

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Hardy School
Number of pupils in school	1351 (not including sixth form)
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	N Rutherford
Pupil premium lead	C Noble
Governor / Trustee lead	R Turberville-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,225

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to reduce the achievement gap between those students in receipt of pupil premium funding and those not, and to increase the attainment, motivation and aspirations of pupil premium students. We ensure that high quality teaching and learning underpins everything we do in order to meet the needs of all students.

Research informed practice, supported by high quality continuous professional development, and an unrelenting focus on quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged students in our school too. Targeted academic support and wider strategies are also used based on the EEF three tier model and menu of approaches.

Our intentions are thus to:

- *Ensure all students receive quality first teaching in every lesson and maintain a whole school approach in which all staff take responsibility for raising expectations of what students can achieve*
- *Ensure all students have the necessary tools to access their learning*
- *Use effective tracking systems and act promptly to intervene at the point needs are identified.*
- *Close the attainment gap between pupil premium students and their peers,*
- *Provide targeted academic support for students who are not making the expected progress*
- *Address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital*
- *Ensure that the Pupil Premium Grant reaches the pupils who need it most, with a recognition that not all students who are socially disadvantaged are registered or qualify for free school meals.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Our pupil premium attendance for 2023-2024 was 86.15% overall, and for non-pupil premium it was 91.54%. In year 11, pupil premium attendance was 73.4%, and a decline in attendance for students in receipt of the pupil premium has been a pattern here for the last few years. It is vital that we work to improve attendance amongst students receiving the pupil premium.
2	Student wellbeing and mental health- Through qualitative information gained through tutorials and the work of our guidance leaders, alongside the pupil premium focus groups which are led by the assistant headteacher, it is clear that student wellbeing and mental health remains one of the challenges we face in school. Increasing support from Mental Health in Schools team and also RELATE counselling helps us to provide support for young people, but supporting student wellbeing remains one of our key priorities.
3	Access to curriculum resources, and educational materials- our students in receipt of pupil premium often (although not all) require support in terms of curriculum resources and other educational materials. It is our job to 'level the playing field', and ensure that where necessary, resources are provided to students and families. This includes improving students literacy, where a low reading age in itself is a barrier to accessing the curriculum.
4	Aspirations, wider participation and motivation- students receiving the pupil premium (generally speaking at the Thomas Hardy School) require support in terms of careers support and boosting aspirations. Whilst work has been done to analyse the wider participation of our students receiving pupil premium funding (including club snapshots), we aim to increase their involvement.

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
Decrease the long-term absence for pupil premium students (for all year groups but with a key focus on year 11).	To narrow the gap in overall attendance figures between disadvantaged students and non-disadvantaged students overall (Our pupil premium attendance for 2023-2024 was 86.15% overall, and for non-pupil premium it was 91.54%). Year 11 pupil premium attendance will be at least in line with non-pupil premium attendance.
Improve progress for pupil premium students and their skills, including oracy and communication	Pupil premium students to consistently achieve in line with non-pupil premium students nationally.
Improve post 16 options including careers provision and support	Ensure there are no students who are NEET (not in education, employment or training) at post 16 level.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Positive information and feedback through 1:1 conversations and group sessions led by deputy year leaders and engagement with tutors through tutorials. An increase in participation in enrichment activities, particularly among disadvantaged students.

Activity in this academic year

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

Teaching

Budgeted cost: £ 38,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – alongside lesson visits with a focus on evaluation of strategies to support students in receipt of pupil premium.</p>	<p>The EEF (Education Endowment Foundation) repeatedly point out that ‘quality first teaching’ helps every child, including those who are pupil premium.</p> <p>Specifically, the EEF report that high quality individual feedback is extremely effective, alongside developing effective metacognition in the classroom.</p> <p>There is strong evidence that “what happens in the classroom makes the biggest difference, good teaching for all pupils has a particular benefit for disadvantaged students” (EEF Attainment Gap Report 2018).</p>	<p>1, 4</p>
<p>Offering broad curriculum including ‘skills for life’ option in year 10 and 11 (maximum group size 10 students)</p>	<p>The EEF report that small group tuition has a significant impact on attainment and that a tailored curriculum focused on skills can increase outcomes by up to 6 months.</p>	<p>1</p>
<p>Literacy Specialist Teacher who will run small group and 1:1 teaching with students who have been identified by assessments (including the NGRT) as having literacy needs.</p>	<p>The EEF report that the improvement in reading comprehension can have a high impact for moderate cost when money is invested, with 6-month average progress for a given intervention.</p>	<p>1,4</p>

Targeted academic support

Budgeted cost: £ 96,338.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deputy Year Leaders working in a mentoring role with pupil premium students in each year group. Deputy year leaders regularly track the progress of the pupil premium students in their respective year (including attendance, behaviour, rewards, academic progress), and use this tracking system to identify students needing additional intervention or support.</i></p> <p><i>Development of pupil profiles for all pupil premium students in Year 9.</i></p> <p><i>Deputy year leaders also provide a crucial link with parents.</i></p>	<p>OFSTED Report 2014-</p> <p>This report (using case study evidence) stated that success was found when staff used their broad knowledge of pupils and their families to identify potential barriers to individual pupils attaining their goals and realised when talented pupils might not fulfil their potential in a particular subject or skill because of a lack of opportunities outside of school, or a lack of family finances. The report stated that success was achieved when it was recognised that pupils were at risk of underachieving because of particular circumstance.</p> <p>In terms of parental engagement, the EEF’s research states that effective parental engagement can have an impact of 4 months on progress. They mention that it is important to consider how school communications can be tailored and that in particular, personalised messages about learning can promote positive interactions.</p>	<p>1,2,3,4</p>
<p><i>Numeracy Sessions – Small group & 1:1</i></p>	<p>The EEF report that one to one tuition can have a moderate impact when there are short, regular sessions (30 minutes 3 times a week recommended). The report suggests that maximum impact is achieved when the sessions run for 6-12 weeks.</p> <p>In the OFSTED report 2014, it suggests that the most effective tutoring was where students were taught by well-qualified</p>	<p>1,4</p>

	specialist teachers, or well-trained and highly-competent teaching assistants, depending on the skills being taught.	
<i>Homework Club running each day in school led by Teaching Assistants and targeted</i>	The EEF suggests that for many pupil premium students, the provision of space and resources for them to complete work can have tangible benefits. The EEF also reports that the deployment of Teaching Assistants is pivotal to improving progress, and the most effective way is where they are delivering intervention to small groups or individuals.	1
<i>Provision of materials and learning resources for pupil premium students</i>	The EEF report that the provision of digital technology has a moderate impact on progress. The Sutton Trust reported that in the first week of the January 2021 lockdown, just 10% of teacher's overall report that all their students have adequate access to a device for remote learning, while 17% report that more than 1 in 5 of their students did not have such access. The provision of learning materials will include revision guides, day to day school equipment, and practical ingredients or resources for design technology subjects.	1
<i>Funding for educational trips and visits (100% where the visit is compulsory, and 25% where there is an academic value linked to the curriculum).</i>	Government documentation suggests that the pupil premium funding should be spent on helping to ensure that all students can access educational trips and visits in order to ensure they have equitable access to the curriculum as their non-pupil premium peers and also to help boost their aspirations.	4
<i>Music Tuition and alternative provision to support curriculum</i>	The EEF report that Arts participation approaches can have a positive impact on other parts of the curriculum, and beyond this, participation in the Arts can be extremely valuable to young people and should be seen separately from improving outcomes in English and Maths given the validity of other outcomes it provides.	4,3
<i>Alternative Provision and blended curriculums- funding accessed in order for students to attend</i>	The EEF's evidence based on outdoor learning is limited, but the support that alternative provision such as that of 'Future Roots' provide is to ensure that young people gain life skills in an environment	2,3,4

<i>alternative provision where appropriate (such as Rylands Farm).</i>	outside of school and absolutely have a role to play in the social and emotional regulation of our young people, which the EEF state can have a moderate impact on outcomes and progress for students.	
<i>Continuing Professional Development for staff with a focus on disciplinary literacy and oracy</i>	The EEF's evidence around 'developing literacy in secondary schools' from 2021 states 7 pillars, including a key focus in prioritising disciplinary literacy across the curriculum.	3, 4
<i>Specialist Literacy teacher with role in co-ordinating support for students whose reading is below average</i>	The EEF's evidence around 'developing literacy in secondary schools' from 2021 has a focus on organising literacy intervention. It explains that "schools should expect and proactively plan to support students with the weakest levels of literacy".	

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

Budgeted cost: £ 107,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Data manager with particular emphasis on pupil premium tracking</i>	<p>OFSTED report on pupil premium 2014- Good attendance – staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>OFSTED 2014 state that successful schools used their tracking data intelligently to analyse the underachievement of individual pupils but then went beyond this to analyse any patterns in underachievement in the school as a whole.</p>	2
<i>Guidance Leaders-linked with each of our 3 year groups-taking on safeguarding lead and supporting student welfare and well-being.</i>	The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships in school. Effective social and emotional learning can lead to 4 months average progress on attainment.	3

<p><i>ELSA Support led by 2 trained members of staff</i></p>	<p>The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships in school. Effective social and emotional learning can lead to 4 months average progress on attainment.</p>	<p>3,4</p>
<p><i>EBSA strategy system which includes support for students to build their resilience and improve attendance, including trial 'in house' alternative provision.</i></p>	<p>The EEF report on social and emotional learning and it has been identified that this has an identifiable and valuable impact on attitudes to learning and social relationships in school. Effective social and emotional learning can lead to 4 months average progress on attainment.</p> <p>This strategy involves working at the transition process and meeting with students and families of children either experiencing, or at risk, of EBSA. In addition, a trial across the multi academy trust of 'in house' alternative provision will occur, with the intention of building confidence and belonging of students not currently attending school, and the aim of them gradually reintegrating.</p>	<p>3,4</p>
<p><i>Online 'school cloud' facility for subject specific parents evenings in order to boost parent attendance</i></p>	<p>The EEF report that Improving parental engagement can have a moderate impact on progress. The EEF note that developing effective parental engagement to improve children's attainment is challenging, but the use of technology can support this.</p>	<p>3</p>
<p><i>Careers Leader & careers provision and departmental careers support</i></p>	<p>OFSTED (Pupil Premium report 2014) comment on success where careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience places.</p>	<p>4</p>
<p><i>Attendance Outreach Manager- tracking student attendance and working to engage young people and parents in order to improve their attendance.</i></p>	<p>The National Foundation for Educational Research (2019) reports that on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. The difference is small but statistically significant. For example, if a disadvantaged pupil missed six weeks of school at KS4, their P8 score would be predicted to be an additional 0.05 lower than a more affluent pupil with the same absence</p>	<p>2</p>

	rate. It is therefore critical that we are able to track attendance and target students efficiently.	
<i>Transition summer school for year 9 students based on developing confidence, self esteem and resilience.</i>	The EEF reports specifically on academic based summer schools where the impact is questionable, but the impact of summer schools which run 'wider activity-based programmes' on confidence is noted.	2,3,4
<i>Boosting aspirations- Involvement in the 'Russell Group' during the summer term with a focus on most able pupil premium students.</i>	The EEF reports on focusing interventions based on exposing them to opportunities, particularly those based on higher education which can lead to increased aspirations for students.	4
<i>Pupil premium 'student voice' focus groups led by assistant headteacher weekly</i>	Opportunities for students to share their experiences of school and suggestions for support they may need will be vital in ensuring our pupil premium strategy is successful.	1,2,3,4

Total budgeted cost: £ 280,554

Sources

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

<https://ifs.org.uk/publications/8714>

https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483347/Ofsted annual report education and skills.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/483347/Ofsted_annual_report_education_and_skills.pdf)

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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 2022 to 2023 academic year.

Progress 8 data shows that for the year 2023/2024, pupil premium students achieved a progress 8 score of -0.11, compared to +0.25 for the whole cohort. In 2021/2022 this score was -0.66 (compared to 0.2 for the whole cohort), and in 2022-2023, it was -0.54 (compared to +0.27 for the whole cohort). It is pleasing to see that the gap is therefore narrowing, and we aim to decrease this further.

In English, all students achieved a progress 8 +0.02, and pupil premium students achieved -0.3. In Maths, all students achieved a progress 8 score of +0.42, and pupil premium students achieved a progress 8 score of +0.2.

In year 11, out of our 73 students receiving pupil premium funding, 23 of them were students with SEND. 2 students who achieved the lowest progress 8 score (-4.37 and -4.16 respectively) were students who did not attend school at all. A further 7 students who achieved a negative progress 8 score had less than 10% attendance in Year 11.

Attendance figures for 2023-2024 show that for Pupil Premium students in Year 11 our attendance was 73.4% and for non-pupil premium 91.54%. This has a stark impact on outcomes, where 79% of students who attend more than 90% of the time achieved 5 grades 9-4 including English and Maths, and 33% of those that attend less than 90% of the time achieved grades 9-4 including English and Maths. It can be seen from the strategy statement that boosting attendance is one of our most important aims over the next 3 years. The appointment of our outreach attendance manager follows on from the recognition that this is such a significant challenge for us. During the last academic year, her work with over 40 students facing attendance challenges (including carrying out home visits, supporting temporary reduced timetables and supporting students' wellbeing as they returned to school) had an impact. Her work certainly allowed 4 students in Year 11 to get to a point where they sat GCSE exams within the school setting, which would have been unlikely previously.

The deputy college leaders work incredibly hard in their role in tracking and intervening with their pupil premium students. At the end of year 11, 28 out of 74 pupil premium students have continued their study into the Thomas Hardy School 6th form, and all remaining (bar 2 as of September 22nd 2024) are in education or training. Deputy college leaders follow a tracking process (example for year 9 below).

The skills for life cohort (54% of students in receipt of pupil premium were enrolled on this course in year 11), achieved success. All students passed and achieved the 'Thomas Hardy Citizenship and Personal Development award', including certificates in First Aid, the John Muir conservation award and the Level 1 certificate in Food Hygiene.

23.6% of students in receipt of pupil premium students attended an extra curricular activity, on average last year. This is based on a club snapshot each half term. One of our targets remains around wider participation and working with subject areas, year teams and tutors to ensure that students in receipt of pupil premium are encouraged to attend clubs. In terms of trips and visits, 45% of our pupil premium students took part in a school visit.

During the academic year, we used 'School Cloud' as a portal for engagement at virtual parents evening. Parental engagement sat at 85% for these parents evenings, which is in line with attendance at our previous 'face to face' consultations.

Further information

The plan for the next 3 years is to look to involve and utilise the Wessex Multi Academy trust in our strategies to boost outcomes for pupil premium students, in particular for targets to overcome significant challenges such as attendance. A working group across the multi-academy trust has been set up where PP leads from all schools can work together to share ideas.

After evaluating the impact of the work on improving literacy for this academic year, this strategy will then be developed and adapted moving forward. We will then look to develop this.