

Hartismere School



Pupil Premium Strategy Statement

2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Hartismere School
Number of pupils in school	830 (Y7-11) 1041 (Y7-13)
Proportion (%) of pupil premium eligible pupils	16.6% (Y7-11) 14.2% (Y7-13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	J. McAtear
Pupil premium leads	B. Lucas, D. Edwards, K. Barneveld
Governor / Trustee lead	I. Portway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,525
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£188,390

Part A: Pupil premium strategy plan

Statement of intent

Hartismere aims for all students (including our disadvantaged students) to have a broad, balanced and rich curriculum which provides students with the knowledge and cultural capital that they need to succeed in life.

Hartismere aims for our students to consistently achieve highly and for there to be a strong take up of the opportunities provided by the school.

Hartismere has based its Pupil Premium strategy around the 3 tier model as outlined by the EEF focusing on teaching, targeted academic support and wider strategies.

One of the key focuses of the school is identifying students that would benefit from extra academic support in English, maths and science and then providing them with seminars which are taught in small groups by subject specific teachers aiming to target key misconceptions and develop exam technique. This helps to build academic confidence and resilience, while also developing students' literacy to enable them to better understand the way in which exam questions are posed and the skills required to answer them successfully.

Challenges

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

Challenge number	Detail of challenge
1	Academic confidence and resilience
2	Literacy
3	Aspiration, participation and ambition
4	Attendance
5	Resources and 'readiness to learn'

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
Progress 8 - improve progress 8 for all pupils.	Achieve national average or above for progress 8 for PP pupils.
Attainment 8 - improve attainment 8 for all pupils.	Achieve national average or above for attainment 8 for PP pupils.
Increase percentage of Grade 5+ in English and maths for all pupils.	All PP pupils achieve English and maths 5+ scores for similar schools.
Ebacc entry - improved entry of disadvantaged students into EBacc subjects.	The proportion of PP pupils taking the EBacc should be consistent with that achieved by the full cohort.
Attendance - consistent improvement in disadvantaged students' attendance.	PP pupils' attendance is in line with the national average for PP pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Restructuring of the Teaching and Learning Group into groups focusing on 'Dealing with Misconceptions', 'Understanding Memory' and 'Adapting Teaching and Personal Development.' CPD programme based around these groups.</i>	Effective Professional Development Guidance Report Sutton Trust DfE Supporting the Attainment of Disadvantaged Pupils - 2015 'Quality First Teaching'	1
<i>Development of more thorough programmes of study; detailing key misconceptions and how to address these, as well as disciplinary literacy.</i>	Programmes incorporate many of the recommendations from the EEF's 'Improving Literacy in Secondary Schools report'.	1 and 2

<i>Quality of teaching programme for NQTs RQTs and new staff to the school.</i>	'Quality First Teaching'	1
<i>Restructuring of EBacc/options choices to ensure all students experience a broad and balanced curriculum.</i>		3
<i>Citizenship and life lessons support students in developing their cultural capital.</i>	'Cultural capital is associated with higher academic performance' (Sutton Trust 'Parent Power') but 'many disadvantaged pupils may not have access to cultural capital' Ofsted School inspection update 2019	3
<i>Development of homework booklets to ensure high quality homework and running homework club to ensure all students have the appropriate resources and space to work.</i>	EEF's T&L toolkit shows homework linked to the classroom supports learning, particularly for disadvantaged students.	1 2

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Seminars and targeted small group intervention support for students in core subjects, as well as morning registration interventions.</i>	EEF's T&L toolkit -small group tuition	1
<i>Timetabled lessons with reduced class sizes at KS4 to focus on dealing with misconceptions and for providing a greater level of individualised feedback in English and Maths.</i>	EEF's T&L toolkit - feedback	1
<i>Dedicated reading lessons for KS3.</i>	EEF's 'Improving Literacy in Secondary Schools report' recommendations	2

<i>Tiered support for students struggling with literacy - LSAs.</i>		
<i>Use of external programme to identify and target students' misconceptions - Tassomai.</i>	Algorithm based platform used to focus students' revision and inform classroom teaching.	1
<i>Use of external programme to develop students' literacy- Bedrock.</i>	Programme develops students' ability to decode words using etymology - EEF's 'Improving Literacy in Secondary Schools report'	2

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

Budgeted cost: £ 47,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Careers advisor and online careers programme 'Unifrog.'</i>	EEF research shows disadvantaged students are 'disproportionately more likely to have career aspirations that don't match their educational goals'	3
<i>Use of Education Attendance Service and EWO.</i>	DfE - 'Improving school attendance: support for schools and local authorities'	4
<i>Separate dedicated Wellbeing and Silent Working areas.</i>	EEF's 'Improving Behaviour in Schools' recommendations - teach learning behaviours and provide targeted approaches to meet individual's needs	1 4
<i>Supplying of equipment/resources including revision guides.</i>		5
<i>Breakfast club.</i>	gov.uk- 'evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'	5
<i>Funding of music tuition.</i>	Provides a broad and balanced experience. EEF T&L toolkit also shows 'arts participation' can enhance academic attainment too.	1

Total budgeted cost: £188,390

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Staff and students reported increased confidence in core subjects after participating in seminars.

88.5% of disadvantaged students achieved a level 4 or higher in English and maths in 2020-21.

The proportion of disadvantaged students opting to progress on to 6th form study at Hartismere increased from 4.9% in 2019-20 to 9.6% in 2021-22.

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
Tassomai	Tassomai Ltd
Bedrock	Bedrock Learning Norwich NR21BZ
Unifrog	Unifrog Brickfields, Unit 215, 37 Cremer Street, E2 8HD
MyMaths	Oxford University Press