

# Pupil premium strategy statement – Brighton Hill Community School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1208
Proportion (%) of pupil premium eligible pupils	15% (Spring 2023 Census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Edwards, Headteacher
Pupil premium lead	David Watkins, Deputy Headteacher
Governor / Trustee lead	Jane Pratt, Chair of governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,550
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£57,684
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£268,234

# Part A: Pupil premium strategy plan

## Statement of intent

Brighton Hill Community School is committed to supporting **all** the pupils in our care, regardless of circumstance, to develop and grow into the happy, safe and empowered people we know they are all capable of becoming. Our vision is to provide them with a breadth and balance of teaching & learning, curriculum and enrichment experiences that will ensure that every pupil's needs are met so they are prepared for the challenges they may face in life and are empowered to change their lives for the better. Staff will be committed to continuing professional development, as well as embracing opportunities for collaboration both internally and externally. This will support our aim of making success inevitable, where a thirst for learning is central to our school culture, in which students are committed to making good progress and achieving excellence, considering individual needs.

Professor Becky Francis, Chief Executive of the Education Endowment Foundation (EEF), in 'The EEF Guide to The Pupil Premium – Autumn 2021' writes; '*Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in education recovery.*' It is for this reason we understand disadvantaged pupils may need additional support to meet our whole school vision and aims. We are committed to using valid and rigorous [diagnostic assessment](#) to understand the impact and as well as support required in our context. We understand that the support we put in place may benefit not just individual disadvantaged students or groups of disadvantaged students, but additional cohorts of students, such as those considered vulnerable and indeed those that are not considered either disadvantaged or vulnerable.

The plan outlined in this document is a 3-year strategy to target progress in key areas when compared to:

- National averages as identified from DfE school performance summary data and associated 3-year trends.
- Internal BHCS data including but not limited to:
  - Year 7 CAT4 outcomes
  - PLOA Plex questionnaire outcomes across BHCS year groups
  - Designated assessment and teacher assessment data via Sisra Analytics
  - FFT Aspire Analysis
  - Pupil Engagement with school enrichment activities
  - Parent Engagement with school parents' and information evenings

Our plan is designed, not only to support students who are not yet meeting expected progress standards, but also to stretch and challenge those disadvantaged pupils that are already excelling in their studies and enrichment opportunities. The plan supports the whole child across academic and wellbeing needs.

We will continue to be focussed on developing effective Quality First Teaching (QFT) to stretch and challenge our students to make success inevitable. This focus is reflective of the recommendations outlined by the EEF, where the development of high-quality

teaching is the primary focus of our pupil premium strategy. This is not unique to disadvantaged students but will benefit the progress and achievement all our learners.

The secondary and tertiary foci of our strategy is also reflective of the EEF recommendations referenced above, namely targeted academic support and wider strategies. Both foci are designed to meet our whole school vision and the selection of these are always evidence-based and designed to meet the challenges of our school context.

This plan supports our school ethos which is making success inevitable. As such we are all accountable for the plan's success, which addresses both common challenges and the needs of the individuals in our care. The plan is rooted in our four cornerstones of: commitment, courage, collaboration, and kindness.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment outcomes show disadvantaged students' level of literacy and numeracy are below national average.</p> <p>CAT assessments by GL introduced in September 2020 for Year 7's show those students in receipt of Free School Meals score below the National Average SAS score of 100 points in all four test batteries with a mean average SAS of 95.3 this compared to a mean average score of 99.7 for the non-FSM peers.</p> <p>The DfE ASP website shows a 3-year mean average from 2016-2019 of 19% disadvantaged 5+ in English &amp; Maths (50% National average for non-disadvantaged) – A8 disadvantage mean average over the same 3 years of 32.46 (50.07 National average non-disadvantaged)</p>
2	<p>Our current records show an increase in students who suffer from elevated levels of anxiety and overwhelm due to an inability to manage the cognitive load of the depth and breadth of a knowledge-engaged curriculum, amplified by COVID lockdowns. This is impacting on their mental health which is inextricably linked to academic progress and attainment.</p> <p>33% of students identified as high or sever alerts are disadvantaged students this is an increase of 11% to the previous year. We have also identified a 24% increase in students being classified as high or severe alerts compared to the previous Year 11 cohort.</p> <p>This strategic plan is designed to achieve progress in these measures across the 3 academic years from 2021/2022 to 2023/2024</p>

3	<p>Our observations and records show disadvantaged students have lower-level metacognitive skills and as such are not always clear on the next steps to achieve rapid and sustained progress compared to their non-disadvantaged peers. The estimated attainment pathway sub difference gap is greater for pupil premium students than it is for non-pupil premium students by a cross year group cohort average of -0.88 of a fine grade.</p>
4	<p>The percentage of disadvantaged pupils staying in education or entering employment as determined by DfE Raising Participation Age (RPA) measures after KS4 is below the National Average compared to the national average of non-disadvantaged pupils where:</p> <ul style="list-style-type: none"> <li>• 95% of 2016/17 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4.</li> <li>• 86% of 2015/16 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4.</li> <li>• 88% of 2014/15 leavers compared to a National average of 96% of non-disadvantaged pupils stayed in education or entered employment after KS4.</li> </ul> <p>This data is provided by the <a href="#">Department for Education's Analyse School Performance website</a></p> <p>Our internal diagnostic assessment data shows that low motivation and aspirations are a key barrier to progress for our students.</p>
5	<p>Our attendance data over the last 3 years indicate that attendance among disadvantaged pupils has been between 2.2% and 4.07% lower than that of non-disadvantaged pupils/</p> <p>The academic year 2020-21 and the 3-year trend leading to it shows that although the % of persistently absent students who are disadvantaged is reducing in some cohorts when compared to their non-PP peers this is not proportional. In the academic year 2020-21 disadvantaged students accounted for 39.86% of the total number of persistently absent students as an average across all five year groups.</p> <p><a href="#">Research published by The Department for Education (DfE) in 2016</a> found that the higher the overall absence rate across KS2 and KS4, the lower the level of attainment at the end of each Key Stage, this is reflected in our setting.</p>
6	<p>Our records of parental evening engagement show that there is a trend of lower engagement in parents' evenings by parents of students in receipt of the Pupil Premium. The EEF identify a long history of <a href="#">research into parental engagement</a> and the association between parental engagement and a child's academic success making it clear that parental engagement is valuable.</p> <p>An average of attendance of parents' evenings in the academic year 2020.21 showed 63.4% of PP parents attended compared to 84.6% a gap of 21.2%. The greatest gap was observed in our Year 10 cohort (34%) and the smallest gap in our Year 11 cohort (11%)</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
Improved attainment outcomes for disadvantaged pupils across the curriculum at the end of KS4 with a focus on English & Maths.	By the end of the current three-year plan 2023/24 the percentage of disadvantaged students achieving standard and strong passes in English AND Maths are 70.5% for a standard pass and 45.5% for a strong pass. This would be reflective of students achieving FFT20 expected attainment pathway grades.
Improved literacy and numeracy outcomes for free school meal students across KS3	By the end of the current three-year plan 2023/24 CAT assessments show Year 8 (Intake 22) outcomes have improved compared to the start of Year 7 (Intake 22). Those students in receipt of Free School Meals are scoring on or above the National Average SAS scores for verbal reasoning (thinking with words) and Quantitative (or numerical) battery (thinking with numbers) compared to their FSM peers Nationally.
To reduce the anxiety and overwhelm due to an inability to manage the cognitive load experience by disadvantaged students caused by the depth and breadth of a knowledge-engaged curriculum	A sustained reduction in high and severe alerts is observed across the 3-year period. This will be identified by lower end of year PLEX scores for disadvantaged students compared to initial baselines. Improved attendance figures for students previously identified as high or severe alert students. Increased engagement in school extra-curricular activities and enrichment opportunities.
To accelerate progress of our disadvantaged students compared to their non-disadvantaged peers	By the end of the current three-year plan 2023/24 the cross-cohort EAP fine grade gap between disadvantage students and non-disadvantaged students has been reduced to -0.25 of a fine grade.
To increase the % of RPA disadvantaged students.	By the end of the current three-year plan 2023/24 % of RPA disadvantaged students tracks consistently above the % of RPA for disadvantaged students nationally and is equal to or better than the % of RPA for the whole cohort of BHCS students and at least equal to the % RPA for non-disadvantaged.
To achieve and sustain improved attendance for disadvantaged pupils compared to non-disadvantaged.	By the end of the current three-year plan 2023/24 the trend of increasing disadvantage attendance continues and the

	trend of reducing the percentage of persistently absent students who are disadvantaged also continues where in both attendance measures the percentage is equal to or better than the National average for the disadvantaged cohort of students.
To increase the engagement of PP parents at parents' evenings.	By the end of the current three-year plan 2023/24 the trend of reducing the attendance gap between parents of disadvantaged pupils and parents of non-disadvantaged pupils at parents' evening continues to decrease to a point where the average gap is reduced to 10%.

## Activity in this academic year

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

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

Budgeted cost: £155,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Academic data analysis</b> by SLT, HoF's, HoY's and SENDCo using BHCS Online Progress Tool powered by SIMS, SISRA &amp; FFT to identify barriers to progress and apply appropriate therapies.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 6</b></p> <p><b>Data driven and responding to evidence:</b> Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>3. Understanding barriers and targeted. evidence-based activities.</li> <li>4. Monitoring and evaluation.</li> <li>5. Securing accountability.</li> </ol>	1,3 & 5

<p><b>Attendance and behaviour data analysis</b> by SLT, HoF's, HoY's, Attendance Officer, Pastoral Support Officer, Family Support Advisor, Safeguarding Team and SENDCo using SIMS identify barriers to attendance and positive behaviour apply appropriate therapies. Including attendance and positive behaviour awards programmes.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 2</b></p> <p><b>Addressing behaviour and attendance:</b> Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, culture &amp; Values</li> <li>2. High Expectations</li> <li>3. Understanding barriers</li> <li>4. Monitoring &amp; evaluation</li> <li>5. Securing accountability</li> </ol>	<p>4 &amp; 5</p>
<p><b>Committed time Continuing Professional Development</b></p> <p>Action Research CPD Twilights working groups focussed on improving teaching and learning specific to QFT 'core concept' elements &amp; Subject Knowledge Development</p> <p>RSL meetings to QA key progress &amp; process of whole school strategies to raise progress and attainment.</p> <p>Middle Leader Meetings HoY &amp; HoF to deliver, QA and review strategies to support student progress.</p> <p>Curriculum Planning Faculty meetings and Curriculum Representative meetings to ensure well sequenced subject curricula are provided to students, develop curriculum innovation, QA and cross-curricular links</p> <p>T&amp;L Faculty meetings to improve T&amp;L across the school and to support non-specialist teachers with a focus on developing core concepts and subject knowledge.</p>	<p>EEF Teacher Toolkit Effective Professional Development</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF Teacher Tool Kit Metacognition and self-regulation +7</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 3</b></p> <p><b>High quality teaching for all:</b> Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, culture and values.</li> <li>2. High expectations.</li> <li>4. Monitoring and evaluation.</li> <li>5. Securing accountability.</li> </ol>	<p>1,2,3,4,5 &amp; 6</p>
<p><b>Developing classroom support</b> Develop collaboration between the SEN Team and faculties to refine classroom support, strategies and subject knowledge for SEND</p>	<p><a href="#">EEF Making best use of teaching assistants</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 3</b></p>	<p>1,2,3,4 &amp; 5</p>

	<p><b>High quality teaching for all:</b> Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, culture and values.</li> <li>2. High expectations.</li> <li>4. Monitoring and evaluation.</li> <li>5. Securing accountability.</li> </ol>	
<p><b>Year 7 Transition Programme</b> in place to support students with a smooth transition allowing for improved progress and appropriate curriculum structure for all students, including those eligible for PP funding.</p> <p>Including use of CAT4 data paired with FFT.</p>	<p><b>Early Years Intervention (EEF)</b>  <a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 6</b></p> <p><b>Data driven and responding to evidence:</b> Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p>'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5 & 6
<p><b>Investing in external support stakeholders</b> (e.g., HIAS, PiXL) to ensure the school is accessing high quality support, guidance and advice. Ensure that relevant advice is used strategically to support QFT and so meet the needs of the school and our students.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 3</b></p> <p><b>High quality teaching for all:</b> Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations monitoring performance and sharing best practice.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, culture and values.</li> <li>2. High expectations.</li> <li>4. Monitoring and evaluation.</li> <li>5. Securing accountability.</li> </ol>	1,2,3,4,5 & 6



<p><b>Century Tech</b> used for Home Learning and independent learning in core subjects and in adherence to BHCS home learning policy</p>	<p>EEF Teacher Tool Kit Homework (Secondary) +5  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF Using Digital Technology to Improve Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital%20t">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digital%20t</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 1</b></p> <p><b>Whole school ethos of attainment for all:</b> Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p>	<p>1,2,3,4,5 &amp; 6</p>
<p><b>Feedback cycle</b> embedded across all faculties where effective actionable feedback is specific to individual student progress needs.</p>	<p>EEF Teacher Tool Kit Feedback +6  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient'  3. Understanding barriers and targeted. evidence-based activities.  4. Monitoring and evaluation  5. Securing accountability</p>	<p>1,2,3,4,5 &amp; 6</p>
<p><b>Parental Engagement systems</b> including  Parents' evenings</p>	<p>EEF Teacher Tool Kit Feedback +4</p>	<p>1,2,3,4,5 &amp; 6</p>

<p>Additional parent information evenings Progress baseline (Year 7) and subsequent progress tracker process to facilitate</p> <p>Bi-annual Parent Focus group meetings for year groups led by HoYs in which a representative sample of parents provide feedback on key aspects of school development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><b>Building block 6</b></p> <p><b>Data driven and responding to evidence:</b> Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p>	
<p><b>Learning Walks</b> are conducted according to schedule and review QFT objectives and their impact on progress and development needed, including focus on disadvantaged and vulnerable group progress and provision.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 7</b></p> <p><b>Clear, responsive leadership:</b> Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>Active Ingredient</p> <ol style="list-style-type: none"> <li>1. Leadership, culture and values</li> <li>2. High expectations</li> <li>3. Understanding barriers and targeted, evidence-based activities</li> <li>4. Monitoring and evaluation</li> <li>5. Securing accountability</li> </ol>	1,2 & 3
<p><b>Development of cultural capital curriculum</b> content to support student vision of positive future self, including:</p> <p>House System Tutor Programme My World KS4 RE Careers programme (Gatsby 8)</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 1</b></p> <p><b>Whole school ethos of attainment for all:</b> Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <ol style="list-style-type: none"> <li>1. Leadership culture and values</li> </ol>	1,4 & 5
<p><b>Numeracy &amp; Literacy Leads</b> to deliver development programmes for all through the tutor programme</p>		1

	<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="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>          To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: <a href="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="http://oup.com.cn">Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies +6  <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></p> <p><a href="http://www.nfer.ac.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 5</b></p> <p><b>Deploying staff effectively:</b> Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p><a href="http://www.hias.org.uk">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active ingredient'          1 Leadership, culture and values          2 High expectations</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a School-Led Tutoring Programme to provide a	EEF Teacher Tool Kit Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	1,2,3,4 & 5

<p>blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A sizeable proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>attaining pupils or those falling behind, both one-to-one: +5  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups +4:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Curriculum access pathway programme</b> reduction of student curriculum pathway by 1 GCSE to increase curriculum time in English, Maths &amp; Life Skills.</p>	<p><a href="https://educationendowmentfoundation.org.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="https://educationendowmentfoundation.org.uk">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient'  3. Understanding barriers and targeted. evidence-based activities.</p>	<p>1,2,3,4 &amp; 5</p>
<p><b>Yr10 &amp; Yr11 Mentoring Programme</b></p>	<p>EEF Teacher Toolkit – Mentoring +2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	<p>1,2,3,4,5 &amp; 6</p>
<p><b>Targeted extracurricular Revision sessions</b></p>	<p><a href="https://educationendowmentfoundation.org.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="https://educationendowmentfoundation.org.uk">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>Active Ingredient  3. Understanding barriers and targeted. evidence-based activities.</p>	<p>1,2,3,4 &amp; 5</p>
<p><b>English, Maths and Science focussed tutor groups</b> with option subjects on rotation which</p>	<p><a href="https://educationendowmentfoundation.org.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p>	<p>1,2,3,4 &amp; 5</p>

<p>involve subject expert led work.</p>	<p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><b>Building block 5</b></p> <p><b>Deploying staff effectively:</b> Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	
<p><b>Work placement, use of alternative providers</b> for students unable to access mainstream education including Princess Trust and Hampshire Inclusion</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	<p>4 &amp; 5</p>
<p><b>Trips/visits</b> including Higher education establishments. Faculty trips Pastoral trips Increased student aspirations</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	<p>1,2,3,4 &amp; 5</p>
<p><b>Exam Pens</b></p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p>	<p>2,3 &amp; 5</p>

	<p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	
<b>Academic equipment</b> including calculators and stationery	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	1,2,3,4, & 5
<b>Food technology ingredients</b> provision of ingredients to be able to participate in lessons. KS4 students need ingredients to support GCSE performance.	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	2,3 & 5
<b>Art resources</b>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>	2,3 & 5

	<p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p>	
<b>Music lessons</b>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p>	2,3 & 5
<b>Revision guides &amp; academic texts</b>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p>	1,2,3,4 & 5
<b>KS3 Targeted intervention reserve academic</b> including learning tools such as apps and webinars.	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredient’ 3. Understanding barriers and targeted. evidence-based activities.</p>	Likely to be primarily 1,2,3,4 & 5

<p><b>KS4 Targeted intervention reserve academic</b>, including bespoke rewards &amp; awards</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient' 3. Understanding barriers and targeted. evidence-based activities.</p>	<p>Likely to be primarily 1,2,3,4 &amp; 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Deputy Heads of Year</b> roles are maintained to support HoY increase focus on academic outcomes of for disadvantaged students.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients' 1. Leadership, Culture &amp; Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p>	<p>1,2,3,4 &amp; 5</p>
<p><b>Wellbeing Centre</b> (both individual and group) to support academic, emotional and mental health needs designed to support rapid and sustained progress for identified students in need of support.</p>	<p>EEF Teacher Tool Kit Social and emotional learning +4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF Teacher Tool Kit One to one tuition +5</p>	<p>1,2,3,4 &amp; 5</p>



	<p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="http://eif.org.uk">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><b>Building block 5</b></p> <p><b>Deploying staff effectively:</b> Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</p> <p><a href="http://educationendowmentfoundation.org.uk">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, Culture &amp; Values</li> <li>2. High expectations</li> <li>3. Understanding barriers and targeted. evidence-based activities.</li> <li>4. Monitoring and evaluation</li> <li>5. Securing Accountability</li> </ol>	
<p><b>Family Support Worker (RTN)</b> employed to work with families of students, including home visits.</p>	<p><a href="http://educationendowmentfoundation.org.uk">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 2</b></p> <p><b>Addressing behaviour and attendance:</b> Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p><a href="http://educationendowmentfoundation.org.uk">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <ol style="list-style-type: none"> <li>1. Leadership, Culture &amp; Values</li> <li>2. High expectations</li> <li>3. Understanding barriers and targeted. evidence-based activities.</li> <li>4. Monitoring and evaluation</li> <li>5. Securing Accountability</li> </ol>	<p>1,2,3,4,5 &amp; 6</p>

<p><b>Breakfast club</b> to be run in the HUB every morning. Supporting students eligible for PP funding with breakfast, thus supporting positive behaviour and engagement in learning. In addition, providing breakfast can encourage some students to attend school, leading to improvements in attendance.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredient'</p> <p>3. Understanding barriers and targeted. evidence-based activities.</p>	<p>1,2,3,5 &amp; 6</p>
<p><b>Pastoral Support Officer</b> works with students yet to meet the BHCS positive behaviour expectations.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <p>1. Leadership, Culture &amp; Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p>	<p>1,2,3,4,5 &amp; 6</p>
<p><b>EBP South Basingstoke Consortium services</b> are employed to support disadvantaged student view of positive future self.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'</p> <p>1. Leadership, Culture &amp; Values 2. High expectations</p>	<p>3,4 &amp; 5</p>

	<p>3. Understanding barriers and targeted. evidence-based activities.  4. Monitoring and evaluation  5. Securing Accountability</p>	
<p><b>Careers Coach</b> to work specifically with disadvantaged students in Year 11 initially providing support and guidance for students to successfully navigate through their 'footsteps' careers action plan.</p>	<p>EEF Teacher Tool Kit One to one tuition +5  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><a href="#">Review of vocational education: Wolf report</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'  1. Leadership, Culture &amp; Values  2. High expectations  3. Understanding barriers and targeted. evidence-based activities.  4. Monitoring and evaluation  5. Securing Accountability</p>	<p>3,4 &amp; 5</p>
<p><b>Online careers platform</b> designed to engage students, parents, carers and staff in careers and enterprise programmes to increase view of positive future self.</p>	<p>Research supported by the <a href="#">Gatsby benchmarks for good careers guidance</a> state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p><a href="#">Review of vocational education: Wolf report</a></p> <p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'  1. Leadership, Culture &amp; Values</p>	<p>3,4,5 &amp; 6</p>

	<p>2. High expectations  3. Understanding barriers and targeted. evidence-based activities.  4. Monitoring and evaluation  5. Securing Accountability</p>	
<p><b>Careers events</b> including  medical mavericks  work experience  experience of workplaces  TeenTech  Careers Quest</p>	<p>Research supported by the <a href="#">Gatsby benchmarks for good careers guidance</a> state increasing student exposure to careers options increases aspirations and student outcomes.</p> <p><a href="#">Review of vocational education: Wolf report</a>  <a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'  2. High expectations  3. Understanding barriers and targeted. evidence-based activities.</p>	3,4 & 5
<p><b>Inspirational speakers</b> to raise aspirations discuss/teach study strategies &amp; techniques to support revision for end of year exams</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">'Improving outcomes for disadvantaged learners' report Hampshire Services HIAS School Improvement.</a></p> <p>'Active Ingredients'  2. High expectations  3. Understanding barriers and targeted. evidence-based activities.</p>	3,4 & 5
<p><b>Increased recognition of student achievement</b> Student rewards through the House Cup system</p> <p>Student rewards through HoY/HoF recognition schemes to improve attendance, behaviour and engagement.</p>	<p><a href="#">DfE/NFER 'What are the most effective ways to support disadvantaged pupils' achievement?'</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her</p>	3 & 5

	<p>learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p>	
<p><b>School clothing</b> PP families unable to fully meet financial pressures of purchasing all required school uniform and associated kit which can impact on attendance and engagement in lessons.</p>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 2</b></p> <p><b>Addressing behaviour and attendance:</b> Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p>	5
<p><b>Bus passes</b></p>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 2</b></p> <p><b>Addressing behaviour and attendance:</b> Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 2. High expectations 3. Understanding barriers and targeted. evidence-based activities.</p>	5
<p><b>Student locker hire</b> Improved organisation and self esteem</p>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her</p>	3 & 5

	<p>learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 3. Understanding barriers and targeted. evidence-based activities.</p>	
<b>Bicycle and all safety/security equipment</b>	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 2</b></p> <p><b>Addressing behaviour and attendance:</b> Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 3. Understanding barriers and targeted. evidence-based activities.</p>	5
<b>KS3 Targeted intervention reserve pastoral</b> designed to support any reactive therapies that we cannot predict in advance from our internal diagnostic tools	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’ 1. Leadership, Culture &amp; Values 2. High expectations 3. Understanding barriers and targeted. evidence-based activities. 4. Monitoring and evaluation 5. Securing Accountability</p>	Likely to be primarily 1,2,3,4,5 & 6
<b>KS4 Targeted intervention reserve pastoral</b> designed to support any reactive therapies that we cannot predict in advance from our internal diagnostic tools	<p><a href="#">DfE/NFER ‘What are the most effective ways to support disadvantaged pupils’ achievement?’</a></p> <p><b>Building block 4</b></p> <p>Meeting individual learning needs: Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her</p>	Likely to be primarily 1,2,3,4,5 & 6

	<p>learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p> <p><a href="#">‘Improving outcomes for disadvantaged learners’ report Hampshire Services HIAS School Improvement.</a></p> <p>‘Active Ingredients’</p> <ol style="list-style-type: none"> <li>1. Leadership, Culture &amp; Values</li> <li>2. High expectations</li> <li>3. Understanding barriers and targeted. evidence-based activities.</li> <li>4. Monitoring and evaluation</li> <li>5. Securing Accountability</li> </ol>	
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**Total budgeted cost: £268,234**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Improved attainment outcomes for disadvantaged pupils across the curriculum at the end of KS4 with a focus on English & Maths**

The Covid Pandemic has had a significant impact on national examinations the comparative data used compares 2023 outcomes to both Hampshire Local Authority and National Outcomes

- PP Students Achieving 4+ in English & Maths was 53% in 2023 compared to 35% in the local authority and 43% nationally.
- PP Students Achieving 5+ in English & Maths was 23% in 2023 compared to 16% in the local authority and 25% nationally.

The strategies currently adopted by this plan are showing positive impact in the 4+ measure compared to both the local authority and national. At the 5+ measure there is still room for progress compared to national. The overall aim of improving attainment for disadvantaged pupils remains a focus.

#### **Improved literacy and numeracy outcomes for FSM students across KS3 using intake 22 as a measure**

Intake 22 baseline shows FSM students scored as follows:

Verbal 94.8 > Quantitative 92.4 > Non-Verbal 92.5 > Spatial 95.6 > Overall 93.5

Intake 23 baseline shows FSM students scored as follows:

Verbal 93.2 > Quantitative 96.8 > Non-Verbal 94.6 > Spatial 96.6 > Overall 95.3

#### **To reduce the anxiety and overwhelm due to an inability to manage cognitive load experience by disadvantaged students caused by the depth and breadth of a knowledge engaged curriculum**

Data drawn down from the current academic year for Year 10 & 11 students now show a reduction in the percentage of students who are disadvantaged and display high or severe levels of anxiety and overwhelm. This figure is 6% of the cohort completing the survey (22 of 387 students). While this is a significant reduction compared to our baseline measure in 2021 of 33% we remain mindful that 44% of the disadvantage cohort report experiencing high levels of anxiety and overwhelm, although this is



marginally lower than non-disadvantaged peers where 35% of the cohort report experiencing high levels of anxiety and overwhelm.

Reducing anxiety and overwhelm experienced by disadvantaged students remains a focus.

### **To accelerate progress of our disadvantaged students compare to their non-disadvantaged peers**

The EAP gap between disadvantaged and non-disadvantaged students remained significant for the 2023 cohort with the average EAP subgrade gap for disadvantaged being -3.6 compared to -1.2 for non-disadvantaged.

Accelerating progress of disadvantaged students remains a clear focus.

### **To increase the % of RPA disadvantaged students**

96% of BHCS pupils who finished Year 11 in 2021 stayed in education or entered employment compared to 94% in the local authority and 94% in England.

This compares to 96% of disadvantaged pupils who finished Year 11 in 2021 stayed in education or entered employment compared to 88% in the local authority and 88% in England.

Due to the lag in this data it will be important to monitor the continuing impact of BHCS strategies. Increasing the % of RPA disadvantaged students remains a focus.

### **To achieve and sustain improved attendance for disadvantaged pupils compared to non-disadvantaged.**

2022/23 data show BHCS recorded absence to be 7.1% compared to 9% average in both the local authority and England state-funded schools.

Current FFT analysis for 2023/24 academic year to date show disadvantaged attendance at 86% compared to national of 86.8%. This compares to 93.3% for non-disadvantaged in school and 93.7% nationally suggesting improving attendance for this group remains a priority although it is now almost in line with national data.

### **To increase the engagement of PP parents at parents' evenings**

Using the most available data we can see from 2021/22 academic year parental engagement in Parents' Evening has dropped from 74% of parents booking an appointment compared to 69% in 2022/23 academic year.

When focusing on the trend by year group and specifically PP, we can see a consistent negative gap between attendance of non-PP parents compared to PP parents. The range of the gap in 2021/22 between the two groups was 30% this range has reduced

to 25% in 2022/23. It is however clear that in some year groups the gap is more significant than others, suggesting this is still a critical area of focus for development.

## Externally provided programmes

Programme	Provider
SIMS	Scomis
FFT Aspire	Fischer Family Trust (FFT) Education Ltd (backed by the Fischer Family Trust)
CAT4 Assessments	GL Assessments
Sisra	Juniper Education Group
Unifrog Careers Platform	Unifrog
Century Tech Home Learning Platform	Century Tech
Performance Learning Online (PLEX)	PL Education Ltd
School Cloud	School Cloud

## Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>Increasing our Pastoral Support capacity was a key focus with the introduction of Deputy Heads of Year &amp; Deputy Heads of House to provide an additional layer of care for students in need.</p> <p>Our family support worker is on hand to support and liaise with our service family pupils and where required provide a range of 'Hub' interventions</p>
The impact of that spending on service pupil premium eligible pupils
<p>Due to the provision of additional pastoral support staff and monitoring of pupil's needs we are pleased that no service children were identified as requiring additional support beyond having access, if required, to the Pastoral teams referred to.</p> <p>Our service family pupils had an average attendance of 95.8% above the National and BHCS average. The average number of negative behaviour points was significantly below the school average. Both data sets indicate the support that is available is providing a safe and secure environment for them to develop and thrive.</p>

## 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 as follows:

- While the plan covers aspects of how we are developing student literacy there is also a whole school focus on literacy that is not specifically covered by the plan but will benefit disadvantaged students, this literacy strand is detailed in the School Impact Plan. This is also the case with our whole school focus on cultural capital and cross curricular links.
- To better monitor student engagement in our wide ranging extra-curricular offer, we will be investing in an online platform to better record, collate and analyse student attendance.
- Offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspirations. Activities (e.g., The Duke of Edinburgh's Award – Bronze & Silver, Additional Young Enterprise Groups) will focus on building life skills such as confidence, resilience and socialising. Disadvantaged students will be encouraged and supported to participate
- Engaging with the Uni-Connect Southern Universities Network (SUN) funding programme to develop essential employability skills that align to our Careers Programme focus on the [‘Skills Builder Partnership’s’](#) 8 essential employability skills. Students meeting the Uni-Connect criteria are also often disadvantaged or vulnerable students.
- CDI Certificate in Careers Leadership development of the school's Careers Lead to secure effective strategic planning of the school's careers programme to cater for all students including disadvantaged to support raising of motivation and aspirations.
- Recruitment of a dedicated Careers Leader to implement strategic planning of the school's careers programme to cater for all students including disadvantaged to support raising of motivation and aspirations.

### Planning, implementation, and evaluation

In devising our new pupil premium strategy, we applied the EEF's [‘Putting Evidence to Work – A School's Guide to Implementation’](#) model.

We have treated the strategy as a process, not an event and as such plan and execute in stages. Our leadership environment and school climate are one that is conducive to good implementation where accountability manifests as a supportive framework for pupils, staff and parents.

We have gone to great lengths to implement diagnostic systems both internally and externally to define the challenges our disadvantaged students face and how we can overcome those challenges with appropriate evidence-based programmes or practices. As per the plan we have drawn heavily on research conducted by the EEF, Department

for Education, NFER and the Hampshire School Improvement Service. Most importantly, we have considered this evidence against our school context and what we believe will best support the development of the young people in our care.

By having a clear plan of action, we are better positioned to judge the readiness of the school to deliver the plan as an integral part of our overall School Impact Plan (SIP) that staff are well informed on and ready to deliver with a clear set of overarching aims and success criteria that focus on the positive impact we expect to see on our pupils.

For the PP action plan to have maximum impact we will support staff, monitor progress, solve problems, and adapt strategies across the course of the 3-year plan as our diagnostic systems deem necessary.

Using our past experiences and successes, alongside this strategic model we believe we have planned for sustainability and scaling of the plan that will lead to positive outcomes for not just our most disadvantaged pupils but all our pupils regardless of background.