students' literacy skills.</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u> <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u> <u>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention</u> <u>https://www.theconfidentteacher.com/category/closing-the-gap/</u></p>	4,5
Development of phonics and recruiting LSA who are able to teach phonics.	Phonics is used as approach to teach aspects of literacy by developing students' knowledge and understanding of the relationship between written symbols and sounds. Teaching of phonics has a positive impact overall with 5 months progress made in one year.	4,5

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

Use of online technology to support students learning in an alternative format. Such as maths watch, GCSE Pod and PiXL app

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.

3,4

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

Budgeted cost: **£65,000**

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	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-students</p>	1,2

improve attendance.		
<p>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.</p> <p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>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.</p> <p>https://commandojoes.co.uk/impact-research/</p>	<p>4</p> <p>4</p>
Quality careers provision for	Disadvantaged young people are twice as likely to not be in employment,	1,2,4

<p>students to ensure they are able 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>education or training (NEET) compared to their better off peers, a 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>1,4</p>
<p>Enhanced pastoral support to increase</p>	<p>The support given to parents/carers is paramount in supporting key students. The importance of pastoral support is underlined by the EFF</p>	<p>1,2,4</p>

<p>parental engagement. Introduction of online parents evening to improve attendance and engagement with parents. Increase the pastoral team with an additional 2 staff members. We will invest in a more robust and diverse communication system to ensure communication is as clear and concise as possible.</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 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. https://www.ess-sims.co.uk/sites/default/files/2018-07/PE%20White%20paper%202018%20-%20Web%20final%20version_1.pdf</p>	
<p>Reducing class sizes to support key students in key subjects – to see an improvement in outcomes.</p>	<p>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</p>	3,4
<p>Communication – In touch</p>	<p>New communications system used to streamline the current communication system – increasing the use of text messages</p>	1,4

Total budgeted cost: £331,564

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

The strategy has been reviewed from 2021- 22 and one of the Challenge areas has been removed due to it being completed. It was challenge area 3 Improved computer access and IT support for key families to support with learning where required. The following has been fulfilled; 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.

In addition to completing one of the challenge areas, there has been some developments within the challenges and key areas have been addressed over the year. We have completed the following:

- Students were given devices where required
- 16 Mental health first aiders have been trained.
- A new attendance officer is in place
- We have additional school counsellor in school

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils is estimated at -1.16. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.8. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was estimated at -1.16, and the Attainment 8 score was 35.8. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 17.4%, which is similar to the previous 3 years and 33% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 6% higher than their peers in 2021/22 and persistent absence 20% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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. Service children attended class visits and other educational experiences offered

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.