

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

Please read this document in conjunction with:

- Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils

## School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | Hornsea School & Language College     |
| Number of pupils in school (Y7 to Y11)  | 1120 students                         |
| Proportion (%) of pupil premium eligible pupils   | 303 students (27%)                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024                             |
| Date this statement was published   | December 2023                         |
| Date on which it will be reviewed   | December 2024                         |
| Statement authorised by   | Mr R Lewchenko,<br>Deputy Headteacher |
| Pupil premium lead  | Mrs V Parnaby                         |
| DP Champion   | Miss R Schofield                      |
| Governor / Trustee lead   | Mrs L Farrington                      |

## Funding overview

| Detail   | Amount       |
|--|--------------|
| Pupil premium funding allocation this academic year (2023/2024)                        | £ 336,415.00 |
| Recovery premium funding allocation this academic year                                 | £ 85,580.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 79,886.00  |

# Part A: Pupil premium strategy plan

## Statement of intent

Hornsea School and Language College (HSLC) is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this, and with regard to the education of pupils identified as Disadvantaged Pupils, HSLC is committed to working to overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect life chances

## Challenges

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

| Challenge number | Detail of challenge   |        |              |        |            |            |       |       |              |          |       |       |              |
|------------------|---|--------|--------------|--------|------------|------------|-------|-------|--------------|----------|-------|-------|--------------|
| 1                | Higher volume of low-level disruption in comparison to non DP students, determined by PD data, ISO and Exclusion data.  |        |              |        |            |            |       |       |              |          |       |       |              |
| 2                | The average ATL of DP students is lower than that of non-DP students, determined by the Academic Review data.   |        |              |        |            |            |       |       |              |          |       |       |              |
| 3                | <p>Lower levels of English and Maths skills, determined by KS3 progress data and KS4 attainment data.</p> <p>Y11 figures academic year 2022-23:</p> <table border="1"> <thead> <tr> <th></th> <th>DP</th> <th>Non-DP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>English 4+</td> <td>43.8%</td> <td>83.9%</td> <td><b>40.1%</b></td> </tr> <tr> <td>Maths 4+</td> <td>32.9%</td> <td>76.6%</td> <td><b>43.7%</b></td> </tr> </tbody> </table> <p>The attainment of disadvantaged pupils in English GCSE is generally lower than that of their peers and teacher observations and feedback suggest that many pupils particularly reading.</p> <p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> |        | DP           | Non-DP | Difference | English 4+ | 43.8% | 83.9% | <b>40.1%</b> | Maths 4+ | 32.9% | 76.6% | <b>43.7%</b> |
|                  | DP  | Non-DP | Difference   |        |            |            |       |       |              |          |       |       |              |
| English 4+       | 43.8%   | 83.9%  | <b>40.1%</b> |        |            |            |       |       |              |          |       |       |              |
| Maths 4+         | 32.9%   | 76.6%  | <b>43.7%</b> |        |            |            |       |       |              |          |       |       |              |
| 4                | <p>Low attendance rates in comparison to non-DP peers, determined by class registers/end of year attendance data.</p> <p>HSLC average attendance for the academic year 2022-23 was 90.3% which compared to the FFT national of 88.95% shows that overall HSLC attendance is above average. However, when making comparisons based on FSM/Ever 6 students HSLC figures drop, HSLC Non-DP attendance is 92.6% whereas HSLC FSM/Ever6 figure is 83.4%. This evidences a gap of 9.2%.</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  |
|--|---|
| <p>Increased engagement in teaching and learning activities. Reduction in the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. Reduction in the number of DP students being in ISO and/or excluded, therefore increasing the number of days DP students spend in the classroom.</p>   | <p>The number of WW issued to DP students will be in line with or less than non-DP students.</p> <p>The number of DP students in ISO will be in line with or less than non-DP students.</p> <p>The number of DP students receiving a fixed term exclusion will be in line with or less than non-DP students.</p>  |
| <p>Increased engagement in teaching and learning activities. The progress across the curriculum for non-DP students will be in line with their non-DP peers.</p>   | <p>The average ATL of DP students will be in line with or better than non-DP students across the curriculum.</p>  |
| <p>Improve the Maths and English progress for DP students</p> <p>KS3 - Aim to diminish the gap in relation to the % of DP v non-DP students making at least expected progress in maths and English.</p> <p>KS4 - Aim to diminish the gap in relation to the % of DP v non-DP students attaining GCSE English and maths at Grade 4+.</p> <p>KS4 – Aim to diminish the gap in relation to the % of DP v non DP students attaining a Grade 4+ in a range of subjects across the curriculum.</p> | <p>KS3 – The % of students deemed to be “MEP” (Making Expected Progress) or “EEP” (Exceeding Expected Progress” to be in line with their non-DP peers at the end of the academic year.</p> <p>KS4 - Data will show that the % of DP students attaining GCSE English and maths at Grade 4+ improves.</p> <p>KS4 – Data will show that the % of DP students attaining Grade 4+ in subjects across the curriculum will be in line with non-DP peers when the GCSE results are released.</p> <p>The gap for the progress 8 score average will diminish between DP and non-DP peers.</p> |
| <p>Increased attendance rates for DP students. Aim to diminish the gap between DP and non-DP students.</p>   | <p>Reduction in the number of sessions missed. Attendance for DP students is in line with non-DP students and above national average.</p>   |

## Activity in this academic year (2023/2024)

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

### Reducing class sizes/small group teaching and learning

Budgeted cost: £ 146,618.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Quality first teaching for all pupils</p> <p>SLT oversight (Asst Head Progress) &amp; Individual year group progress monitoring by dedicated progress leaders.</p> <p>Maximising learning through effective CPD led by Research Leads.</p> | <p>Quality first teaching for all pupils is key - having access to a well-sequenced and well-planned knowledge based curriculum across all subject areas. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>EEF Toolkit – Aspiration Intervention</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> | 3                             |
| <p>Employment of additional teachers (QTS) in English, maths and science to facilitate smaller class sizes.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>EEF Toolkit – Reducing class size</p>   | 1, 2, 3                       |
| <p>Bespoke small group teaching and learning classes eg Nurture Groups/ Personalised Pathway Groups</p> <p>Lead TAs for the bespoke groups (x5)</p>   | <p>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p>  |                               |
| <p>Employment of Learning Enhancement Teacher &amp; dedicated Pastoral Manager – oversight of LAC/PLAC students/educational programmes/pastoral support.</p>  |   |                               |

## Targeted academic support / Intervention

Budgeted cost: £ 97,350.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Employment of tutors to deliver intervention (1 to 1 and/or small group) focusing on English and maths.</p> <p>Bespoke English and maths interventions targeted to individual needs.</p> <p>Contribution to School-Led Tutoring (30%)</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a><br/>EEF Toolkit – 1 to 1 tuition</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br/>EEF Toolkit – Small group tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Providing training to the staff that deliver small group support is likely to increase impact.</p> | 3                             |
| <p>In class TA support to enable DP students access to quality first teaching in the classroom. (10% total TA budget)</p> <p>Employment of Learning Support Officers (2x roles)</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a><br/>EEF Toolkit – Teaching Assistant Intervention</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>   | 1, 2, 3                       |
| <p>Additional teaching/adult support of Period 6</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a><br/>EEF Toolkit – Extending school time</p>   | 1, 2, 3                       |

|   |   |  |
|---|---|--|
| lessons (across all subject areas, as required)   | Programmes that extend school time have a positive impact on average.<br>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. |  |
| Extra curricular learning opportunities in place specifically for DP students, eg pizza and quiz revision evenings. |   |  |

## Wider strategies - Attendance, Behaviour, Wellbeing, Enrichment

Budgeted cost: £ 202,969.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Staffing structure to oversee and monitor DP students:</p> <ul style="list-style-type: none"> <li>-Assistant Head (Inclusion)</li> <li>- Assistant Head (Progress)</li> <li>-Disadvantaged Champion/Learning Enhancement Coordinator</li> <li>-Head &amp; Asst. Head of Positive Discipline</li> <li>-Progress Leader/Pastoral Management Team</li> <li>-Safeguarding and Wellbeing Manager for Attendance, Health and First Aid (SN)</li> <li>-Welfare Manager for Attendance &amp; Health</li> </ul> | <p>School attendance - Guidance for maintained schools, academies, independent schools and local authorities (May 2022)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2022_to_2023_academic_year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2022_to_2023_academic_year.pdf</a></p> <p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>EEF Toolkit- Behaviour Interventions</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> | 1, 2, 3, 4                    |

|   |   |   |
|---|---|---|
| <p>-ELSA</p> <p>Meet &amp; Greet for identified pupils each morning.</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 Toolkit – Social and emotional learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>  |   |
| <p>Subsidies for school trips to ensure inclusion.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>EEF Toolkit – Physical Activity</p>   | 4 |
| <p>Transportation costs/reductions:</p> <ul style="list-style-type: none"> <li>-Sporting activities</li> <li>-Twilight buses</li> <li>-Extra curricular activities such as theatre trips</li> </ul> | <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>EEF Toolkit – Arts Participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> |   |
| <p>Payment for music lessons to allow DP students the same opportunities as non-DP peers.</p>   | <p>Arts-based approaches may offer a route to re-engage older pupils in learning</p>  |   |

**Total budgeted cost: £ 446,937.00**

## Part B: Review of outcomes in the previous academic year (2023/2024)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### REVIEW OF INTENDED OUTCOME 1 - Higher volume of low-level disruption in comparison to non-DP students, determined by PD data, ISO and Exclusion data.

PD data from the academic year 2023-24 (below) shows that there is still a higher proportion of students receiving written warnings and further behavioural penalties. Therefore, this will continue to be a priority in future HSLC pupil premium strategy statements.

|            | Academic year 2023-2024 |                    |                  |
|------------|-------------------------|--------------------|------------------|
|            | Detention               | Isolation          | Suspension       |
| DP         | 120/303<br>(39.6%)      | 78/303<br>(25.7%)  | 13/303<br>(4.3%) |
| Non-DP     | 230/817<br>(28.2%)      | 103/817<br>(12.6%) | 14/817<br>(1.7%) |
| Difference | 11.4%                   | 13.1%              | 2.6%             |

#### REVIEW OF INTENDED OUTCOME 2 - The average ATL of DP students is lower than that of non-DP students, determined by the Academic Review data.

The data shows that the percentage of judgements received by DP students of Inconsistent or Unsatisfactory is higher than that of non-DP students. **(Based on data from Spring 2024 and Summer 2024)** Although the gap has narrowed, we still believe there is more progress to be made so this will continue to be a priority in future HSLC pupil premium strategy statements.

| Year Group | Category | Summer 2024              |
|------------|----------|--------------------------|
| Year 7     | DP       | 16.0%                    |
|            | Non-DP   | 9.2%                     |
|            | Gap      | -6.6% (reduced by 1.1%)  |
| Year 8     | DP       | 17.5%                    |
|            | Non-DP   | 12.1%                    |
|            | Gap      | -5.4% (reduced by 1.4%)  |
| Year 9     | DP       | 15.2%                    |
|            | Non-DP   | 10.9%                    |
|            | Gap      | -4.3% (reduced by 1.3%)  |
| Year 10    | DP       | 22.4%                    |
|            | Non-DP   | 5.7%                     |
|            | Gap      | -16.7% (reduced by 1.8%) |



**REVIEW OF INTENDED OUTCOME 3 - Lower levels of English and Maths skills, determined by KS3 progress data and KS4 attainment data.**

English data at the end of academic year 2023-24 is as follows:

**KS3 Data**

The Summer 2024 comparison of EEP/MEP rates for y7-9 indicate there are still lower levels of literacy in disadvantaged students:

| Year group | 2023-2024 |        |            |
|------------|-----------|--------|------------|
|            | DP        | Non-DP | Difference |
| Year 7     | 48.6%     | 54.5%  | 5.9%       |
| Year 8     | 58.0%     | 62.0%  | 4.0%       |
| Year 9     | 48.3%     | 68.4%  | 20.1%      |

**Year 10 Data**

The Summer 2024 comparison of PPE data for y10 indicate there are still lower levels of literacy in disadvantaged students: (DATA ONLY AVAILABLE FOR ENGLISH LITERATURE)

| Year group         | 2023-2024 |        |            |
|--------------------|-----------|--------|------------|
|                    | DP        | Non-DP | Difference |
| Year 10 (Grade 4+) | 38.6%     | 69.9%  | 31.3%      |

Maths data at the end of academic year 2023-2024 is as follows:

**KS3 Data**

The Summer 2024 comparison of **EEP/MEP** rates for y7-9 indicate there are still lower levels of Maths in disadvantaged students:

| Year group | 2023-2024 |        |            |
|------------|-----------|--------|------------|
|            | DP        | Non-DP | Difference |
| Year 7     | 61.2%     | 75.6%  | 14.4%      |
| Year 8     | 35.6%     | 51.9%  | 16.3%      |
| Year 9     | 31.7%     | 33.1%  | 1.4%       |

**Year 10**

The Summer 2024 comparison of PPE data for y10 indicate there are still lower levels of maths in disadvantaged students:

| Year group         | 2023-2024 |        |            |
|--------------------|-----------|--------|------------|
|                    | DP        | Non-DP | Difference |
| Year 10 (Grade 4+) | 26.0%     | 50.4%  | 24.4%      |

### Year 11 GCSE data

The GCSE data also shows that overall, the percentage of DP achieving a grade 4+ in English and maths is lower than non-DP by 5.4%. However, the data does show that when comparing years, the intervention and systems we put in place during the academic year 2023-2024 had a positive impact with the gap between DP/Non-DP being reduced from 45.2% to 5.4% (**39.8% decrease**). This shows the gap is narrowing.

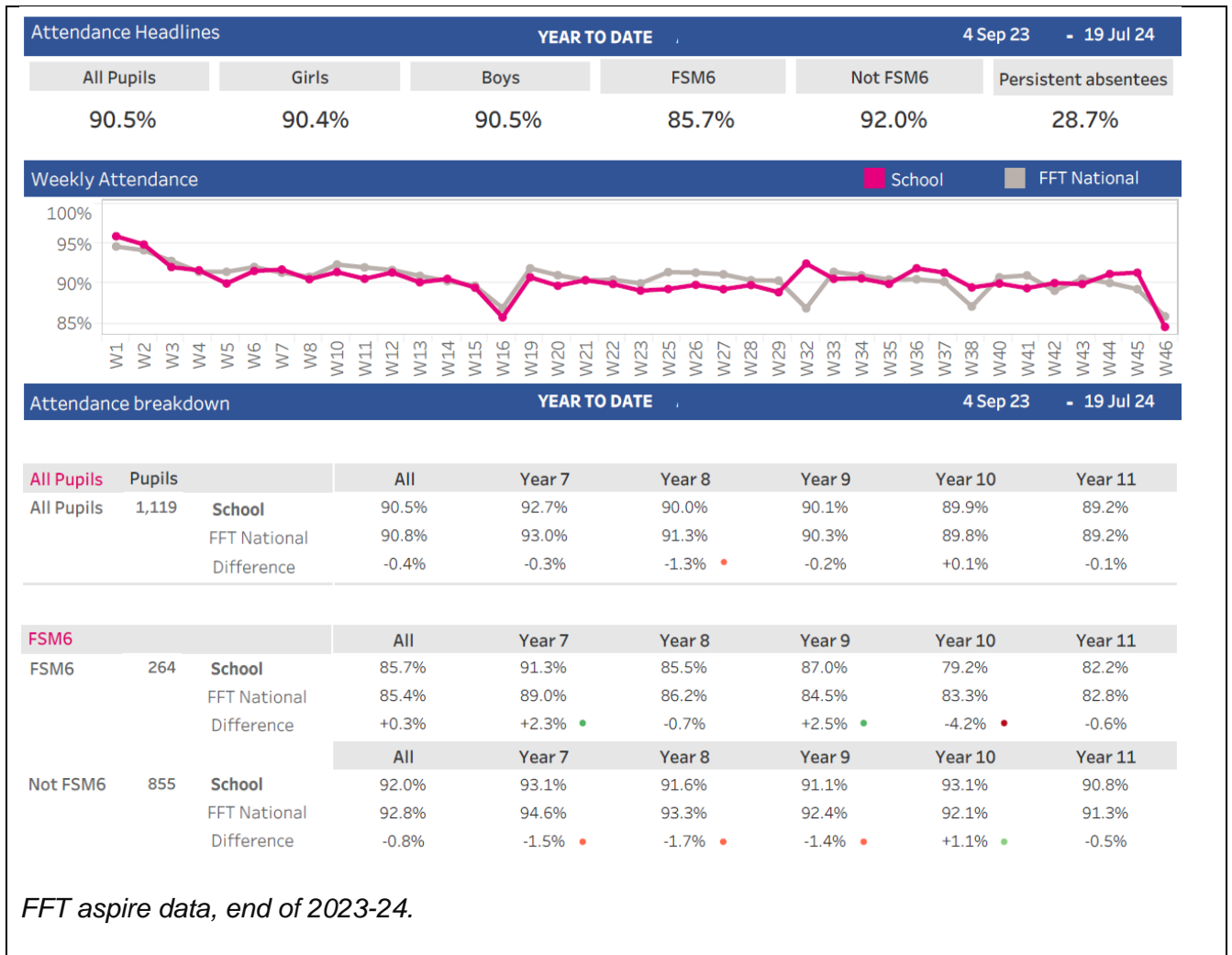
| Attainment<br>(Year 11)        | 2021-22 |        |            | 2022-23 |        |            | 2023-24 |        |            |
|--------------------------------|---------|--------|------------|---------|--------|------------|---------|--------|------------|
|                                | DP      | Non-DP | Difference | DP      | Non-DP | Difference | DP      | Non-DP | Difference |
| % achieving English & Maths 4+ | 45.2    | 76.9   | 31.7       | 27.4    | 72.6   | 45.2       | 57.1    | 62.5   | 5.4        |
| Progress 8 score average       | -0.59   | -0.09  | 0.50       | -0.97   | -0.04  | 0.93       | -0.74   | -0.13  | 0.61       |
| Average Attainment 8 score     | 38.52   | 49.27  | 10.75      | 30.05   | 48.25  | 18.2       | 37.89   | 46.39  | 8.5        |

### **REVIEW OF INTENDED OUTCOME 4 - Low attendance rates in comparison to non-DP peers, determined by class registers/end of year attendance data.**

Using the information from FFT and HSLC (below) we can determine that all pupils attendance at HSLC increased from 90.3% to 90.5% (**0.2% increase**). However, the FFT national average all pupils attendance also increased from 88.95% to 90.8% (1.85% increase) so HSLC are below average on all pupil attendance by **0.3%**.

Making comparisons of data 2022-23 and 2023-24, FSM/Ever6 student attendance increased from 83.4% to 85.7% (**2.3% increase**) also the DP (FSM/Ever6) attendance figure is higher than the national average for FSM/Ever6 (85.4%); an positive difference of **0.3%**.

This attendance data shows that the gap between DP (FSM/Ever6) and Non-DP is narrowing; HSLC Non-DP attendance is 92.0% whereas HSLC DP attendance (FSM/Ever 6) is 85.7%, a gap of 6.3% (compared to the gap of 9.2% for academic year 2022-23, **2.9% decrease in gap**).



## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme  | Provider          |
|--|-------------------|
| Reader Sparks (summer 2024)                          | Sparks            |
| Maths Sparks (all academic year 23-24)               | Sparks            |
| Seneca Learning                                      | Seneca            |
| Lexia Power Up                                       | Lexia             |
| Little Wandle Letters and Sounds (Phonics programme) | Little Wandle     |
| Lucid Exact  | GL Assessment     |
| Digital theatre +                                    | Digital theatre + |

