

The Pupil Premium

The Pupil premium policy is a government initiative that provides additional funding for students currently entitled to Free School Meals (FSM) and those that have been entitled to FSM at any point in the last 6 years. The Pupil Premium is also available to Looked-after Children (LAC) and those that have been adopted from care under the adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order. Students who have parents in the armed forces are also entitled to an additional amount of money.

At Hartford Church of England High School, we will use this additional funding to ensure continued progress and attainment for FSM, LAC and those students whose parents serve in the armed forces. The Pupil Premium at Hartford Church of England High School is spent in the academic year rather than the financial year.

Provision

We aim to implement a curriculum that removes the notion of disadvantage and helps all students to achieve, regardless of their circumstances or background. In terms of outcomes, we aspire for students who are 'disadvantaged' to reach levels of attainment that are in line with that of all students nationally and close the gaps with their peers in school. We want all students to move

successfully and confidently into the next stage of education or training.

As a school we are committed to providing exceptional learning and teaching and our Pupil Premium Strategy is built on this foundation. Additionally, targeted academic support and a range of wider strategies provide extensive support to identify and break down any barriers to progress those students face. Leaders at Hartford Church of England High School are highly aspirational in their aims for disadvantaged students and critically evaluate the impact of their actions to ensure that the Pupil Premium Strategy is continuously reviewed and improved.

To improve academic outcomes for students entitled to the Pupil Premium, the Governing Body of Hartford Church of England High School will ensure the school's Pupil Premium Strategy is published annually, implemented effectively and evaluated properly.

Reporting

It will be the responsibility of the Associate Assistant Headteacher and Deputy Headteacher to produce a report for the Governing Body as an attachment to the Headteacher's report, to include:

- The progress and attainment of students entitled to Pupil Premium funding
- An outline of provision and approximate cost of the academic year
- An evaluation of the provision and the impact upon progress, attainment and other measurable outcomes, such as improvements in attendance and behavior.
- The Associate Assistant Headteacher and Deputy Headteacher will ensure that there is an annual statement to the parents outlining how Pupil Premium Funding has been used

Hartford High Church of England High School Pupil Premium Strategy Statement 2023-24

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

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

School overview

Detail	Data
School name	Hartford Church of England High School
Number of students in school	1091
Proportion (%) of pupil premium eligible students	239 (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	Tuesday 29th November
Date on which it will be reviewed	Sept 2024

Statement authorised by	R Pickerill
Pupil Premium Lead	A Brown
Governor / Trustee lead	Carol Seddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£75,336
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£340,337

Part A: Pupil Premium Strategy Plan

Hartford Church of England High School is committed to ensuring that all students, regardless of background or the challenges they face, flourish in every area of their lives through our core values. First, believing that there is no limit to what students can achieve.

Second, creating a challenging, supportive and inclusive learning environment, alongside sustaining an ethos that values and nurtures all individuals. And finally, preparing students to be fit for the world, whilst developing students to have a respect for themselves and others.

Our curriculum is broad and balanced, and we provide a range of opportunities for students both in lessons and through extra-curricular activities, which are far-ranging and varied. Students receive a strong personal development education and are supported in their next steps through clear and comprehensive career guidance. We believe that reading is a fundamental element of enabling students to develop into lifelong learners and so focus on this in all aspects of school life, along with preparing our students to be fit for the world. Our funding supports these priorities and will be used to invest in research and introducing new courses and ensuring a breadth of opportunities for all students through innovative curriculum development.

High quality teaching is the single biggest factor in improving student attainment and so a large part of our funding is dedicated to ensuring that the quality of teaching is excellent and specialist staff are supported in their professional development. Robust diagnostic assessments will enable clear identification of gaps in learning and will inform planning so that early intervention supports all students to make strong progress. We aim to raise the attainment and achievement of all students, especially those in receipt of pupil premium, across all year groups so that gaps close to national average across progress 8, attainment 8 and the basics measures.

Barriers to learning are not purely academic, and as a school, we recognise this, therefore we will ensure that students who require additional social, emotional and behavioural support receive the necessary interventions within a timely manner. Excellent attendance of all students and especially pupil premium students is essential, therefore, this will be a clear focus to support strong outcomes. This means that students from disadvantaged backgrounds can play a full and active part in school life and receive the same leadership and enrichment experiences as their non-disadvantaged peers.

Statement of Intent

Our key objectives are to raise the attainment and raise aspirations, ensuring that all students meet our values: Happy, Achieving, Ready and Together for those in receipt of Pupil Premium funding and continue to diminish the difference between them and their peers. We are committed to ensuring that students within all groups achieve their full potential, regardless of their background or disadvantage. As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of Pupil Premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations, and this is monitored
- An ethos exists where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support.

Our intended outcomes feed into our School Development Plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Challenge																																			
1	Improving attendance and punctuality. Figures for Half Term 1 (2023) <table border="1"><thead><tr><th>Year</th><th>% Non-PP Attendance</th><th>% PP Attendance</th><th>Gap %</th><th>No of Students at Risk of PA</th></tr></thead><tbody><tr><td>Whole-school</td><td>93.3</td><td>85.7</td><td>7.5</td><td>103</td></tr><tr><td>7</td><td>97.0</td><td>92.3</td><td>4.7</td><td>16</td></tr><tr><td>8</td><td>94.4</td><td>89.0</td><td>5.4</td><td>20</td></tr><tr><td>9</td><td>93.8</td><td>87.0</td><td>6.8</td><td>23</td></tr><tr><td>10</td><td>90.9</td><td>78.9</td><td>12.0</td><td>23</td></tr><tr><td>11</td><td>90.6</td><td>81.3</td><td>9.3</td><td>21</td></tr></tbody></table>	Year	% Non-PP Attendance	% PP Attendance	Gap %	No of Students at Risk of PA	Whole-school	93.3	85.7	7.5	103	7	97.0	92.3	4.7	16	8	94.4	89.0	5.4	20	9	93.8	87.0	6.8	23	10	90.9	78.9	12.0	23	11	90.6	81.3	9.3	21
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2	Improving academic behaviours: homework completion, revision, reading																																			
3	Improving attitudes to learning where disaffection may exist.																																			
4	Improving the quality of the curriculum ensuring that the intent and implementation is clear. Upskilling all teachers so that all Pupil Premium students can access learning.																																			

5	Improving the school's communication and engagement with families.			
6	With increasing levels of SEND, improve our curriculum and support offers to ensure quality first teaching.			
	Year	%SEND	%SEND of the year group who are PP	%SEND of the year group who are non-PP
	YR7	14	41	59
	YR8	12	39	61
	YR9	7.9	29	71
	YR10	7.6	31	69
	YR11	13	40	60
7	Improving literacy levels where children have reading ages significantly below expectation.			
8	Improving students' personal development, focusing on cultural capital.			

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Improved attendance and punctuality by formulating and embedding strategies to improve this for PP students.</p>	<p>Punctuality and attendance increased for all key groups. PP attendance is in line with national averages and key indicators, such as, FFT Education Attendance Tracker. Attendance figures to show that the gap between PP and non-PP students is diminishing.</p>
<p>Improved reading ages and literacy to support deeper learning and improved engagement within the curriculum, helping to promote confident and independent learners.</p>	<p>Reading ages increase throughout the year.</p> <p>The gap between PP and non-PP students is narrowed.</p> <p>Behaviour in subjects that require a large amount of reading is improved.</p> <p>PP students access all areas of the curriculum confidently.</p>
<p>Improvement in behaviour of students and positive attitudes to learning through a focus on supporting disadvantaged students.</p>	<p>The behaviour and attitude to learning of disadvantaged students improves throughout the year.</p> <p>The gap between PP and non-PP students is narrowed.</p> <p>The number of suspensions for PP students is reduced and at least in line with national averages.</p>
<p>Improved engagement and aspiration of students from disadvantaged backgrounds with a focus on making extracurricular and personal development opportunities affordable and accessible.</p>	<p>Student voice reflects children speaking positively about the school and feeling safe and happy.</p> <p>There is a high level of engagement in wider curriculum opportunities by disadvantaged children.</p>

	<p>Very few students, if any at post-16 level are NAET. effective careers provision ensures they are well prepared for post-16 pathways</p>
<p>Improved achievement through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress of PP students.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged students,</p> <p>Attainment of disadvantaged students is in line with that of PP students nationally.</p> <p>Disadvantaged students' attainment is improving in each year group.</p> <p>An increased number of disadvantaged students access further education, training or employment post-16.</p> <p>Teaching demonstrates high quality adaptive and responsive teaching, through book looks, learning walks, observations and student voice.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 139,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme for teaching and learning focuses on enabling students to access the curriculum effectively and ensure inclusivity.	Targeted school CPD can help teachers obtain new teaching techniques, share best practice, and apply fresh approaches to teaching that allows them to improve their pedagogy, but crucially will help more vulnerable students to achieve and make progress. The main CPD drive this year is QFT and the school has purchased a subscription for the National College.	2,4,7,8
Reading for pleasure and progress and the Reading Curriculum to reduce the reading and vocabulary gap, ensuring students read at their chronological age.	Alex Quigley: Closing the Reading Gap and Closing the Vocabulary Gap. EEF Reading Guidance. ART reading test for years 7-10 Purchasing of books for students to engage with form-time reading.	2,7

	Purchasing of books to enable reading for pleasure and progress to occur during formalised reading lessons.	
Equipment, resources and ingredients are provided for Design Technology lessons, enabling students to participate fully in this area of the curriculum.	Providing students with these resources ensures the DT curriculum is both inclusive and equitable. By removing barriers to the costs of resources students are able to access the full curriculum and enhance their subject knowledge and skill development. Ultimately supporting academic achievement and an inclusive learning environment.	2,4,5,6
Early Careers Lead to deliver training on marking and feedback to all ECTs. Mentor meetings to include regular books looks which focus on PP students.	This type of training is essential in ensuring a strong foundation for effective teaching practices. Timely and targeted training provides ECTs with the skills to provide constructive feedback, fostering continuous improvement in student learning. Regular book looks which focus on Pupil Premium students addresses the needs of the demographic and acts as a strategy to ensure the academic progress of these students.	2,4,

<p>A strong CPD offer which includes subjects joining subject associations and completing external NPQs to improve subject knowledge and ensure teachers are up to date with advancements in their subjects.</p>	<p>A robust CPD offer is pivotal in fostering professional growth and provides a platform for teachers to engage with the latest pedagogical developments and stay up to date with subject-specific developments. External NPQs offer opportunities for leadership development, enriching staff with valuable skills to effectively lead in their areas. This approach enhances individual teacher competence but ultimately benefits student outcomes.</p>	<p>2,4</p>
<p>Additional EAL support to improve the learning gap to ensure those students for whom English is a second language are supported in accessing the curriculum and succeeding in school.</p>	<p>Effective differentiation enables all learners to access the curriculum. For EAL learners the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding. All students need to understand and be able to use the language of the curriculum to achieve at or above age expectations.</p>	<p>4,7,8</p>

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

Budgeted cost: £ 87,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding and delivering the Reading Curriculum, with particular reference to PP and vulnerable students.</p>	<p>Alex Quigley: Closing the Reading Gap and Closing the Vocabulary Gap. EEF Reading Guidance.</p> <p>Embedding a variety of reading strategies across the school enables all students to access the full curriculum. Primary areas of focus on both fluency and comprehension support students in accessing wide ranging, challenging and age-appropriate texts</p>	<p>2,3,4,7</p>
<p>ART reading tests to identify students' reading ages so that students can be monitored and intervention implemented where necessary.</p>	<p>Reading and literacy are fundamental to a student's ability to access the curriculum. The Access to Reading Test (ART) is a standardised assessment that reliably measures reading and skills to help get to the root of any problems precisely and quickly. Particularly useful to identify students who appear to be competent readers but who have a need for further intervention of comprehension skills, ART</p>	<p>2,7,8</p>

	provides information about sentence completion and comprehension skills, allowing identification of where difficulties lie.	
Catch up intervention for Year 7 students who are not High School ready	Catch up tutoring: higher level intervention to support accessing literacy and numeracy lessons. Using core knowledge to provide opportunities for frequent revisiting of curriculum content to facilitate retention.	2,3,4,7,8
Satchel One and Homework Club to support students and parents with organisation and completion of homework	Completion of homework is one of the ways in which students access the curriculum and commit it to long-term memory. It is also a scholarly habit which supports student success in examinations.	2,8
In class and small group intervention in E-Bacc subjects delivered by specialist intervention TAs	Through formative assessment, teachers identify gaps in knowledge and adapt lesson planning and delivery accordingly. Bespoke, teacher-led actions identified following summative assessments to support students at risk of not achieving their academic potential. Effective deployment of E-Bacc TAs	2,4,6,7,8

	supports students 'at risk'.	
Timetabled Intervention with tutors who work with Key Stage 4 students needing academic support specifically for core subjects	Tutoring helps students build academic skills and assists them in areas they struggle in whilst preparing them with improved study skills. The extra layer of preparedness and confidence students gain through tutoring will increase their overall academic achievement.	1,2,4,6, 8
Homework portals for maths and science	Sparx Maths, TTRockstars, Seneca and Active Learn use videos with well thought-out explanations, carefully modelled examples, with all learning built on pre-requisite knowledge. All videos followed by bespoke assessments perfectly matching the video; and finally, a simple and easy to use tracking system that allows teachers to focus on students' mistakes whilst making the collection of tracking data easy. Students make more progress when they learn outside of the classroom as well as within it.	2,4
Year 11 intervention and revision is delivered, so that students receive additional support which is catered to their	Targeted support for students is crucial as it allows work to be refined and improved, enabling students to close gaps and	1,2,4,8

specific needs and areas for development.	deepen their knowledge across all subjects. In turn students build confidence and competence.	
Additional Leadership time and capacity focused on providing support for disadvantaged students	The school has created a clear leadership role for improving the outcomes of disadvantaged students (Associate Assistant Head for PP), ensuring that there is clear accountability at all levels for PP students.	1,2,3,4,5,6,7,8
Alternative to Suspension Room to provide specialist support for all vulnerable students, helping to reset students to avoid external exclusions	By maintaining a high-profile focus on addressing poor behaviour and ensuring students have an opportunity to reset their behaviour, students feel included and valued within the school.	2,3,5,8
Library and Homework Club to promote and support whole school reading and literacy strategy and improve Homework completion	Promoting whole school reading and literacy strategies and providing disadvantaged students with a safe place to complete homework. This ensures these students have access to a plentiful supply of learning resources and helps to close the gap on non-disadvantaged peers.	2,4,6,7

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

Budgeted cost: £ 112,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to track, monitor and improve the attendance of our most vulnerable students.	Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early ensuring action is taken to address the issues in a timely manner. Effective intervention can therefore be put in place.	1,2,5,6,8
Child protection team provides support and intervention for our most vulnerable students and helps keep our students safe	By identifying the needs and risks students face reduces the number of negative incidents they will encounter and allows support to be put in place in a timely manner. Investing in robust safeguarding ultimately improves the mental, social, emotional and physical health of our students making them more successful in the future.	1,5,6,8
Counselling support and inclusion intervention	Such strategies increase focus, attention, self-control and classroom participation. They improve academic performance, ability to resolve conflict and overall well-being. They lead to decreased levels of stress, depression, anxiety, disruptive behaviour.	1,3,5,6,8

Provide external alternative provision for vulnerable students and students at risk who are given suspensions	Supporting students who have been excluded from mainstream education ensures students can still access the curriculum and complete GCSE exams and therefore improve their chances of being successful in adulthood.	1,2,3,4,5,6,8
Head of Family specialist pastoral support	Provision of pastoral care enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. An effective Family system may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support.	2,5,8
Uniform and hardship transport funding and provision of curriculum supplies for students to ensure positive engagement in school	PP students cannot access the curriculum if they have not got the resources to do so. Providing basic equipment and uniform that they need allows students to feel part of a welcoming school community leading to positive engagement with school.	2,3,5,8
Develop internal Alternative Provision to provide specialist support for all vulnerable students and students in	By creating specialist provision in school students at risk of permanent exclusion or those displaying negative attitudes to	1,2,3,5,6,8

danger of being PEX	learning have access to a supportive curriculum leading to a diminished risk of exclusion.	
Rewards and recognition to positively reinforce and incentivise good behaviour	Positive feedback strengthens relationships and engagement and reinforces positive behaviours. Staff training on effective communication with students, along with rewards trips and prizes.	2,3,5,6
Free peripatetic music tuition for all disadvantaged students who choose to learn an instrument in school	According to the EEF, improved outcomes have been identified in English, Maths and Science where students have begun to learn an instrument. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2,8
Subsidised school trips (educational) and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	2,4,8

Total budgeted cost: £340,337

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

2022/23 Impact Evaluation Year 11 Results (Current Year 12 SISRA 2023 windows2 data)	
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)	
Number of Students	27 (2023) vs 37 (2022)
Number of Students included in Progress 8 calculation	27 (2023) vs 37 (2022)
Attainment 8	35.35 (2023) vs 40.76 (2022)
Progress 8	-1.10 (2023) vs -0.31 (2022)
Progress 8 English	-1.24 (2023) vs -0.36 (2022)

Progress 8 Maths	-1.04 (2023) vs -0.14 (2022)
English Baccalaureate	Progress 8 EBacc -1.31 (2023) vs -0.46 (2022)
Progress 8 Open Slots	-0.83 (2023) vs -0.25 (2022)
% achieving a strong pass in English and Maths (Grade 5 or above)	25.9% (2023) vs 32% (2022)
% achieving a standard pass in English and Maths (Grade 4 or above)	44.4% (2023) vs 57% (2022)

2023/24 Impact Evaluation Year 10 (Current Year 11s)	
Pupil Premium students' targets were FFT targets (the same progress as similar students in the top 20th percentile of similar schools)	

Number of Students	48
Number of Students included in Progress 8 calculation	48
Attainment 8	29.81
Progress 8	-1.06
% achieving a strong pass in English and Maths (Grade 5 or above)	16.7%
% achieving a standard pass in English and Maths (Grade 4 or above)	31.3%

2023/24 Impact Evaluation KS3				
Year Group	Number of PP students	% subject grades exceeding	% subject grades on track	% subject grades below track
Year 7 (Current Year 8)	44	20	50	31
Year 8 (Current Year 9s)	41	23	45	32

Year 9 (Current Year 10s)	40	17	50	37
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This data reflects how the interventions, strategies and resources we use for our Pupil Premium students impact results over time; as such plans are not just put into place in Y11 but are used from Y7 onwards. While disadvantaged students' outcomes have improved, there is still a gap in school between those students eligible for the PP grant and those that are not. As seen in our strategy above, our focus as a school is on early intervention, targeted support and making Key Stage 3 matter in order to close that gap and improve the life chances of our most disadvantaged students. As the number of disadvantaged students has increased in recent years, we are aware of the necessity of addressing the disadvantage these students face to ensure it does not hold them back in the future.