

Pupil premium strategy statement – Huntington 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	1492
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026 (This is year one of a 3-4-year strategy)
Date this statement was published	19.12.23
Date on which it will be reviewed	December 2024
Statement authorised by	Mr M Smith (HT)
Pupil premium lead	Mrs J Elsworth (DHT)
Governor / Trustee lead	Mrs J Olsen (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,000
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>	£46,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£241,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every student at Huntington School, irrespective of their background, starting points or challenges, will achieve the very best outcomes in progress and attainment through high quality teaching and learning. Our curriculum will be ambitious, broad, and inclusive to meet the needs of all learners. We will not make assumptions about the impact of disadvantage on student outcomes and will use robust diagnostic assessment, alongside trusting relationships to identify needs. Each student will have their wellbeing and personal development supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion in the full life of our school community. We want every student and their family to feel valued and truly part of the school with a culture of belonging and high ambition as outlined in our school vision. This is an integral part of the wider school plans for educational recovery following the COVID-19 pandemic.



Huntington School

Learn and succeed

Our core values: **Respect, Honesty & Kindness**



Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.



We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.



Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

A high-quality pastoral system will be the foundation of this culture. Positive relationships will be fostered between school staff, students, and their families. Our core values of Respect, Honesty and Kindness will be manifest in action every day and will shape our strategy and approaches. This will be developed through positive relationships, routines and responses, supported by ongoing CPD for all staff and clear communication to students, parents and carers. If required, further support for social and emotional issues, behaviour and additional learning needs will be scaffolded and provided by our staff, liaison with appropriate external agencies and will be facilitated in designated spaces in our Hub.

Our continuous professional development and strategic decision-making will be supported by our Research School team, to ensure that staff will be trained with evidence-informed approaches. This is to ensure the 'best bets' are used to meet our challenges and that effective implementation practices give them the best chance of having a positive impact on our students. Our strategy will be shared with all stakeholders, including governors and owned by all who work with our students and their families. High expectations and ambition will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and persistent absence. Currently our attendance gap for our PP eligible pupils is around 10%, with many of our PP eligible pupils falling below 90% attendance and becoming persistently absent. Our assessments and observations indicate that this higher level of absenteeism is negatively impacting both their progress and their involvement in the life of the school.
2	Literacy. Our reading age assessments, screening of low starter speech and language capabilities in Year 7 and our observations show that disproportionate numbers of our PP eligible students in KS3 have lower levels of speech and language competence and reading ability. This affects their ability to access, participate fully in and make good progress in all subjects.
3	Attainment and progress in Maths. Our internal diagnostic assessments, observations and discussions with students suggest that the confidence and level of fundamental mathematical knowledge has been and continues to be negatively impacted by the partial school closures during the COVID-19 pandemic. This is especially acute for our disadvantaged students (Y11 Dec.23: negative progress and a 0.1 gap to non-disadvantaged students) and that is supported by national findings around the impact of the pandemic on maths outcomes.
4	Metacognition and self-regulation. Our observations continue to show that our PP eligible students, and especially our lower prior attaining students lack a range of metacognitive strategies to use when faced with learning new skills, challenging academic work and some social situations and can quickly give up or refuse to engage with a task. This has been particularly noted in more practical subjects and mathematics since the pandemic. Students need opportunities and support with motivation, school transition points and to build their resilience in learning. There is an increased need for support with social and emotional issues, for example, self-esteem and anxiety. These challenges often impact students' engagement with learning which can result in an increased number of negative behavioural points.
5	Social isolation, sense of belonging and ambition. Our student voice, class charts data and on-call observations suggest that some of our PP eligible students do not yet feel a sense of belonging in school and are more likely to be late or to truant lessons. Some students are less aspirational in terms of their next steps and careers and there is not yet a wide take up of extra-curricular opportunities.

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
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To sustain and build on the 2% increase in attendance from Autumn 2022/3 to Autumn 23/24	To improve attendance for students eligible for PP by at least 5% in this strategy and aim to close the gap in attendance between them and their non-disadvantaged peers
To improve reading ability and speech and language capabilities for all pupils.	Learning walks across the curriculum show disciplinary reading approaches in action in the classroom. Reading age tests, internal tests and speech and language assessments show improved scores for our PP eligible students.
To improve attainment and progress scores in maths for all pupils. Positive P8 for all pupils and a reduced gap (current Y11 data shows improvement here to only 0.1)	Learning walks in maths lessons document great teaching and learning. Maths interventions show improved confidence, engagement, understanding and progress for all students, but especially those eligible for PP. KS4 maths attainment improves to be in-line with national average and maths progress is positive
To improve self-regulation skills in lessons and in social time	Learning walks will continue to show self-regulation skills being modelled and developed in all lessons and the explicit teaching of expectations developed in PSHE. Students will demonstrate greater resilience, increasing levels of independence in their learning and the ability to plan, monitor and evaluate their progress. Homework positive points will increase, and negative points decrease.
To achieve and sustain improved well-being and inclusion for all students	All positive responses to student well-being surveys, with fewer negative behavioural points and lesson avoidance. Improved attendance at extra-curricular activities, full participation in trips and visits and involvement in student leadership for PP eligible students.

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: £121,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Internal CPD: Developing our culture through positive routines, relationships and responses. Disciplinary Reading and speech, language and communication	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Teach Like a Champion 3.0 Teach Like a Champion Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 4 & 5 2 & 3

	Oracy Across the Curriculum: The Evidence - Voice 21	
Supporting Personal Development. SL and ASL roles with additional time and a wider responsibility for Personal Development Programme & SLT oversight	Disadvantage hindering social and emotional development (teachermagazine.com) https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1 & 5
Recruitment and retention of staff. Providing cover time for colleagues to undertake professional development Supporting staff wellbeing and reducing workload	Teacher Recruitment and Retention Strategy; Supporting teachers to make a difference (publishing.service.gov.uk) National professional qualification (NPQ) courses - GOV.UK (www.gov.uk) Reducing school workload - GOV.UK (www.gov.uk)	2, 3 & 4
Technology to support high quality teaching	Steplab - A professional development platform for schools Sparx Maths	2,3 & 4

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme (funding 60% of cost in 2023/4). A high proportion of the pupils who receive tutoring will be disadvantaged.	1:1 and small group tuition from academic mentors, EEF evidence of positive impact of such strategies in English and Maths Evaluation of year 1 of the National Tutoring Programme - NFER T&L toolkit one-to-one-tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	2 & 3
Purchase of standardised diagnostic reading assessments and screening tool/support for speech and language for low prior attaining entrants to Y7 and vulnerable groups in Y8/9	School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net) Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) word-gap.pdf (oup.com.cn)	2

receiving literacy interventions		
TA delivery of some reading, language development and numeracy interventions	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Recommendation 5: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	2 & 3

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

Budgeted cost: £82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance Team: Attendance Officer, Attendance Administrator and Attendance Lead to support the pastoral team and engage in intensive work with families to improve attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1 & 5
DHT: PP to work with progress leader/SLT Associate to identify how learning is affected by disadvantage	Learning Without Labels: Improving Outcomes for Vulnerable Pupils (johncattbookshop.com) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (johncattbookshop.com) Homepage - Children North East (children-ne.org.uk)	1,2,3,4 and 5
Additional TA3 to support Aspirations Manager and SLT mentor time A focus on early intervention with disadvantaged students in Y10-11	https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools Mentoring EEF (educationendowmentfoundation.org.uk) The impact of mentoring varies, but, on average, it is likely to have a small positive impact on attainment.	1 & 5
Literacy across the curriculum lead role Tutor Time Read and paired reading leadership from Y7-10	EEF Blog: Reading aloud with your class – what does the... EEF (educationendowmentfoundation.org.uk) Peer tutoring EEF (educationendowmentfoundation.org.uk)	2 & 5

Extra-curricular Champion roles to improve our participation	https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	1 & 5
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Total budgeted cost: £271,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite a narrowing of the GCSE disadvantage gap in 2022 in both P8 and A8 scores, unfortunately in 2023 the gap in both measures has widened again. Y11 Ebacc entry continued to be significantly higher than national average (39%), with our 67% of our disadvantaged students entered in summer 2023.

A combination of very poor attendance by this group, gaps in foundational and prior knowledge and the return to pre-pandemic full exams and grade boundaries has meant that they have not achieved what we had hoped, and this has led to a gap widening. This is of significant concern to all in school and has led to the development of a new PP Strategy to address this in future years.

However, there is already some positive progress to report. Attendance of all students, and those eligible for PP has improved by 1.5% in Autumn 2023/24 in comparison to 2022/23. Students eligible for PP have improved by 2% against September - December last year. This is encouraging and shows the impact that the attendance strategy and team are having on attendance headline figures and especially on reducing the number of severely absent students. In relative terms, attendance (all pupils) is in line with national averages. However, there is still much to improve in this area as the gap between PP eligible and non-eligible students is almost 10% in the Autumn Term 2023, with many students still registering as persistently absent (under 90%) and this is lower comparatively to disadvantaged pupils nationally. Therefore, this remains a key priority for the school in the new strategy.

We also still have a small number of students who challenge us with lateness and internal truancy. This has decreased over the autumn term with new monitoring systems and sanctions, time in the Hub space and increased pastoral support, but our PP eligible students are disproportionately represented in this group.

Staff survey data and line manager discussions both indicate that student resilience and independence in learning is slowly improving again since the pandemic. Learning walks and work scrutiny show evidence of high-quality teaching and learning in lessons with frequent development of metacognitive strategies and scaffolds towards independence. Staff also reported improved behaviour in lessons and some improvement in behaviour outside of lessons in Autumn 2023 as we launched our 'Behaviour Curriculum'. However, behaviour at social times, between lessons and for some students more generally is still not what where we would like it to be and so this remains a focus in the new strategy.

The extra-curricular offer and participation has increased significantly in 2023-24. We now have over 60 different clubs and activities on offer in school and student voice surveys have repeatedly cited this as a strength of the school. Our extra-curricular champions are monitoring attendance and participation of PP eligible students. Currently (December 23.) PP eligible student attendance is just below being representative of our school population across all clubs. A diverse range of sixth form students are involved in these clubs and act as positive role models to the younger students. This is encouraging and significantly improved on the last few years. However, further encouragement and intervention will take place to try to increase this further and make sure all clubs are suitably inclusive. We are also developing a more inclusive and strategic approach to trips and visits across the school years and curriculum.

The majority of our disadvantaged Y11 students attained, and have kept places in education, work or training on leaving in July 2023 and were extremely well supported by our aspirations team. We have a small number of 'NEETs'. Two have become NEET during this term and two others are unable to be in work, education or training due to ill health. Work is ongoing to monitor and support these students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sparx Maths	Sparx
Catch Up Literacy and Catch Up Numeracy	Catch Up
Read Write Inc.	Oxford University Press
Dyslexia Gold	Engaging Eyes Ltd

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>This was spent on dedicated weekly time for a Service PP lead from within our pastoral team. Some of the funding was also spent on providing resources at half-termly informal drop-in sessions specifically for service pupils. Funding was also used to support transport and wider costs of further team building and enrichment activities like university and barracks visits specifically for students eligible for SPP.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Service pupils (and their parents/carers) in each year group are introduced to our Service PP lead, there are posters about his role and where to find him all around the school and the eligible pupils know that they are able to go to him for support if they need it. He attends the Service Children Forum in the city, where advice and opportunities are signposted to SPP school leads. He then advertises these to pupils and their parents/carers.</p> <p>Almost half of eligible pupils attended the drop-in sessions and student voice was sought for what support and enrichment the students felt was needed to support them as well as how they could support the services in school. This led to our service students leading our poppy appeal this year. Pupils were positive about the further opportunities provided by the SPP lead and were all aware that they had a designated person in school to go to if required.</p>

Further information

We want all of our students and their families to feel that they are a part of our school community and that we know them and their needs as individuals. We are going to be working hard in the next few years on developing this work to truly embed our school vision. One step we have already taken is to assign an SLT mentor to all Year 11 students eligible for PP. This is an additional support for their academic progress and to support their ambition and next steps post-16. In the Spring Term, mentor support will also begin with eligible students in Year 10 to support their progress in KS4 and to help them with securing a work experience placement in summer 2024. A form tutor-led mentor programme will also be developed at KS3 by late Spring with the same aims.

We are also in the early stages of working with the charity Children North East and are looking to commission their 'Poverty Proofing the School Day' service. This is to support us with gathering student, staff, governor, and parent voice and to further understand and therefore, better respond to, the barriers in our local context so to reduce the impact of poverty on students.

Currently, we are taking part in the York Attendance Project, led by the Local Authority (City of York Council) with the aim of achieving greater consistency between secondary school attendance systems and improving attendance. Our attendance team has been expanded and we are currently investigating using Pastoral Genie and working with ImpactEd on their 'Understanding Attendance' project to further enhance this work.

Our PP Strategy is not one person's responsibility but is a shared one by all who work in the school, and we will continue to develop and maintain this culture in the coming years (as outlined above). With the support of the network and resources provided by our Huntington Research School, we have examined a number of recent reports about the impact of the pandemic and the effective use of Pupil Premium from the Education Endowment Foundation (EEF). Using these and some of Marc Rowland's useful models and reflection tools that he has shared during 2023, we have refined and updated our new strategy.

We will use Class Charts and our existing QA structures to check that our strategy is being embedded across all classrooms and the school more generally. Detailed implementation plans are produced for the key elements, as well as a timeline for monitoring and evaluating our approaches (linked to the SDP) as the plan progresses. Additionally, the PP Strategy/School Development Plan is a frequent item at SLT meetings to support ongoing monitoring of its implementation and impact.

Sixth form students who are disadvantaged are supported by a significant bursary (for textbooks, equipment, funding for trips and wider experiences etc.) and are prioritised by the sixth form leadership team and their tutors in: transition (course selection and advice), academic reviews, interventions after data points, and careers advice. They are especially encouraged and supported to attend social events and get involved with sixth form leadership roles, to submit the SSAT Student Leadership Award, as well as being encouraged to take up the bursary.

Recovery funding will be used during this academic year to provide further support to those whose learning has been most affected by the pandemic. This will include:

1. Purchase additional diagnostic speech/language and reading assessments to support identification of need as we see the ongoing effects of the pandemic on speech/language and communication and reading development later in KS3.

2. Add further administrative capacity to our attendance team.
3. Fund our PSHE/RSE Subject leader to continue to participate in the Voice 21 Curriculum Pathway training and embed oracy opportunities in this aspect of the curriculum at all phases.
4. Funding towards two temporary staff roles in school as 'Extra-curricular Champions'. This is to work with the DHT Pupil Premium and AHT Personal Development to increase the opportunities available to students, to monitor and evaluate attendance and participation and to intervene with further support where necessary.
5. Provide resources where applicable to allow for a wide range of extra-curricular activities to be offered and accessed for our students eligible for PP.