

The Hessle Academy - Pupil premium strategy statement (Hessle High School)

This statement details our academy's use of pupil premium funding for the 2024/25 and 2025/26 and 2026/27 academic years 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
Academy name	Hessle High School
Number of pupils in the academy Y7-11	23/24 1222 24/25 1226
Proportion (%) of pupil premium eligible pupils	23/24 28.2% 24/25 27.0%
Academic year/years that our current pupil premium strategy plan covers	24-25, 25-26, 26-27
Date this statement was published	November 2024
Date on which it will be reviewed	19/11/24
Statement authorised by	Vince Groak
Pupil premium lead	David Willson
Governor / Trustee lead	Matt Benson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23/24 £344,655 24/25 £402,260

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement.

We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Absence and persistent absenteeism of disadvantaged pupils is high
2	Limited aspirational educational goals for disadvantaged pupils
3	Limited life experiences outside immediate community
4	Prior progress for disadvantaged pupils is significantly below that of non-disadvantaged when they arrive

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
Challenge 1: To close the attendance gap between the disadvantaged pupils and the non-disadvantaged group.	The attendance of disadvantaged pupils, at least, matches the national average and internal gaps are closing. The % of DA pupils with persistent absenteeism is falling by the end of the period Increase % of parents who are able to access & use the Arbor Parent App to engage positively with the school Increase attendance of DA students' parents/guardians at progress & information evenings
Challenge 2: Raise the aspiration and ambition of DA pupils	Provide all DA students in KS4 the opportunity to visit the 6 th form Increase the number of disadvantaged pupils that attend our 6 th form to 20% with the aim by the end

	<p>of the period that 100% of all DA students will attend an appropriate 6th form/Post 16 provision.</p> <p>All DA pupils to have 2x appointments with a careers advisor and to have an appropriate destination for post 16</p> <p>Aiming Higher programme to raise the aspirations of students beyond their current level of ambition.</p>
<p>Challenge 3: Increase the number of life experiences outside of immediate community</p>	<p>Ensure % of DA pupils accessing extra-curricular activities is least in line with the proportion of DA students across the full cohort</p> <p>Ensure % of DA pupils attending school visits is at least in line with the proportion of DA students across the full cohort</p>
<p>Challenge 4: Narrow the attainment gap and improve progress for disadvantaged pupils</p>	<p>Progress 8 figure for disadvantaged pupils is improving towards being consistently above 0</p> <p>The Attainment 8 score of DA pupils to be increased towards an A8 score of above 40 consistently.</p> <p>Percentage of pupils achieving the strong basics is improving and above national figures for Disadvantaged Strong basics.</p> <p>Improvement in reading ages of DA pupils from their baseline</p>

Activity in this academic year

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

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £162,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and curriculum remains fully inclusive and accessible for all learners. Adapt the curriculum as appropriate to address knowledge gaps. Maintain a ten-form entry into Y7 and throughout KS3/4 to reduce class sizes (£60000)	EEF 10, 26	4
Use of WalkThrus to develop classroom practice to maximise Quality First Teaching (£700)	EEF 6, 8, 9	4
Further CPD for teaching staff to improve practice in questioning, pace and challenge	EEF 9, 13	4
Further CPD for English, Maths and Science Learning Assistants to ensure small intervention group sessions are effectively delivered. (£1500)	EEF 23, 27, 29	4
Early Careers Teachers coaching	EEF 6	4
Utilise Reading Plus programme to ensure students reading ages continue to improve (£1000)	EEF 20, 22	4

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring facilitated by Specialist LAs in English, Maths and Science . Core subject support both within lesson and outside of lesson for DA pupils of all abilities (£105000)	EEF 23, 27, 29	1, 2, 4
Provision of Onsite Alternative Provision facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils (£35000)	EEF 29, 31	1, 2, 4
Investment in CGP Learning and Revision Guides for Year 11 to support independent learning with a focus on those with economic needs and/or attendance concerns (£7500)		2, 4
Small group tutoring for KS3 pupils as a result of ART results	EEF 8, 30	4
Cultural Capital fund to support DA pupils with access to educational trip and cultural visits throughout the year (£3000)	EEF 16	2, 3
Nurture provision – lowest ability pupils in each year group in small specialist teaching groups, literacy and numeracy interventions across KS3 for low attaining DA pupils and provision of further nurture support ongoing in KS4.	EEF 14, 26, 27	4
One to one and smaller-group tutoring (1:2) for reading facilitated by LEAP LAs and Sixth Formers to improve confidence in reading aloud.	EEF 15, 22, 27	4
Providing every student access to a reading book to widen their reading experience & vocabulary through the launch of the Hesse Canon and 2x Eng groups (£11000)	EEF 15	4
Fieldwork paid for Geography KS4 students including DA to ensure better outcomes in controlled assessments. (£1625)	EEF 16	2,4

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phoenix/Relax/Mable programme – Resilience, emotional and wellbeing support. (£4500)	EEF 2, 27, 29	1, 2
SMASH Programme – Emotional and wellbeing strategies and support for Year 7/8	EEF 2, 27,	1, 2
Tigers Trust programme – emotional, wellbeing and resilience support	EEF 2, 27,	1,2
Provision of Onsite Alternative Provision facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils	EEF 29, 31	1, 2, 4
Recognition and Rewards programme to promote motivation and attendance (£4500)		1, 2, 4
Additional Careers Advisor appointments to support disengaged pupils with aspirational goals	EEF 2	2, 3
Promotion of The Bridge Personal Development programmes to promote pupils' ambitions, healthy lifestyle and career choices (£5000)	EEF 29	1, 2, 3
Work Experience programme for Year 10 to build aspiration and establish career goals (£6500)		2, 3, 4
Raise attendance of key pupil groups especially DA with the targeted deployment of an attendance officer to make home visits (Part time) - (£2500)		
Continued support for Safeguarding team to ensure that vulnerable pupils are kept safe and supported to attend school		1, 2
Develop an Aiming Higher programme specifically to look at raising aspirations of students.	EEF 2, 8	2, 3, 4

Total budgeted cost: 402,000

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 2023 to 2024 academic year.

Quality first teaching											
Impact	Lessons Learned										
<ul style="list-style-type: none"> DA pupils P8 score was -1.13 compared to -0.36 for non-DA pupils. This is a gap of 0.77 between DA and non-DA, however high attaining DA students (over 90% attendance) had a P8 score of -0.49 and -0.03 with a gap of -0.46 showing that when pupils are in school we can narrow the attainment gap All departments are effective in modelling, evidenced through departmental reviews. This is due to CPD walkthrus provided by leaders at school and trust level. This is now a key strength of the QFT model and has been validated in our external curriculum review. 94% of staff state their PD is well supported Early Career Teachers (ECTs) have been well supported by school mentors and the Trust lead, with bespoke training sessions delivered where necessary. The % of ECTs/previously NQTS that remain in teaching significantly exceeds the national average due to the support they receive from mentors and leaders 	<ul style="list-style-type: none"> High quality teaching is most effective face to face hence the importance of improvement in attendance needed for DA pupils More coordinated support from onsite alternative provision (OAP) and department LAs to reintegrate pupils into school after absence to ensure access to lesson content. HOY and AHOY to monitor attendance for DA and make regular parental contact to encourage high levels of attendance AHOY to monitor and meet with DA for one to one 'catch up' sessions to establish barriers to learning and where appropriate support with reducing these barriers. Department CPD to now focus on pace, challenge and questioning, still using self-selected strategies from the Walkthrus Promotion of reading through use of reading tiles, tier 2 and 3 vocab, to be more consistent across departments. Vocabulary is now explicitly highlighted on SoL and curriculum plans to aid this delivery. 										
Targeted academic support											
Impact	Lessons Learned										
<ul style="list-style-type: none"> The core subject support from departments in Science & Maths, the specialist LA support, teacher awareness and school led tutoring, and QFT improved progress 8 outcomes compared to December forecasts <table border="1"> <thead> <tr> <th>Subject</th> <th>Dec. P8 forecast</th> <th>P8 Outcomes</th> </tr> </thead> <tbody> <tr> <td>Combined Science</td> <td>-1.0</td> <td>-0.71</td> </tr> <tr> <td>Maths</td> <td>-0.91</td> <td>-0.8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> This worked less well in terms of English outcomes, due to the lack of English LA in the run up to exams after the resignation of the previous LA. CGP revision guides were given to all DA students through a co-ordinated Y11 success event with high levels of attendance from pupils and guardians. Use of Walkthrus was well established through the highlight night programme to enhance staff CPD. All students attended geography NEA fieldtrip 	Subject	Dec. P8 forecast	P8 Outcomes	Combined Science	-1.0	-0.71	Maths	-0.91	-0.8	<ul style="list-style-type: none"> Subject specific LAs require regular bespoke support from leaders in maths, English and science to improve their subject knowledge on key topics of work to offer more targeted support to DA pupils of all abilities within lessons. Specifically middle ability DA. DA pupils need to be targeted for revision and intervention sessions led by subject specialists. DA target group to be selected after mock 1 for year 11. Leaders are determined that the gains in reading can be increased and have invested in increased capacity to deliver more targeted intervention support in 2024/25. Continue to provide payment for all DA students to attend coursework fieldtrips and other activities that can help to boost grades and improve progress. 	
Subject	Dec. P8 forecast	P8 Outcomes									
Combined Science	-1.0	-0.71									
Maths	-0.91	-0.8									

Wider Strategies	
Impact	Lessons Learned
<ul style="list-style-type: none"> • A total of 301 pupils (see Appendix 2) have benefited from intervention support programmes (Smash, Tiger Trust, Trust Mental Health worker, CWW/CWP) • These have yielded positive impacts on: <ul style="list-style-type: none"> ○ Attendance in school ○ Emotional Stability ○ Lower levels of anxiety within the school setting ○ Resilience to deal with challenging situations ○ Levels of Confidence raised ○ Decreased levels of stress • Over 630 pupils regularly attended enrichment activities last year. Of the pupils that have attended regularly, 23% are disadvantaged. • 44% of the DA cohort have participated in at least some extra-curricular activities. • Work experience was successfully launched with Y10, 74% of all of the year attended 3 days work experience, with 66% of DA students attending • As part of The Bridge Personal Development programme all students were involved in a Bridge Day. The off-timetable day consisted of tutor led sessions, assemblies and other activities related to personal development. • The proportion of 6th form students that are DA continues to rise <ul style="list-style-type: none"> • 14.5% in 2023, a rising trend since 2020 (9%) 	<ul style="list-style-type: none"> • Support programmes are generally beneficial and there is an ever-increasing need for greater capacity to deal with high volumes of referrals • HOY and AHOY to encourage take up of enrichment activities for DA pupils. • Further financial support to be provided for DA students to access cultural/educational opportunities through the culture capital fund. • Greater capacity is required in attendance teams to drive improved attendance across key cohorts including DA students. • The Bridge Personal Development programme launch was successful, and further activities to be planned for next academic year. • Continue to provide opportunities for students to undertake work experience, provide more structured help and support to DA students to find appropriate work placement.









Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence			+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence			
3	Behaviour interventions Moderate impact for low cost based on limited evidence			+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence			+5
5	Extending school time Moderate impact for moderate cost based on limited evidence			+3
6	Feedback Very high impact for very low cost based on extensive evidence			+6
7	Homework High impact for very low cost based on very limited evidence			+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence			+4
9	Learning styles Unclear impact for very low cost based on insufficient evidence			
10	Mastery learning High impact for very low cost based on limited evidence			+5
11	Mentoring Low impact for moderate cost based on moderate evidence			+2

13	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
14	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
15	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
16	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
17	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
18	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
19	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
20	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
21	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
22	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
23	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
24	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
25	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
26	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
27	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

29	Social and emotional learning Moderate impact for very low cost based on very limited evidence	 	+4
30	Summer schools Moderate impact for moderate cost based on limited evidence	 	+3
31	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	 	+4
32	Within class attainment grouping Low impact for very low cost based on very limited evidence	 	+2

<http://educationendowmentfoundation.org.uk/toolkit/>

Appendix 2 – External Agency Support

External Support – Year to date	Y7	Y8	Y9	Y10	Y11	Total
SMASH	12	20	5	2		40
Tigers Trust	25	61	19	4		109
Mable (online therapy)	4	11	8		2	25
CWW/CWP			2	6	1	9
Phoenix Well Being				12	36	48
Well-Being Therapy Dog	7	2	4	2	2	17
Internal –Onsite Alternative Provision	5	3	7	10	24	49
PCSO support / intervention (1:1)		4		8	2	14