Pupil premium strategy statement (HSLC)

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 (on our website)

School overview

Detail	Data
School name	Hornsea School & Language College
Number of pupils in school (Y7 to Y11)	1,119 students (04.12.2024)
Proportion (%) of pupil premium eligible pupils	329 students (29.4%)
Academic year/years that our current pupil premium strategy plan covers. **(3 year plans are recommended)**	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mr R Lewchenko, Deputy Headteacher
Pupil premium leads	Mrs V Parnaby
DP Champion	Miss R Schofield
Governor / Trustee lead	Mrs L Farrington

Figures on SIMS as of 04.12.2024							
Year group	Total	DP	FSM	Ever 6	LAC	PLAC	Services
7	219	56 (25.6%)	49 (22.3%)	0	0	3 (1.4%)	4 (1.8%)
8	238	71 (29.8%)	61 (25.6%)	0	4 (1.7%)	7 (2.9%)	5 (2.1%)
9	219	62 (28.3%)	54 (24.7%)	0	4 (1.8%)	8 (3.6%)	4 (1.8%)
10	236	61 (25.8%)	55 (23.3%)	0	3 (1.3%)	6 (2.5%)	3 (1.3%)
11	207	58 (28.0%)	47 (22.7%)	0	5 (2.4%)	6 (2.9%)	2 (1.0%)

Attainment (Year 11)	2021-22		2022-23		2023-24	
	Pupils eligible for DP	Non-DP	Pupils eligible for DP	Non-DP	Pupils eligible for DP	Non-DP
% achieving English & Maths 4+	45.2	76.9	27.4	72.6	57.1	62.5
Progress 8 score average	-0.59	-0.09	-0.97	-0.04	-0.74	-0.13
Average Attainment 8 score	38.52	49.27	30.05	48.25	37.89	46.39

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£327,140.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 55,086.00

Part A: Pupil premium strategy plan

Statement of intent

Hornsea School & Language College is a rural, coastal comprehensive school, with over 1100 students and approximately 190 staff. The school is recognised as being Good by Ofsted. The school is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness, and an inclusive ethos. The head teacher (Mr S Ostler) continually insists staff and students "be kind, be useful and be the best you can be".

In pursuit of this, and regarding 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.

At HSLC we have found that good behaviour is based on mutual respect and is fundamental in promoting a culture of high expectation and achievement. It directly affects our ability to succeed as individuals and as a school within our community. We believe that student willing and engagement is pivotal to succeeding academically, we encourage students to enjoy lessons by using a wide range of teaching and learning activities including after school sessions to support them in their studies. Alongside this, students are encouraged to participate in a range of extra-curricular opportunities contributing to our students becoming well rounded and confident young adults.

Our current Positive Discipline system is underpinned by the notion of rights and responsibilities. Every member of our school community has the right to be valued, the right to be safe and the right to have the opportunity to achieve to the best of their ability. Every member of the school community also has the responsibility to value others, to keep everyone safe from harm and to allow others to work and achieve. At HSLC we pride ourselves on rewarding good behaviour primarily using planner stamps which students can exchange for rewards (for example, essential equipment, footballs, Amazon vouchers). A structured set of sanctions has evolved over time to best meet the needs of the HSLC community and are in place and applied consistently in response to relevant misdemeanours. The HSLC monitoring of these sanctions shows that Disadvantaged Pupils are more likely to receive a sanction that their non-disadvantaged peers.

At HSLC we recognise the importance of consistent learning behaviours within the classroom for students to achieve their academic potential. The school has developed a robust Attitude to Learning (ATL) system which is embedded in each classroom throughout the school. The ATL judgements made by staff are based on four key areas of learning: engagement, effort, participation and quality of work. Each of these areas has defined expectations which students are encouraged to meet in order to reach a level on consistency which will promote positive academic progress. Staff report on ATL termly, with students given the opportunity to review their performance at the end of each term. It is then the role of the Progress Leader to identify students who have fallen below the required level of consistency in a number of subjects. Students are then provided with a plan for improvement and given mentoring and support to achieve this.

Good attendance at school is not just valuable, it is essential, and we know that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects for all students. As well as this, going to school helps to develop friendships, social skills, team values, life skills, cultural awareness and career pathways as well as providing fantastic extra-curricular activities. We have a dedicated attendance team that know there are times when students will be unable to attend school, however, our hope is that by working in partnership with families and pupils, missed school days can be minimised and we can achieve strong, consistent attendance providing the best possible outcomes for each individual.

Challenges

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

Challenge number	Detail of challenge
1	**Low attendance rates in comparison to non-DP peers** HSLC average attendance for the academic year 2023-24 was 90.5% which compared to the FFT national of 90.8% shows that overall HSLC attendance is just below average. When making comparisons between FSM/Ever6 students and Non-DP, HSLC figures show a wide gap. HSLC non-DP attendance was 92.0% whereas HSLC FSM/Ever6 attendance is 85.7%, this evidences a gap of 6.3%.

Year	2022-23	2023-24
National average	90.7%	90.8%
Whole School @ HSLC	90.3%	90.5%
National DP (FSM/Ever 6 only)	85.3%	85.4%
DP (FSM/Ever 6 only) @ HSLC	83.4%	85.7%
National Non-DP	92.6%	92.8%
Non-DP @ HSLC	92.6%	92.0%

Although the DP attendance figures are above the national average, HSLC still acknowledges the gap we have and so we believe that our DP attendance still needs further improvements which is why improving student attendance is a key priority on our whole school strategy plan (with a focus on diminishing the gap between DP and Non-DP as well as across other vulnerable groups).

Persistent absenteeism (Below 90% attendance) contributes heavily to our school attendance figures with the reduction occurring due to some students having multiple missed days rather than the majority missing one day of school. Our assessment and observations indicate that persistent absenteeism is the result of term-time family holidays and parental illness consent (e.g. full day off to go to the dentist), we will continue to monitor every situation and provide further guidance to improve our attendance figures as evidence shows that low attendance directly impacts progress.

Persistant Absenteeism (% of persistentantly absent pupils)

Year	2022-23	2023-24
National PA	27%	28%
PA @ HSLC	29%	30%

Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days will miss 15 lessons in total.

| 2 | **Lower levels of literacy in comparison to non-DP peers**

Looking at a data set of all pupils in KS3 (Year 7 to Year 9), it is clear that DP students enter our school with lower levels of attainment in reading.

21% of non-DP students scored **below 100 (signifying below average performance)** in KS2 scaled scores in comparison to:
38% of DP students who scored **below 100** in the same metric.

When looking at the metric for assessing pupils working at greater depth in reading, the picture is similar.
38% of non-DP students scored **110 or higher** and were therefore working at greater depth in reading
28% of DP students scored **110 or higher** and were working at greater depth at the end of KS2

Clearly, in both instances (students working below average performance and students working at greater depth), there is a notable attainment gap between DP and non DP students when they start at HSLC. This has been consistently the case for the last three years.

For students to achieve good grades at GCSE, they must be able to access exam materials (the current reading age of an average GCSE paper and associated materials is 15.7 years). We have to have the aspirational aim of closing this gap between DP students and their non-DP peers to give them the best chance of succeeding at GCSE.

Lower levels of literacy in comparison to non-DP peers

HSLC statistics prove that disadvantaged students (as a whole) achieve a lower GCSE grade in English than non-DP. Our latest year 11 cohort (2023-24) data shows that 69.0% of DP students achieved English at Grade 4+ in comparison to 76.9% of non-DP. This is a gap of 7.9%. (Based on 2023/2024 data SISRA Analytics, Sum 2024).

At HSLC, the evidence shows that the gap stems from lower literacy levels as early as year 7 (with further evidence showing the gap between DP and non-DP from KS2 scaled scores – see above). Therefore, we need to combat the lower levels of literacy from when the students first attend HSLC in year 7 to narrow the gap, then we need to regularly monitor the progress to ensure that the gap does not widen over the 5 years. |

3	**<u>Lower levels of Maths skills in comparison to non-DP peers</u>**
	HSLC statistics prove that disadvantaged students (as a whole) achieve a lower GCSE grade in Maths than non-DP. Our latest year 11 cohort (2023-24) data shows that 66.7% of DP students achieved Maths at Grade 4+ in comparison to 65.6% of non-DP. This is a gap of +1.1%. (Based on 2023/2024 data SISRA Analytics, Sum 2024).

At HSLC, the evidence shows that the gap stems from lower numeracy skills as early as year 7 (with further evidence showing the gap between DP and non-DP from KS2 scaled scores). Therefore, we need to combat the lower levels of numeracy from when the students first attend HSLC in year 7 to narrow the gap, then we need to regularly monitor the progress to ensure that the gap does not widen over the 5 years.

KS3 Data

The Summer 2024 comparison of **EEP/MEP** rates for y7-9 also indicate 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 also 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%

Numeracy/maths skills may affect DP understanding in a range of other subjects (e.g. science, geography) which would directly cause the number of DP students that achieve 5 or more GCSEs grade 4+ to be lower than that of their non-DP peers.

4	**Higher levels of inconsistent/unsatisfactory ATL in comparison to non-DP peers**
	At HSLC we monitor student attitude towards learning (ATL) on every academic review. ATL is separated into four categories: effort, engagement, quality of work and participation. Students are graded as outstanding, consistent, inconsistent, or unsatisfactory across each of the four categories.
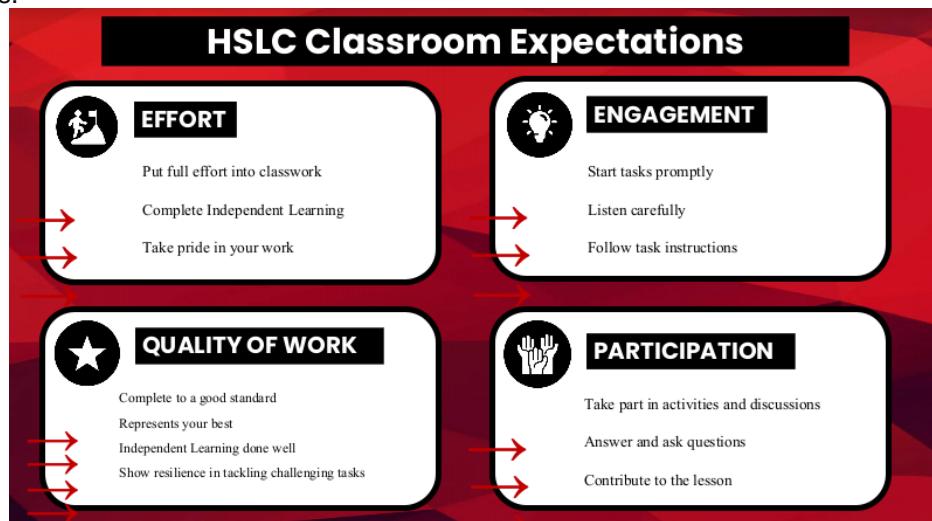
The data shows that the percentage of judgements received by DP students of Inconsistent or Unsatisfactory is higher than that of non-DP students. ***(Based on data from Spring 2024 and Summer 2024)***

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%)

5	**Higher volume of low-level disruption in comparison to non DP students**
	At HSLC, we have a positive discipline system with stamp rewards, however when bad behaviour occurs written warnings are issued in students' planners which correspond to detentions, days in isolation, and possibly exclusions. (Note that some behavioural issues can escalate to exclusion without written warnings being issued e.g. physical contact between students).

Positive Discipline data indicates the following:

Written Warnings

Of all written warnings issued during the academic year 2023-2024, 38.6% were to DP students and 61.4% were to Non-DP students. Although this shows that DP have a lower percentage of the written warnings the split at HSLC was 27%:73% (DP to Non-DP respectively) and so the number of written warnings was high for the DP students.

Isolation
Of the 681.5 days spent in ISO during the academic year 2023-24, 349 days were done by DP students (51.2%) in comparison to 332.5 for non-DP students (48.8%), although these figures do not represent the disproportionality of DP:Non-DP, they still represent a larger number of missed learning days for DP students. [Figures allowing for disproportionality in table below].

Suspension
Of the 108 days that students received a suspension in 2023/24, 36 days (33.3%) were for DP students and 72 days (66.7%) were for non-DP students, although these figures do not represent the disproportionality of DP:Non-DP. [Figures allowing for disproportionality in table below].

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

6	**Accessibility of extra-curricular/enrichment activities in school**
	At HSLC, all students are encouraged to participate in a range of extra-curricular opportunities contributing to them becoming well rounded and confident young adults. As HSLC is a rural/coastal school, this can prove challenging for some young people in terms of transport availability and costs. Without financial support, Disadvantaged Pupils may find it difficult to access the extra-curricular events alongside of their non-disadvantaged peers.

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.

Challenge	Intended outcome	Success criteria
1 (Attendance)	To Increase attendance rates for DP. To diminish the gap between DP and non-DP.	• Increased attendance rates for DP students within each year group and overall. • Attendance for DP students is in line with non-DP students and above national average. • Improved engagement with families of DP students with historical poor attendance. • Regular attendance reminders to parents/carers.
2 (Reading)	To reduce the gap in overall progress between DP and non DP students in English **KS3 –** To diminish the gap in relation to the % of DP v non-DP making at least expected progress in English reading assessments. **KS3** – to reduce the gap between the reading age of DP students **KS4 - T**o diminish the gap in relation to the % of DP v non-DP attaining GCSE English at Grade 4+. **Whole School** - Support teaching and non-teaching staff through training focused on identifying and overcoming barriers to reading in the classroom	• KS3 – DP students with a reading age below their chronological age to to close the gap to their non-DP peers by one year. • KS3 – The % of students deemed to be "MEP" (Making Expected Progress) or "EEP" (Exceeding Expected Progress) in *reading* assessments to be in line with their non-DP peers at the end of the academic year. • KS4 - FFT Aspire data will show that the % of DP attaining GCSE English at Grade 4+ improves. • The gap for the progress 8 score average diminished between DP and non-DP peers in response to improved double weighted English results. • The progress across the curriculum for non-DP will be in line with their non-DP peers. (subjects where reading is a key skill to be analysed). TBC how this will look when the role starts • All Year 7 DP engaged in regular reading homework activities. • Programme of staff training in barriers to reading to start in September to have an impact on DP students • Additional staff trained to deliver reading skills to small groups of DP students. All Year 7 DP not working at MEP received additional reading response support.
3 (Numeracy)	To reduce the gap in overall progress between DP and non DP students in maths. **KS3 -** Aim to diminish the gap in relation to the % of DP v non-DP making at least expected progress in maths. **KS4** - Aim to diminish the gap in relation to the % of DP v non-DP attaining GCSE maths at Grade 4+.	• 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. • KS4 - FFT Aspire data will show that the % of DP attaining GCSE maths at Grade 4+ improves. • The progress across the curriculum for non-DP will be in line with their non-DP peers. (subjects where maths is a key skill to be analysed). • All Year 7 DP engaged in regular Maths Sparx homework activities.

4 (ATL)	To reduce the percentage of DP students with ATL judgements which are Inconsistent or Unsatisfactory so that it is in line with non DP, monitored across all subjects	• Term by term comparison shows a reduction in % of Inconsistent and Unsatisfactory grades for DP.
5 (PD)	To reduce the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions. To reduce the number of DP in ISO and/or excluded minimising the number of missed learning opportunities.	• The number of WW issued to DP will be in line with or less than non-DP. • The number of DP in ISO will be in line with or less than non-DP. • The number of DP receiving a fixed term exclusion will be in line with or less than non-DP.
6 (Extra-Curricular)	To ensure that the wide range of extra-curricular/enrichments activities offered within the school are accessible to all DP and non-DP equally.	• All extra-curricular/enrichment activities remain accessible to DP and non-DP alike.

Activity in this academic year (2024/2025)

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

Teaching and learning

Budgeted cost: £ *176,000.00*

Challenge number (s)	Activity (Staff)	Rationale and evidence that supports this approach
2	Introduction of a whole school Reading Lead to ensure reading/literacy strategies have impact on the reading progress of DP students and the gap of the reading/literacy skills between non DP ad DP students is narrowed. **1) Establishing the Role of Whole School Reading Lead** • The new role of Whole School Reading Lead will be fully integrated into the school's structure. Over the next two terms the emphasis will be on exploration and research: addressing the "why?" through scrutiny of aspirational aims, current practice and data. • The role will create a cohesive strategy for addressing reading gaps across the school, focusing on improving reading outcomes for Disadvantaged Pupils (DP) and non-DP pupils. **2) Effective Staff Training and Professional Development on Reading** • Whole staff training and development will be prioritised and timetabled for Autumn 2025. Programme of training to improve subject knowledge around reading strategies, literacy interventions, and how to address barriers to reading, particularly for disadvantaged students will be developed with OCH in the coming months. • Increased profile of reading in school through focus in the school library, social media, branding and alignment with national events and an increased extra curricular offer. DP students will be targed in the first instance as part of this strategy. **3) Reviewing and Enhancing Current Interventions** • Current reading interventions will be reviewed based on data provided by LR, ensuring they are effective and appropriately targeted for DP and non-DP students.	EEF Guidance Report: Improving Literacy in Seconday Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. 1 Prioritise 'disciplinary literacy' across the curriculum 2 Provide targeted vocabulary instruction in every subject 3 Develop students' ability to read complex academic texts 4 Break down complex writing tasks 5 Combine writing instruction with reading in every subject 6 Provide opportunities for structured talk 7 Provide high quality literacy interventions for struggling students Just Reading Research that should underpin the reading hour at HSLC: https://sussex.figshare.com/articles/journal_contribution/_Just_reading_the_impact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poorer_adolescent_readers_in_English_classrooms/23449943?file=41159117 Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified texts, yet are expected to analyse every part in a slow laborious read through. This article reports on a mixed methods study in which English teachers in the South of England changed their current practice to read two whole challenging novels at a faster pace than usual in 12 weeks with their average and poorer readers ages 12-13. Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress but with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics

	4) Revisiting and Relaunching the Reading Hour • As part of this initial period of review before the role starts, the reading hour initiative will be revisited and its current impact assessed. • I would like to realign this intervention with the original reseach: **5) Development of the Sparx Reader Intervention** • The Sparx Reader intervention will be embedded for all students in KS3 with a particular focus on DP pupils. • Evidence from Sparx will be used to monitor progress and inform further actions, ensuring it becomes a vital tool for improving reading levels. **6) Additional actions to support Reading Strategy** - Purchase of resources/software to improve reading skills: - Reader Sparx - Lexia Power Up programme, which focuses on word building, comprehension and grammar. - Little Wandle Rapid Catch-Up programme, which focuses on phonics, building reading skills. - In school & Twilight Reading Intervention programme – delivered either 1 to 1 and/or in a small group.	EEF Toolkit - Phonics Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF Toolkit – Reading Comprehension Strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.
2,3,4	Monitoring of progress of DP students across all subject areas (undertaken by the Deputy Headteacher LR and Assistant Head Progress RJ) including SLT analysis of examination results and performance. SLT oversight (Asst Head Progress) & Individual year group progress monitoring by dedicated progress leaders.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF Toolkit – Metacognition and self-regulation Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

		https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions
		EEF Toolkit – Aspiration Intervention
		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.
		https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils
		Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.
2,3	Bespoke small group teaching and learning classes eg Nurture Groups/ Personalised Pathway Groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size
		EEF Toolkit – Reducing class size
		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.
2,3,4	Academic Mentoring for CLA/PLAC targeted at individual students when independent learning/motivation has been identified as an area of concern: - Designated Teacher for CLA/PLAC delivering 1 to 1 Academic Mentoring sessions to identified students, targeted over a set period of time. - Targeted monitoring of the progress (academically, socially and emotionally) of CLA/PLAC	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions
		EEF Toolkit – Aspiration Intervention
		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.
		https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring
		EEF Toolkit - Mentoring
		The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.
		Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
2,3,4,5	Where possible and required, Teaching Assistants not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions
		EEF Toolkit – Teaching Assistant Intervention
		Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.
		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.

	Supported homework sessions (twilight) - 1 to 1 - Small Group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF Toolkit - Homework Homework has a positive impact on average, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
3	Maths Strategy All students to continue to be set weekly Maths Sparx homework. Maths Sparx gives DPs access to maths tuition out of hours and can test their own progress whilst allowing teachers to identify any gaps in knowledge alongside of progress made.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF Toolkit - Homework Homework has a positive impact on average, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
1,4,5	Contribution to software/revision guides/materials to aid students in accessing curriculum activities - Digital Theatre + Subscription - Contribution to revision guides (KS3/KS4). - Subsidised materials in KS3 DT/Food lessons and KS4 Hospitality & Catering lessons for DPs. This enables all students to fully participate in practical lessons. External visitors to support the delivery of aspects of the curriculum, for example: - Hull FC Engage Programme - Friends on Every Street (Grafitti Artist)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning
1,4,5	All DP students able to access curriculum linked trips.	Curriculum trips which have a cost attached are less likely to be attended by DPs. If the cost can be minimised or removed, there will be greater engagement, which we would hope to see mirrored in results. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning

		  EEF Toolkit – Aspiration Intervention 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.
1,2,3,4, 5,6	Bespoke initiatives. Continue to invite departments/subject areas to bid for funding from the Pupil Premium Grant to purchase resources/provide activities, experiences etc to support teaching and learning.	It remains prudent to have a contingency fund available for bespoke initiatives for departments/subject areas to bid for or to cover unexpected circumstances. Staff with successful bids are asked to evaluate effectiveness and outcomes for DPs.

Targeted academic support / Intervention

Budgeted cost:£*75,000*

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
2,3	**School led tutoring** Employment of tutors to deliver intervention (1 to 1 and/or small group) focusing on English (including reading) and maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF Toolkit – 1 to 1 tuition 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Toolkit – Small group tuition 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.
2,3	Where possible and required, Teaching Assistants not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention 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.
1,2,3	Additional teaching/adult support of Twilight/Study 6 lessons (across all subject areas, as required)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time EEF Toolkit – Extending school time
2,3,6	Extra-curricular learning opportunities in place specifically for DP students, eg Twilight Sessions/Saturday morning intervention classes	Programmes that extend school time have a positive impact on average. 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.

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
2, 3	Key students mentored by members of SLT/Progress Leaders Underperforming students identified and assigned a member of SLT/Progress Leader as a mentor. Regular meetings with students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.

Wider strategies - Attendance, Behaviour, Wellbeing, Enrichment

Budgeted cost: £130,000

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
1	Attendance Staffing structure: SLT link – Assistant Head (Inclusion) Associate Assistant Headteacher (Attendance) Disadvantaged Pupil Champion Safeguarding and Welfare Manager - Attendance, Health and First Aid Pastoral Manager – Attendance & First Aid Pastoral Manager – Targeted Attendance/Parental Liaison Pastoral Manager – Alternative Provision ELSAs (Emotional Literacy Support Assistants) Develop and maintain a whole school structure that promotes the benefits of good attendance, working towards ensuring that the attendance of DPs is in line with their non-disadvantaged peers. Robust daily processes to follow up absence. Monitor data to identify patterns and trends and identify DP pupils to focus on. Proactively use data to identify DP pupils at risk of low attendance/persistent absence and develop strategies to support them. Where absence becomes persistent, put additional targeted support in place to remove any barriers.	DfE Summary table of responsibilities for school attendance (applied from 19th August 2024). https://assets.publishing.service.gov.uk/media/65e8ae343643649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Toolkit – Aspiration Intervention 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.

	Targeted work to focus on parental engagement and improving attendance. Working with young people and their families to identify barriers to attendance and putting in place additional support/strategies to support an improvement in attendance.	
	To support families and students in ensuring excellent levels of attendance across the school and offer a solution-focused approach to improving a young person's engagement with school	
	To conduct off-site visits as needed to engage with families who are difficult to reach, fostering stronger relationships to enhance the attendance profile of identified students	
	Careers & Post 16 Guidance (CEIAG) DP students to receive Information, Advice and Guidance so that they can link the relevance of school to their future aspirations and make informed choices about their futures.	
1,	Looked after and previously looked after children: Staffing structure: Designated Teacher for CLA/PLAC Pastoral Manager/ELSA for CLA/PLAC Have high expectations for the cohort in relation to school attendance. Monitor and review attendance of the cohort, putting in additional targeted support to remove any barriers should they arise. Work in partnership with the Local Authority Virtual School to develop and deliver high quality PEPs for CLA that support good attendance. For previously looked after children, work directly with parents to develop good home-school links that support good attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit – Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
4	Positive Discipline Staffing structure Assistant Head (Inclusion) Head of Positive Discipline Deputy Head of Positive Discipline Team of Pastoral Managers ELSAs (Emotional Literacy Support Assistant) Positive Discipline - Maintain a whole school behaviour structure that is based on mutual respect and is fundamental in promoting a culture of high expectations and achievement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Toolkit- Behaviour Interventions 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning

	Create a purposeful learning environment for all pupils. Clear expectations and boundaries for pupils. Robust daily processes to follow up behavioural concerns. Monitor data to identify patterns and trends and identify DP pupils to focus on. Proactively use data to identify DP pupils at risk of sanctions that lead to missed learning opportunities (ISO/Suspensions) and develop strategies to support them.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
1,4,5	Meet & Greet for identified pupils each morning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
1, 6	Subsidies for extra-curricular school trips to ensure access/inclusion of DPs. Transportation costs/reductions, for example: -Sporting activities -Twilight buses -Extra-curricular activities such as theatre trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF Toolkit – Physical Activity There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning
1, 6	Payment for music lessons to allow DP students the same opportunities as non-DP peers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning

6	Parental engagement to support attendance and subsequent progress of their son/daughter eg through attendance at family learning events etc.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Toolkit - Parental engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions
	Careers and Post-16 Guidance. To ensure students are making informed choices about their futures.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Toolkit – Aspiration Interventions 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.
1,4,5	Senior Mental Health Lead Emotional Wellbeing support - Boys Move (Youth Sports Trust) - Girls Carousel - Targeted support/mentoring for male pupils ELSA sessions – Emotional Literacy Support Assistant (2 further practitioners have received ELSA training during the Autumn Term 2023) Training included Mental Health First Aid training also.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF Toolkit – Physical Activity There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.

1,5,6	Supply of uniforms/PE kit available to loan. Contribution to purchase of uniform/PE kit/equipment for students, when required, to remove barriers to attendance.	DfE Summary table of responsibilities for school attendance (applied from 19th August 2024). https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing.

Total budgeted cost: £381, 000.00

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

REVIEW OF INTENDED OUTCOME 1
To Increase attendance rates for DP.
To diminish the gap between DP and non-DP.

The DfE Attendance Summary Data shows:
Overall Attendance (HSLC) = 91.6%
Overall Attendance (National Average) = 91.4%

DfE: Hornsea School and Language College - Attendance summary report (2024/2025)

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.
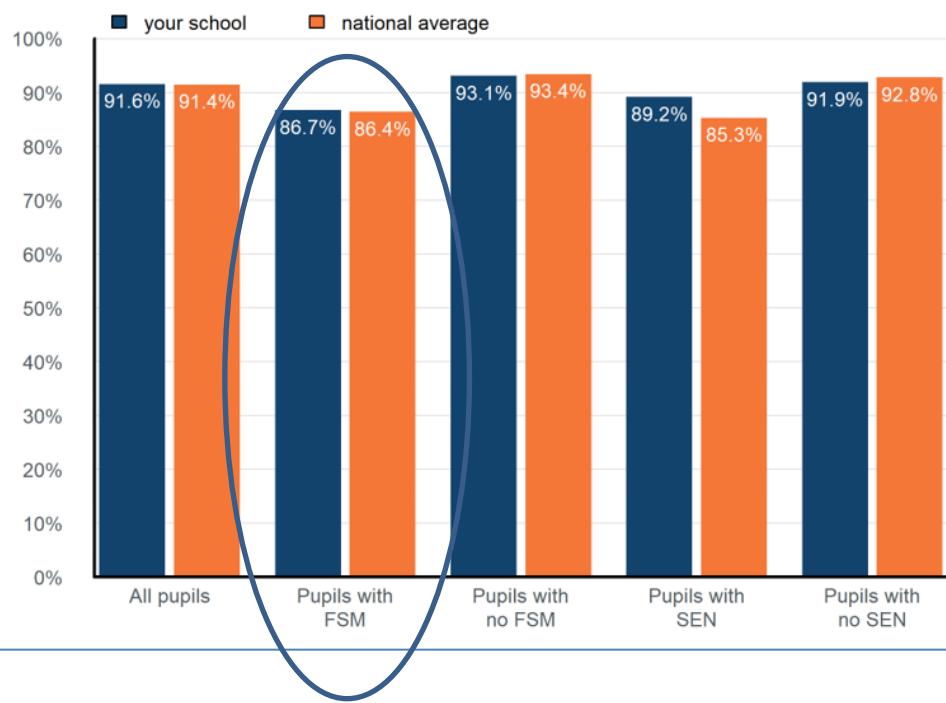
HSLC Attendance Data – Pupils with FSM = 86.7%
National Average Attendance Data – Pupils with FSM = 86.4%

GAP comparing DP with non-DP peers (based on DfE data 2024/2025)

Previous academic year comparison

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.
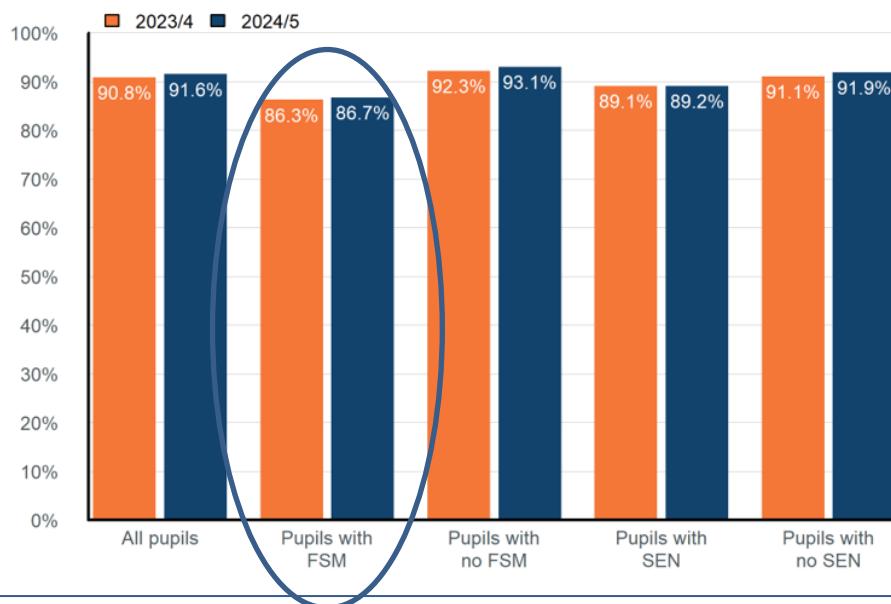
Year	2022-23 (FFT Aspire Data)	2023-24 (FFT Aspire Data)	2023-24 (DfE Data)	2024-25 (DfE Data)
National average	90.7%	90.8%	-	91.4%
Whole School @ HSLC	90.3%	90.5%	90.8%	91.6%
National DP (FSM/Ever 6 only)	85.3%	85.4%	-	86.4%
DP (FSM/Ever 6 only) @ HSLC	83.4%	85.7%	86.3%	86.7%
National Non-DP	92.6%	92.8%	-	93.4%
Non-DP @ HSLC	92.6%	92%	92.3%	93.1%

	Gap: The attendance of DP v non-DP peers (HSLC)
2022-2023	9.2% (FFT Aspire data)
2023-2024	6.3% (FFT Aspire data) / 6% (DfE data)
2024-2025	6.4% (DfE data)

Although the attendance at HSLC of pupils with FSM during 2024/2025 is higher than that of 2025/2026 (86.7% as opposed to 86.3%), HSLC acknowledge that there continues to be a gap between the attendance of DP when compared with non-DP peers. This will continue to be a priority in the 2025/2026 Pupil Premium Strategy Statement.

Persistent Absenteeism (% of persistently absent pupils)

Year	2022-23 (FFT Aspire data)	2023-24 (FFT Aspire data)	2024-25 (DfE data)
National PA	27%	28%	23.2%
PA @ HSLC	29%	30%	23.8%

DfE Attendance Summary (HSLC) 2024-2025

Persistent Absence

Persistent absence		National average
23.8%	0.6% greater than	23.2%

Persistent absence is 23.8% which is 0.6% greater than the national average.
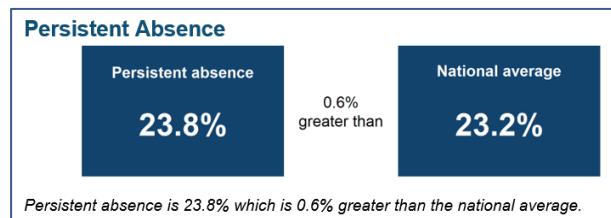
Persistent absenteeism (below 90%) continues to be of concern and an area to work on for HSLC. This area continues to be a priority on the Whole School Strategy Plan and will remain a focus of the attendance monitoring of DP throughout 2025/2026.

HSLC continue to invest in a wider Attendance Team to ensure increased focus on this group and the vulnerable sub-groups within. The 2025/2026 Attendance Team will continue to comprise of:

SLT Links: Assistant Head (Inclusion) PV & Associate Assistant Head (Attendance) PS

Attendance Officer (Pastoral Manager) x 2

Targeted Attendance/Pastoral Manager x 1

Targeted Family Support/Pastoral Manager x 1

REVIEW OF INTENDED OUTCOME 2

To reduce the gap in overall progress between DP and non DP students in English.

KS3 – To diminish the gap in relation to the % of DP v non-DP making at least expected progress in English reading assessments.

KS3 – to reduce the gap between the reading age of DP students

KS4 - To diminish the gap in relation to the % of DP v non-DP attaining GCSE English at Grade 4+.

Whole School - Support teaching and non-teaching staff through training focused on identifying and overcoming barriers to reading in the classroom

The literacy focus for 2024/2025 has been on developing reading fluency. Identification of students with difficulties in relation to reading has come from a number of data sources including KS2 SATs (Y6 into Y7), Reader Sparx assessments, SEND assessments such as WIAT tests, LUCID tests etc. This has informed the reading tuition programme which has included:

- Little Wandle (Phonics)
- Lexi Power-Up
- In house small group and/or 1 to 1 reading intervention
- Reader Sparx (whole school)
- Supported twilight Reader Sparx sessions

Reader Sparx data shows the following improvements:

Y8 (2025/2026) – 34% of DP students narrowed the gap between their reading age and chronological age (51% non DP)

Y9 (2025/2026) - 42% of DP students narrowed the gap between their reading age and chronological age (45% non DP)

Y10 (2025/2026) – 58% of DP students narrowed the gap between their reading age and chronological age (39% non DP)

This shows that Reader Sparx has been effective in contributing towards narrowing the gap and will continue to used as a tool moving forward.

Info contributed by Mr M Lomas (Whole School Lead for Reading)
The first 4 success criteria are quantitative – Rachel S will pull up the data for these.
- All Year 7 DP engaged in regular reading homework activities.
Following a trial in Summer 2024, the last academic year was the first time we had used the Sparx Reader programme, an online reading platform that helps students to practise reading regularly, as a core offer for reading homework. This was monitored weekly by DP students' English teachers, with regular reminders, progress reports and encouragement shared with parents. The intervention was successful, with 69% of students in KS3 closing the gap between their reading age and chronological age throughout the year. (sure Rachel can lift some specific DP data and put it here)

- Programme of staff training in barriers to reading to start in September to have an impact on DP students.
The target, "Programme of staff training in barriers to reading to start in September to have an impact on DP students," was successfully met.
The school implemented a robust, two-phase training approach:
- A whole-staff INSET session was delivered to all teaching staff in September.
- This was followed by individual, bespoke sessions delivered to teachers across different curriculum areas, ensuring the training was highly relevant to their specific subjects.
Impact and Adaptive Teaching
The training focused on eight key barriers to reading: background knowledge, range and complexity of vocabulary, text length and layout, narrative and text structure, sentence length and syntax/archaic language, scaffolding presence or absence, use of abstract imagery and metaphorical language, and finally, motivation and engagement.
By providing teachers with a clear, shared understanding of these barriers, the school has created a strong foundation for adaptive teaching across the curriculum. Staff are now equipped to support DP students by:
- Proactively scaffolding complex subject materials, for instance, by pre-teaching critical vocabulary or historical context before students encounter a difficult text.
- Explicitly modelling how to deconstruct difficult academic language, rather than just assuming comprehension.
- Strategically deploying support that directly addresses the specific reading barrier a DP student is facing.
This enhanced pedagogical knowledge enables all teachers to embed reading support consistently, which directly helps maximize DP students' access to the full curriculum and supports the overarching goal of diminishing the progress gap. This commitment is sustained by continuing the work through this year's subject twilight sessions.

- Additional staff trained to deliver reading skills to small groups of DP students.
Led by RJ, additional staff received specialised, ongoing training throughout the year to deliver specific intervention programmes. This shift ensured support moved beyond general awareness to effective, individualised reading intervention for DP students.
Strategic Intervention Start
The key success factor a the start of this academic year has been the rapid turnaround of reading age data for the entirety of KS3 within the first three weeks of term. This immediately eliminated the usual delay in identifying and placing students, allowing us to strategically target the right students for intervention.
We were quickly able to:

-      Identify the most vulnerable DP students (initially focusing on Year 7).
-      Begin specific reading interventions (using the skills learned in their training) within the first half term.

Ensuring Progress and Accountability

Starting the interventions this early ensures that the support will be consistently delivered throughout the academic year. This will be crucial for maximizing the duration of the intervention and increasing the likelihood of achieving the core strategy target: that DP students close the reading age gap to their non-DP peers.

All Year 7 DP not working at MEP received additional reading response support.

In the previous academic year, many Year 7 DP students who were not making expected progress received extra reading response help.

However, the review of this action showed a clear need for a better identification system. The current KS3 metric, which includes WTEP, MEP, EEP, and others, is broad. It considers various curriculum literacy skills and often links performance to specific, text related reading comprehension texts and writing tasks. This made it a less than ideal tool for identifying a student's specific reading issues.

Strategic Adjustment for 2025/2026

-      The main finding from this review is the decision to use specific Reading Age data to find Year 7 DP students who need support. This change ensures that the additional help given will be more focused and effective in the future.
-      This was correctly identified as a priority for the 2025/2026 academic year. Quickly collecting Reading Age data within the first three weeks of term, as mentioned earlier, directly supports this new priority. This commitment will allow intervention staff to start helping those who need it right away, increasing the chances for Year 7 DP students to close their reading age gap throughout the year.

	Summer Term Working Grade 2024-2025 (English Language)		
	DP	Non-DP	Difference
Year 10 (Grade 4+)	57.8%	72.3%	14.5%

Comparison data KS4 attainment (English Language GCSE)

	English 9-4 Non-DP	English 9-4 DP	GAP
2022-2023	83.9%	43.8%	40.1%
2023-2024	76.9%	69%	7.9%
2024-2025	80.7%	53.4%	27.3%

REVIEW OF INTENDED OUTCOME 3 – Lower levels of Maths skills in comparison to non-DP peers

To reduce the gap in overall progress between DP and non DP students in maths.

KS3 - Aim to diminish the gap in relation to the % of DP v non-DP making at least expected progress in maths.

KS4 - Aim to diminish the gap in relation to the % of DP v non-DP attaining GCSE maths at Grade 4+.

KS3 Data (Maths) *Info provided by RJ (Asst Head Progress)*

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

	2024-25		
	DP	Non-DP	Difference
Year 7	33.4%	41.7%	8.3%
Year 8	55.9%	63.7%	7.8%
Year 9	21.9%	48.0%	26.1%

	Summer Term Working Grade 2024-2025 (Maths)		
	DP	Non-DP	Difference
Year 10 (Grade 4+)	54%	70.7%	16.7%

Info from Mr J Raw (Assistant Head Progress)

HSLC statistics prove that disadvantaged students (as a whole) achieve a lower GCSE grade in Maths than non-DP. Our latest year 11 cohort (2024-25) data shows that 41.4% of DP students achieved Maths at Grade 4+ in comparison to 83.3% of non-DP. This is a gap of +41.9%. (Based on 2023/2024 data SISRA Analytics, Sum 2025).

Comparison data KS4 attainment (Maths GCSE)

	Maths 9-4 Non-DP	Maths 9-4 DP	GAP
2022-2023	76.6%	32.9%	43.7%
2023-2024	66.3%	66.7%	-0.4%
2024-2025	83.3%	41.4%	41.9%

Info contributed by Mrs C Collins (CC) (Head of Maths)

Actions 2024/2025

Improved relationships with intervention lead (Clare Fell) to triangulate interventions rather than them being stand alone.

Improved information sharing, regarding students receiving intervention, which enabled teachers of specific students to include areas worked on in intervention to form part of the starter consolidation questions in class.

Maths Sparx continues to offer personalised homework at a level relevant to each individual. Use of ipads and support is available to all learners at breaks or lunch. Supported homework is also provided by the SEN team for students with additional needs.

KS3 and KS4 SOW have had significant improvements to ensure all learners can access all levels of work and tiers of entry are now not determined until y10.

Assessments and the way we review, feedback and implement improvements have also been adapted with a focus on better supporting all learners progress and readiness for external assessments.

Challenge has been a big focus within maths lessons, including, but not limited to, the introduction and improvement of purple zone, essential and desirable objectives and use of Sparx challenge questions.

'How to revise' lessons have been implemented into our curriculum to support learners to become stronger independent learners, this along with the more linear style assessment hopes to encourage all learners to revise little and often.

Meetings were held with all TAs to enable us all to best support our students and in particular their independence. All of the above plus other initiatives already in place were discussed to ensure TAs

were all aware of the practises in place. The feedback from this was very positive and also very useful in identifying areas for us to improve on.

An area of improvement was identified in the consistency of our Nurture Group offering and supporting all learners to achieve a qualification. CC liaised with PV who supported the request for a Maths TLR with SEN and DP responsibility. CRE was the successful candidate.

Whilst DP at KS4 is still a concern and not inline with the whole cohort, end of year data at KS3 suggest the above improvements have been successful. In Y8 (new Y9) 56% DP are MEP+ compared to 61% full cohort. In Y7 (new Y8) 34% of DP students are MEP+ which is low however is broadly in line with our full cohort at 40% the reduction in % is likely due to a) new assessment model, b) Y7 not having had as much time to embed the work on challenge and independence and c) reporting from their MEG range rather than using solely their Maths KS2 score

REVIEW OF INTENDED OUTCOME 4

To reduce the percentage of DP students with ATL judgements which are Inconsistent or Unsatisfactory so that it is in line with non DP, monitored across all subjects – Higher levels of inconsistent/unsatisfactory ATL in comparison to non-DP peers

% of Inconsistent and Unsatisfactory Judgements

		Summer 2024	Winter 2024	Spring 2025	Summer 2025	Sum 24 – Sum 25 Difference
Year 7	DP			11.4	16.4	
	Non DP			9.4	10.6	
	Difference			2.0	5.8	
Year 8	DP	16.0	17.0	17.0	17.2	
	Non DP	9.2	10.0	10.5	11.9	
	Difference	6.6	7.0	6.5	5.3	-1.3
Year 9	DP	17.5	20.2	20.0	22.0	
	Non DP	12.1	11.7	11.2	13.7	
	Difference	5.4	8.5	8.8	9.3	+3.9
Year 10	DP	15.2	11.2	15.9	14.3	
	Non DP	10.9	7.6	11.7	10.5	
	Difference	4.3	3.6	3.8	3.8	-0.5
Year 11	DP	22.4	24.5	21.7		
	Non DP	5.7	6.9	6.0		
	Difference	16.7	17.6	15.7		

Analysis shared by Mr J Raw (Assistant Headteacher Progress)

Notably, in Y8 and Y10, the gap between DP and Non DP has reduced. In Year 9 this has increased.

In line with the Case study completed on Year 11, this year group had the highest level of Inconsistent and Unsatisfactory judgements, at the end of the Spring term. There is no data for the summer term as students have left.

An increase in one term for Year 7 requires monitoring during the next academic year.

REVIEW OF INTENDED OUTCOME 5
To reduce the number of WW for low level disruption which subsequently leads to a reduction in the number of sanctions.
To reduce the number of DP in ISO and/or excluded minimising the number of missed learning opportunities.

Comparitive PD data from the academic years 2023-24 and 2024-25 (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 (39.6%)	78/303 (25.7%)	13/303 (4.3%)
Non-DP	230/817 (28.2%)	103/817 (12.6%)	14/817 (1.7%)
Difference	11.4%	13.1%	2.6%

	Academic year 2024-2025		
	Detention	Isolation	Suspension
DP	48.6%	24.1%	4.1%
Non-DP	30.6%	13%	2.2%
Difference	18% **(UP 6.6%)**	11.1% **(DOWN 2%)**	1.9% **(DOWN 0.7%)**

The 2024/2025 Positive Discipline data shows that there has been an increase in the number of detentions for DP students. This is likely to be as a result of the introduction of WWs for 2x 'H' (missed homework) in a week. This data will be analysed further to identify where barriers can be removed, ensuring that all DP student (alongside of their non-DP peers) can access supported homework sessions – both during the school day and after school (twilight).

PD data – Number of 'H' written warnings (homework) for HT1 (Autumn Term 2025)

FSM vs. Not FSM	Group Size	YTD	YTD (Average per student)
All	1262	610	0.48
Free School Meal	299	234	0.78
Not Free School Meal	963	376	0.39

GAP: 0.39 (average 'H' WWs DP v non DP)

There will be further analysis of WWs including 'E' (equipment), again to ensure that barriers can be removed, for example ensuring all DP students have access to the equipment they need (eg in addition to pens/pencils etc, PE kit, music earphones etc)

PD Data – Number of 'E' written warnings (equipment) for HT1 (Autumn Term 2025)

FSM vs. Not FSM	Group Size	YTD	YTD (Average per student)
All	1264	478	0.38
Free School Meal	299	170	0.57
Not Free School Meal	965	308	0.32

GAP: 0.25 (average 'E' WWs DP v non DP)

REVIEW OF INTENDED OUTCOME 6

To ensure that the wide range of extra-curricular/enrichments activities offered within the school are accessible to all DP and non-DP equally

<u>**DP Extra-curricular details**</u>

<u>**The Little Mermaid**</u>
Overall, there were 63 students that participated in the school production of 'The Little Mermaid', 5 of these were sixth formers (Y12-Y13) leaving a total of 58 students in years 7 – 11. Of the 58 students, 4 were DP (3 x FSM, 1 x CLA) meaning that the school production had 6.9% DP.

<u>**Music Lessons**</u>
Overall, there were 42 students who received music lessons in the academic year 24-25 (both upper string lessons and percussion lessons) of the 42 students 11 students were DP meaning that the music lessons were 26.2% DP. It is worth noting that all DP music lessons are fully funded at HSLC.

<u>**Peter Pan**</u>
Overall, there were 48 students in the production of Peter Pan, 4 of these were DP meaning that the Peter Pan production was 8.3% DP.

<u>**Maths Vegas (x2 November 2024 and April 2025)**</u>
In November 2024, the HSLC maths department ran their 'Maths Vegas' evening for 86 year 11 students, of these 6 were DP this means that this session had 7.0% DP.

In April 2025, the HSLC maths department ran their second 'Maths Vegas' evening for 88 year 11 students, of these 11 were DP (including 1 x CLA) this means that this session had 12.5% DP.

<u>**Dance Live**</u>
Overall, there were 45 students that participated in Dance Live (including 6 sixth formers) making only 39 students in years 7-11. Of these 9 students were DP (including 1 x CLA) meaning that the performance had 23.0% DP.

<u>**English Literature Quiz and Pizza Night**</u>
Overall, 99 students were signed up to the English Literature evening but 51 students in the initial sign up did not include names. Of the following 48 year 11 students, 7 were DP meaning that the night had 14.6% DP.

<u>**Trips**</u>
Raywell (Y8) – Total = 54 students of which 11 were DP (20.4%).
Hollywood Bowl (Y9 - 10) – Total = 58 students of which 8 were DP (13.8%).
Twickenham 24.11.24 (Y9 – 12) – Total = 50 students (42 in years 7-11) of which 6 were DP (14.3%).
Twickenham 16.11.24 (Y11) - Total = 14 students of which 0 were DP (0%).
Poland (Y11 – 12) – Total = 31 students (11 in year 11) of which 4 were DP (12.9%).
Paris (Y10) – Total = 42 students of which 7 were DP (16.6%).
Normandy (Y8) – Total = 50 students of which 8 were DP (16.0%).
Netball National Finals (Y9 - 10) – Total = 10 students of which 1 was DP (10.0%).
National Cup Final (Y10) – Total = 20 students of which 2 were DP (10.0%).
Meadowhall (Y9 – 10) – Total = 119 students of which 19 were DP (16.0%).
Leeds Rhino Netball Trip (Y7 – 13) – Total = 14 students of which 2 were DP (14.3%).
Junkyard Golf (Y11) – Total = 13 students of which 1 was DP (7.7%).

Jorvic Centre (Y10) – Total = 30 students of which 1 was DP (3.3%).
Iceland (Y10 – 12) – Total = 29 students (including 2 sixth formers so 27 in years 7-11) of which 3 were DP (11.1%).
England vs. Italy (Y8 – 12) – Total = 30 students (including 2 sixth formers so 28 in years 7 – 11) of which 5 were DP (17.9%).
Christmas Carol (Y11 – 13) – Total = 29 students (including 13 sixth formers so 16 in y11) of which 4 were DP (25.0%).

PE
      Overall 483 students took part in extra-curricular activities (Y7-9) out of a total 699 students. Of these 483 students 94 of them were DP, which is 19.5% DP.

Gaming Club
      Overall 58 students took part in gaming club, of those 17 were DP (29%).

Extra-curricular Activity	Total number of students involved	Number of DP involved	Percentage DP
The Little Mermaid	63 (58 in y7-11)	4	6.9%
Music Lessons	42	11	26.2%
Peter Pan	48	4	8.3%
Maths Vegas (combined)	174	17	9.8%
Dance Live	45 (39 in y7-11)	9	23.0%
English Lit Quiz and Pizza Night	99 (48 names)	7	14.6%
Trips (combined y7-11 only)	548	82	15.0%
PE	483 (y7-9 data only)	94	19.5% (Y7: 20.2%, Y8: 22.9%, Y9: 14.2%)
Homework Club	10	3	30%
Gaming Club	58	17	29%

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	Sparks
Maths Sparks	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 +
Drawing and Talking	drawingandtalking.com