

Pupil premium strategy statement

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 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	880 (Y7-11) 1051 (Y7-13)
Proportion (%) of pupil premium eligible pupils	16% (Y7-11) 13.9% (Y7-13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Geoff Luxton and Sarah Gray
Pupil premium leads	Ben Lucas, Katharine Barneveld, Sarah Cook
Governor / Trustee lead	Richard Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£161,750

Part A: Pupil premium strategy plan

Statement of intent

Hartismere aims for all students, irrespective of their background or the challenges they face, (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 to support our disadvantaged 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.

High-quality teaching is at the heart of our approach, closely focussed on areas in which our disadvantaged students require the most support. One of the key aims of the school is identifying students who would particularly benefit from extra academic support in English, maths and science. These pupils will then receive additional seminars, 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. Through these intervention seminars, we will be responsive to common challenges and individual needs of the students, ensuring they are challenged in the work they are set and monitor their progress through liaison with their subject teachers to identify misconceptions and support their learning in line with their programmes of study.

To ensure the approaches we have adopted are most effective we have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations.

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 - disadvantaged students often have issues with self-esteem, self-belief and a growth mindset to build resilience in their lessons and revision. Assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils, resulting in significant knowledge gaps. We have also identified social and emotional issues for some pupils such as anxiety, depression and low self-esteem.
2	Literacy - KS2 data, observations and discussion with KS3 pupils and teachers indicate that a number of our disadvantaged pupils have lower levels of reading comprehension than peers which impacts progress in all subjects.
3	Aspiration, participation and ambition - It is evident that non-disadvantaged students are more likely to participate in lessons and expand their knowledge and cultural capital through extra-curricular activities and homework. Disadvantaged students are typically also likely to have lower aspirations and be less likely to progress onto sixth form and university.
4	Attendance - data from the year prior to our 3 year plan shows us that disadvantaged students had attendances between 3-11% lower (depending on year group) than non-disadvantaged pupils, with greater values for students who receive free school meals. Our data and numerous studies show that absenteeism has a negative impact on pupil progress. This has become a greater challenge after the impact of the Covid-19 pandemic.
5	Resources and 'readiness to learn' - students from disadvantaged backgrounds often have barriers to learning such as a lack of proper equipment, books, IT resources or uniform.

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 and close the gap between our PP students and the rest of the cohort.
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.	Improve PP pupils' attendance so that it is in line with the average attendance of the rest of the cohort, whilst also addressing attendance issues arising from the Covid-19 pandemic.
Improved careers awareness	Disadvantaged students have a greater opportunity to liaise with a careers advisor, through morning interventions and discussions about their options and chosen paths after their KS4 education. Increased usage and familiarity of "unifrog" in this time will help students in making their own choices about these options.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning Group with 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>Recruitment and retention of high-quality teaching staff</i>	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF (2019).	1,2,3 and 4
<i>Structured revision booklets for English, maths and science that deal with common misconceptions and address a pupil's individual needs</i>	EEF's T&L Toolkit shows "Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome." By structuring revision based on student misconceptions students who commonly struggle with independent revision, have measurable goals to aspire to.	3
<i>Ongoing development and adaptation of 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 ECTs and new staff to the school.</i>	'Quality First Teaching'	1
<i>Citizenship and life lessons support students in developing their cultural capital. Students are also offered the opportunity</i>	'Cultural capital is associated with higher academic performance' (Sutton Trust 'Parent Power') but 'many disadvantaged pupils may not have	3

<i>to sit the GCSE in Citizenship.</i>	access to cultural capital' Ofsted School inspection update 2019	
<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
<i>Cover provided to enable teachers to carry out further professional development qualifications such as NPQs.</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1 2

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

Budgeted cost: £45,000

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. Tiered support for students struggling with literacy - LSAs.</i>	EEF's 'Improving Literacy in Secondary Schools report' recommendations	2
<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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,750

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>Small group careers workshops</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. Uniform - purchase supplies of spare uniform and support individual families with uniform purchases to enable them to attend and maintain community standards.</i>	Rodriguez, Jennifer, "The effects of school uniforms on self-esteem" (2005). Theses and Dissertations. 1068. https://rdw.rowan.edu/etd/1068	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: £161,750

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 2023 to 2024 academic year.

Although we have made efforts to draw conclusions about the progress and attainment of our PP students, it is worth noting that the cohort was particularly small with only 12% of the year group recognised by the DfE as PP (20 students). Among these students there were persistent attendance issues which hindered the impact of the interventions we put in place for them.

Progress 8 - improve progress 8 for all pupils.

The 2024 results show that there remains a large gap between Pupil Premium students' Progress 8 scores (-0.57) and the whole cohort's Progress 8 (0.19). However, our Pupil Premium students' Progress 8 score was in line with the National average for disadvantaged students.

Attainment 8 - improve attainment 8 for all pupils.

The Attainment 8 score for our Pupil Premium students (37.5) was higher than the National average for disadvantaged students (34.5). Although this is positive, there remains a large gap between our PP students and the rest of our cohort (51.5).

Increase percentage of Grade 5+ in English and maths for all pupils.

The percentage of Grade 5+ in English and maths for our Pupil Premium students (15%) was below the whole of the cohort (55.8%) and the National average of disadvantaged students (25.8%).

Ebacc entry - improved entry of disadvantaged students into EBacc subjects.

Our Ebacc entry for our Pupil Premium students (70%) was higher than the National average for all pupils (40.4%) and higher than the National average for disadvantaged students (28.6%). However it was still lower than our whole school entry of 80%.

Attendance - consistent improvement in disadvantaged students' attendance.

The gap between attendance of PP and non-PP students continues with PP students having lower attendance than non-PP students.

Other points of note

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

The proportion of disadvantaged students opting to progress on to 6th form study at Hartismere increased from 4.9% in 2019-20. Last year, 9.3% of our cohort were disadvantaged students. This year, 8.4% of our new cohort are disadvantaged students. This demonstrates that we have been able to maintain this increase in ambition and aspiration of the cohorts since 2019-20.

These will be our last set of robust Progress and Attainment measures until 2025-2026, as none will be published due to COVID disrupting KS2 examinations for these cohorts of Year 11 students.

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
Lexia Powerup Literacy	Lexia UK
Wordshark Online	White Space Ltd, Registered Office 45 St. Dunstons Road, London W6 8RE
Tassomai	Tassomai Ltd
Bedrock	Bedrock Learning Norwich NR21BZ
Unifrog	Unifrog Brickfields, Unit 215, 37 Cremer Street, E2 8HD
Sparx Maths	Sparx Learning
The Language Gym	The Language Gym