



## Pupil Premium and Recovery Premium strategy statement 2023/2024

This statement details our school's use of Pupil Premium and Recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Huntcliff School
Number of pupils in school (September 2022)	434 (as at 21.9.23)
Proportion (%) of pupil premium eligible pupils (September 2022)	42% (as at 21.9.23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	15/9/23
Date on which it will be reviewed	January 2024
Statement authorised by	Mr A Edwards – Interim Headteacher (September 2023)
Pupil premium lead	Mr P Clayton
Governor / Trustee lead	Mrs R Whipps

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233, 910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£15, 593
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£249, 503

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make **at least good progress** and achieve high attainment across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- be committed to supporting our disadvantaged students to achieve in line with their potential and their non-pupil premium peers at a school, local, regional and national level.
- identify and address the challenges that may limit achievement and pupil progress.
- ensure all pupils, including disadvantaged pupils, receive high quality teaching and are challenged in their learning
- supplement the curriculum with intervention to support pupils to raise achievement in a timely and targeted manner
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge	Detail of challenge
1	<p>PP students have, on average, <b>lower reading age</b> levels and/or <b>lower KS2 reading tests scores</b> than non-PP students. This limits their ability to access the curriculum.</p> <p>For example, in our 2022 intake; 59% of disadvantaged pupils scored less than 100 in their KS2 Reading Test or do not have a result. This is compared to 50% for non-disadvantaged pupils.</p>
2	<p>PP students have, on average, <b>lower KS2 maths tests scores</b> than non-PP students.</p> <p>For example, in our 2022 intake; 59% of disadvantaged pupils scored less than 100 in their KS2 Maths Test or do not have a result. This is compared to 44% for non-disadvantaged pupils.</p>
3	<p>Based upon previous in-school PP data analyses, PP students are more likely to receive <b>behaviour</b> points than non-PP students. They are also more likely to be internally or externally excluded.</p>
4	<p>PP students are more likely to have significant <b>SEND needs</b> than non-PP students and/or are more likely to have <b>lower prior attainment</b>.</p> <p>For example, in our 2022 intake; 47% of the disadvantaged cohort have SEND needs as opposed to 26% of the non-disadvantaged cohort. The KS2 average for disadvantaged pupils is 95.95, as opposed to 100.1 for the non-disadvantaged cohort.</p>
5	<p>Due to the financial restraints that qualify a pupil to be deemed as 'disadvantaged,' PP students can be less likely to attend <b>extra/wider curricular opportunities and/or educational visits</b> than non-PP students.</p>
6	<p>Previously at our school, PP students have, on average, <b>lower attendance</b> than non-PP students. In the past they have also been more likely to be <b>late to lesson</b> and more likely to be <b>persistently absent</b> from school.</p>
7	<p>Previously at our school, and in part due to the financial restraints that qualify a pupil to be deemed as 'disadvantaged,' parental attendance of <b>parents' evenings</b> and information evenings is lower for disadvantaged pupils than non-disadvantaged pupils.</p>
8	<p>National research shows that PP students can be more likely to <b>experience difficulties</b> which affects their resilience, mental health and emotional wellbeing and this has previously been reflected at our school.</p>

## Intended Outcomes

These are 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
Improved and accelerated (where necessary) reading age and literacy levels for those below expectation and for reluctant readers.	Pupils below reading age expectation are identified, supported in relation to their reading need and show good or outstanding progress in LASS impact testing. Reluctant readers become engaged and show good or outstanding progress in the Reading Plus programme.
Improved mathematical abilities for those below expectation.	Pupils below age expectation are identified, supported and show positive progress in mid-term and end of year testing. High engagement with SPARX Maths.
Address the gap in KS4 PP outcomes in English and mathematics.	English and Mathematics will achieve a minimum PP Progress 8 of 0.00 in August 2024.
PP pupils have access to a range of resources, support and facilities to support learning.	Improved progress for all PP cohorts in relation to target and national performance.
Improved PP behaviour record and reduced exclusions.	Comparable numbers for disadvantaged pupils compared to non-disadvantaged peers in relation to Reset, Reflect and Fixed Term Suspensions.
Across the school there is effective, personalised assessment and intervention (wherever possible in class at the point of learning), especially for those who are disadvantaged and/or have SEND issues	Quality assurance (learning walks, work scrutiny, pupil voice and departmental reviews) will evidence that all students – with a focus on disadvantaged and SEND pupils – are benefiting from rigorous, personalised teaching and assessment processes as evidenced in Context for Learning and/or Seating Plan documents within teacher files.
Increased student engagement in school visits.	High engagement from disadvantaged pupils.
Increased student engagement in wider-curricular activities.	High engagement from disadvantaged pupils.
Improved PP punctuality and attendance.	The gap between PP student attendance and attendance for all pupils will close by at least 0.5% in 2023-24.
Increased parental engagement in school events.	Disadvantaged parental attendance at (online or face-to-face) parents' evenings will be in line with non-disadvantaged families in each year group.
PP students with emotional / social / behavioural difficulties are well supported.	All students identified and receive appropriate bespoke programmes of support, including via the school Hub and alternative provision as required.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87, 326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of specialist staff in maths and science to support the quality of delivery, reduce class sizes (where possible) and to facilitate effective intervention.	High quality teaching and learning is the primary driving force for achievement for all pupils, in particular disadvantaged learners.	1, 2, 3, 4.
Recruitment of Associate Assistant Headteachers responsible for driving improvement in Maths, Science and Technology.	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	1, 2, 3, 4
SPARX Maths for diagnostic, independent learning in Maths.	As above. SPARX will develop pupils' confidence in maths.	1, 2, 3, 4
Recruitment of an Assistant Headteacher (AHT) responsible for Teaching and Learning and CPD to work alongside the AHT who oversees the Quality of Education	High quality teaching and learning is the primary driving force for achievement for all pupils, in particular disadvantaged learners.	1, 2, 3, 4
Further development of an internal alternative provision unit including access to online	This will provide an alternative provision in which pupils, including disadvantaged learners, remain on their chosen courses and are supported by qualified teachers	1, 2, 3, 4, 8.

learning (The Hub) and employment of a qualified teacher as the Hub coordinator.	in an environment in which they can succeed and ultimately reintegrate into the mainstream curriculum.	
Further development of our Indigo curriculum and facilities for pupils deemed not-yet-ready for a full Key Stage Three curriculum. This includes an adapted curriculum delivered by a qualified Primary School teacher supported by qualified Teaching Assistants.	This will provide an alternative provision in which KS3 pupils, including disadvantaged learners, are appropriately supported towards accessing a broad and balanced curriculum at KS4.	1, 2, 3, 4, 8.
Further embedding of a coherent and rigours reading strategy that focuses upon; reading mechanics (catch up for those below chronological age), reading for knowledge (disciplinary reading in class – CPD required) and reading for leisure and pleasure in Form Time.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1, 2, 3, 4, 8.
One Accelerated Reader lesson per week for all pupils in Years 7 and 8.	Reading and literacy skills are of central importance if pupils, including those who are disadvantaged, are to make the progress they are capable of.	1, 2, 3, 4
Enhanced CPD provision to develop all aspects of teaching and learning including; strategies for underperforming pupil groups, such as disadvantaged pupils and the development of cultural capital.	High quality teaching and learning is the driving force for achievement for all pupils, in particular disadvantaged learners.	1, 2, 3, 4
Revision guides and revision resources for all students	All PP students receive equipment for specialist GCSE courses, such as fabrics for textiles, materials for Art and Technology and Kindles.	1, 3, 4.
ICT equipment and access.	Many studies suggest that effective use of IT can increase engagement and student progress. Providing access to iPad and laptops lessons has been highlighted by staff and students as key in the delivery of flexible, personalised lessons.	1, 3, 7.
Partnership with other schools within The Lincolnshire Gateway MAT	Collaborative practice is highly effective. Each subject area is linked with colleagues at other schools and Hubs to develop their practice for all pupils, including those who are disadvantaged.	1, 2, 3, 4, 6.
Pupil Premium Projects fund.	This funding is to be used to fund projects suggested by staff to deal with PP-relevant issues that emerge during	1, 2, 3, 4, 5, 6, 7, 8

	the course of the year. This will be managed by the finance team with oversight from the Headteacher.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £37, 425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring to support underperforming pupils in English, maths and science – in class support and small group support	<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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3, 4, 8
Year 11 Form Time includes additional teaching of English, maths and science.	High quality teaching and learning is the driving force for achievement for all pupils, in particular disadvantaged learners.	1, 2, 3, 4.
Employment of a trained reading intervention leader who will give expert, small group support to KS3 and KS4 pupils with low reading ages.	<p>Pupil premium pupils are often more at risk of having low literacy skills.</p> <p>Please see above for research evidence relating to the importance of reading and literacy development.</p>	1, 2, 3, 4, 8
Employment of SEND support staff (Teaching Assistants) for one-to-one and small group support	Pupil premium students are more likely to have special educational needs and so the work of our SEND team directly impacts the achievement of pupil premium students. One-to-one and small group has been shown to have a significant impact on the development of numeracy and literacy. This will be monitored by the appointed person with responsibility for SEND.	1, 2, 3, 4, 6, 8
<p>NFER and LASS reading and literacy testing.</p> <p>Follow up strategies to develop Phonological Awareness, Reading Comprehension and Decoding.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/</a></p>	1, 2, 3, 4

Read, Write Inc, SRA and Wellington Square reading comprehension phonics programmes (paid for in one-off payment in previous academic year). Provision of reading materials.	To accelerate progress in reading age. SRA and Wellington develop reading comprehension. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Reading Plus programme.  Staff to attend a seminar and then related resources.	Reading Plus is a new programme in 2023 that seeks to engage the reluctant teenage reader. It will be used as a 'catch up' strategy for the pupils who made less-than-good progress in the 2022-23 reading intervention programme. It includes transferrable licenses so that we could change users as the interventions changes.	1, 2, 3, 4
Provision of extra learning events and small group intervention sessions.	To boost all pupils, especially PP students, with their attainment. Events include; drop down days and off-site English and maths learning events.	1, 2, 3, 4, 5, 6, 7
Numeracy activities included periodically in the Form Time schedule	Numeracy skills are of central importance if pupils, including those who are disadvantaged, are to make the progress they are capable of.	1, 2, 3, 4
Provision/subsidy of peripatetic music lessons for PP pupils.	This is to ensure that PP pupils who may not have had access to music instruments and tuition are able to progress in music.	3, 4, 5, 6
The purchase and use of SMIDs.	SMIDs is used to track the progress of all pupils and student groups, such as disadvantaged pupils. This is a tool to help the school direct extra support and intervention to raise achievement.	1, 2, 3



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

Budgeted cost: £124, 752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Inclusion Officer and a dedicated Attendance Officer.	<p>The Attendance Officer is responsible for day to day tracking of attendance, initial contact with home and attendance sanction systems. The students that the Attendance Officer works with are often disadvantaged. Attendance and punctuality will be monitored by members of SLT.</p> <p>The Inclusion Officer (KKr) supports students who are at high risk of exclusion of which many are disadvantaged. This role is supported by the AHT responsible for Inclusion.</p>	3, 4, 5, 6, 8
Employment of dedicated House Leaders (Pastoral)	<p>These members of staff provide daily behaviour support and engage regularly with parents. Evaluation of their work suggests it has led to a significant reduction in behaviour incidents. Parental feedback on their role is very positive. The majority of their time is spent with our more vulnerable students who are often disadvantaged. The impact of their work will be monitored by the DHT with responsibility for Behaviour. Alongside Form Tutors, they support parents to attend meetings and parents' evenings as appropriate.</p>	3, 4, 5, 6, 7, 8
Inclusion Quality Mark – Centre of Excellence	Inclusion staff receive yearly training to ensure provision continues to be excellent.	3, 4, 5, 6, 7, 8
Form Tutors	Form tutors are the first point of contact for parents and assist parents to engage in all aspects of provision, including making appointments for parents' evening.	1, 2, 3, 4, 6, 7, 8
External support agencies	Support agencies ensure all pupils, including disadvantaged pupils, are thoroughly supported with all emotional issues. Agencies include; TTFE, EHAs, Parent Partnership, Bereavement counselling, behavioural psychology, educational psychology, specialist counselling etc.	3, 4, 6, 8
Lego Therapy	Originally designed for ASD children with communication needs. It has been found to be beneficial to a much wider variety of young people with similar challenges. This is led by trained Teaching Assistants.	2, 3, 4, 6, 8
Implementation of an Attendance Rewards Programme.	Funding for attendance rewards, for example book tokens and vouchers, have been cited by students as a real motivation for improving attendance. Those rewards for improved attendance are frequently won by disadvantaged pupils (who have lower attendance overall) and can include educational visits.	3, 6
Subsidies for school visits and educational experiences	All students should have access to school visits that enrich the curriculum or are directly relevant to examination courses. This funding acts to ensure all students can attend these visits. This will be managed by the finance team with oversight from SLT.	5, 6
Subsidies for school uniform	Disadvantaged families are eligible for support and payment plans for school uniform to ensure they can play	5, 6

	a full part in the life of the school. This will be managed by the finance team.	
Additional clean PE kit purchased and provided when required.	<p>This enables disadvantaged pupils to take a full part in PE lessons when they don't have their own kit.</p> <p>The laundry facilities in PE are used to clean kit after every use.</p>	5, 6
Subsidies for school equipment.	<p>Pupil Premium families are eligible for support and payment plans for school equipment to ensure they can play a full part in the life of the school. This will be managed by the finance team with oversight from AHT.</p> <p>In addition, resources are provided for technology lessons to ensure that disadvantaged pupils can achieve in line with their peers (e.g. food for food technology practical lessons, sketch books, pencils etc.).</p>	1, 2, 3, 4

**Total budgeted cost: £249, 503**

## 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 academic year 2022 to 2023. For Year 11, the data is based upon GCSE results. For all other years they are based upon professional prediction informed by mid-term and end of year standardised assessments.

Disadvantaged pupils in 2023 performed significantly better than disadvantaged pupils did in 2019 and broadly in line with disadvantaged pupils in 2022.

In 2023, the progress gap between disadvantaged and non-disadvantaged pupils is narrow. Both disadvantaged and non-disadvantaged pupils did not make the same progress as achieved by similar pupils nationally. Improving further the outcomes achieved by our disadvantaged pupils will remain as a focus for school improvement.

Standardised End of Year Assessments were undertaken by all pupils in Years 7-10 in June/July 2023. The grades achieved resulted in positive Progress 8 scores for disadvantaged pupils in Years 7, 8 and 9. Disadvantaged pupils in Year 10 achieved a Progress 8 score of -0.09. Diagnostic analysis of the results was used to inform planning to raise achievement.

In terms of assessing the impact of the Reading Intervention programme, 'good progress' is identified as an increase in a reading age of more than 4 months and 'outstanding progress' is identified as an increase of over a year. LASS testing undertaken in July 2023 showed that 86% of students made more than GOOD progress. 31% of students made OUTSTANDING progress of more than a year. 7% of students made progress of more than 2.5 years. The highest improvement from one student was a reading age difference of 3 years 10 months following a 16-week programme. 17% of students made less than good progress and these pupils will be further supported and will roll-forward into September's programme.

Disadvantaged attendance figures were below the (FFT) National figures for disadvantaged pupils, but 8% below the (FFT) national figures for non-disadvantaged pupils. Improving the attendance of disadvantaged pupils will remain a focus for next year's strategy.

Persistent absence figures for disadvantaged pupils were above non-disadvantaged pupils and above the (FFT) national. There was no significant difference between disadvantaged and non-disadvantaged pupils in terms of lateness to lesson.

In the academic year 2022-23 there were 1.1% more suspensions for disadvantaged pupils compared to all pupils. There were 4% more internal exclusions for disadvantaged pupils compared to all pupils.

## Externally provided programmes

Programme	Provider
NFER Reading Age Testing	NFER
LASS Diagnostic Reading development and testing.	LASS
Reading Plus	Reading Plus
SRA	Nelson
Wellington Square	Nelson
SPARX Maths	SPARX
Educational Psychologists	NLC
Think for The Future	TFTF
Delta Coaching	Delta
Lego Therapy	
Mathswatch	Mathswatch
Maths Genie	Maths Genie
With me in mind (mental health)	RDASH (NHS)
School councillor (emotional wellbeing)	Rubiks Inclusive Counselling and Interventions
ASET (SEND)	ASET
School nursing team	RADSH (NHS)
Blue Door (domestic violence)	Blue Door
EMTAS (ethnic minorities and traveller community support)	EMTAS
FASST (family support)	FASST
Big Talk (RSE support)	Big Talk
CAHMS	NHS