

## Pupil premium strategy statement: 2021-2024 (October 2023 update)

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Huntcliff School
Number of pupils in school	537
Proportion (%) of pupil premium eligible pupils	28% (151)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Miss L Wilkinson
Pupil premium lead	Mr L Henderson
Governor / Trustee lead	Richard Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,320
Recovery premium funding allocation this academic year	£39,468
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198,788

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Statement of intent**

##### **Ultimate objectives for our disadvantaged students**

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment

##### **Our pupil premium strategy plan works towards achieving our objectives in the following ways:**

1. Quality First Teaching for all students
2. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum
3. Use of 'gap analysis' and timely intervention so that students know more and remember more
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
6. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET

##### **Key principles of our strategy plan**

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly

## Challenges

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

Challenge number	Detail of challenge
1	The quality of teaching, learning and assessment is good across most subject areas; however, inconsistencies remain in some areas. This negatively impacts upon the academic progress of pupil premium students and their ability to know more and remember more subject knowledge.
2	The attendance of pupil premium students is below that of non-pupil premium students, nationally. This has a detrimental impact upon their academic achievement.
3	Some pupil premium students have a limited vocabulary, low reading ages and limited access to cultural experiences, this can restrict their ability to access a broad curriculum
4	Social wellbeing and emotional health of students presents a challenge as we continue to recover from the COVID-19 pandemic. As a result this has impacted upon the behaviour and academic attendance of students.

## 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
1. To improve the quality of teaching, learning and assessment.	Pupil premium students to achieve in line with non-pupil premium students, nationally and to achieve a positive progress 8 score with improved attainment year on year.
2. To improve the attendance of pupil premium students	To improve pupil premium students attendance so that it is in line with their peers in school and nationally.
3. To Improve the vocabulary repertoire, reading age and access to cultural experiences of pupil premium students to enable equitable access to a broad curriculum	Pupil premium students will access interventions to improve their reading ages.
4. To ensure that pupil premium students have access to high quality mental health and wellbeing support services.	Pupil premium students who require additional support have access to support services through a referral process.

## 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: £99,394**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrol teachers onto newly devised NPQ programmes to improve quality of teaching and middle leadership capacity.	"Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending" – Education Endowment Foundation (EEF)	1
Embed evidence-based T&L Gold Standards (Rosenshine's principles of instruction) for all teachers and provide them with peer learning / coaching observations to share evidence-based, effective practice.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium" Education Endowment Foundation (EEF)	1
Implement regular teaching and learning CPD opportunities to share evidence-based research on how to effectively embed: <ul style="list-style-type: none"> <li>• Recall of prior learning</li> <li>• Teacher modelling including scaffolding</li> <li>• Infusing opportunities for independent practice</li> <li>• Adaptive teaching through assessment for learning (Questioning)</li> <li>• Reading for purpose (guided reading) and use of the Freyer model to explicitly teach essential vocabulary.</li> </ul>	Barak Rosenshine's Principles of Instruction (POI) is a list of research-based strategies which teachers can apply in their practice. The list of 10 principles could be considered 'core skills' for teachers.	1
To provide remote CPD opportunities for all staff via national college of teaching to enhance the quality of teaching, learning and assessment and subject knowledge and subject pedagogical knowledge of teachers.	"Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending" – Education Endowment Foundation (EEF)	1
Provide high quality learning materials and resources to pupil premium students to enable them to access the academic tools they require to succeed in all subject areas.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium"  "Spending on improving teaching might include professional development, training and support for early	1

	career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” – Education Endowment Foundation (EEF)	
Implement feedback structure, from September 2021, (WINS) to provide greater quality feedback to all students.	The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6).	1
Implementation of a robust quality assurance policy	Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of QFT to PP students is a focus for consequent staff development and CPD opportunities.	1
Implementation of mixed ability groupings in most KS3 groups.	Mixed ability teaching supports less able students and can reduce behaviour issues (Sutton Trust).	1
CPD delivered to all teaching staff for reading for purpose and the use of Freyer model for the explicit teaching of vocabulary (led by Trust Literacy Coordinator)	The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). “Literacy is the gateway to the curriculum”	1
Implement home learning programme that focusses on recall of prior learning in all subject areas for each year group.	EEF research highlights that students can make additional months’ worth of progress with an effective home learning programme. EEF – Students make 5 additional months of progress.	1

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

**Budgeted cost: £49,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement KS3 catch up group for small group teaching (2021-2022) as part of targeted academic catch up following COVID-19 pandemic.	Evidence from the EEF suggests that reducing class sizes and small group tuition can have a positive impact on student progress. EEF – Reducing class sizes (+2 months of progress) EEF – Small group tuition (+4 months of progress)	1
Implement an extra group for KS4 core subjects (English, Maths and Science).	Evidence from the EEF suggests that reducing class sizes and small group tuition can have a positive impact on student progress. EEF – Reducing class sizes Impact (+2 months of progress) EEF – Small group tuition (+4 months of progress)	1
Extend the school day (P6) for Y11 students to enable them to close learning gaps and make better progress (know more remember more).	Evidence from the EEF suggests that extending the school day and small group tuition can have a positive impact on student progress. EEF – Extending school day (+3 months of progress) EEF – Small group tuition (+4 months of progress)	1
Use Librarian/Literacy co-ordinator to support reluctant readers and all students in developing their love of reading through reading spines initiative. Implement reading for purpose strategy in most subject areas to support reading across the curriculum.	Evidence from the EEF research highlights and recommends key strategies to improving literacy in secondary schools. One key strand is developing pupils' ability to read complex, academic texts. EEF - Improving literacy in secondary schools Recommendation 3 – Develop pupils' ability to read complex academic texts	3
Implement bedrock learning (online learning platform) (21-22) to improve pupils' tier 2 and tier 3 vocabulary and their use of grammar.	Evidence from the EEF research highlights and recommends key strategies to improving literacy in secondary schools. One key strand is developing pupils' ability EEF – Improving literacy in secondary schools	3
Implement Lexia interventions through TA/HLTA to support pupils with low-literacy levels	EEF - Improving literacy in secondary schools Recommendation 7 – Provide high-quality literacy interventions for struggling pupils EEF – Effective use of Tas under everyday classroom conditions Recommendation 5 – Use Tas to deliver high-quality one-to-one and small group support using structured interventions	3
Deploy small group tutoring through National Tutoring Programme	EEF – Small group tuition Small group tuition has an average impact of four months' additional progress over the course of a year.	1



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

**Budgeted cost: £49,697**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Star attendance software to monitor, track and intervene with groups of pupils including those eligible for pupil premium.	Higher overall absence leads to lower attainment at KS2 and KS4 The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	2
Engagement with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education.	3
Time4You counselling	EEF research highlights that behaviour interventions can make a positive impact on academic progress. EEF – Behaviour interventions (+4 months of progress)	4
Pastoral manager support	EEF research highlights that behaviour interventions can make a positive impact on academic progress. EEF – Behaviour interventions (+4 months of progress)	4
Extending the school day (P6) for Y11 students to enable them to close learning gaps and make better progress (know more remember more).	Evidence from the EEF suggests that extending the school day and small group tuition can have a positive impact on student progress. EEF – Extending school day (+3 months of progress) EEF – Small group tuition (+4 months of progress)	1
Implement 2-way messaging system on class charts from September 2021.	EEF - Parental engagement <i>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.</i>	2/4

**Total budgeted cost: £198,788**

## 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 from 2021-2023 academic year.

Our original targets for 2021-2024 were as follows:

Success Criteria	Impact Data					
<p>Pupil premium students to achieve in line with non-pupil premium students, nationally, to achieve a positive progress 8 score and improved attainment year on year.</p> <p><b>Challenge 1</b></p>	<b>Pupil Premium Academic Data (DFE/SISRA) 2021-2023:</b>					
		<b>Attainment 8</b>	<b>Progress 8</b>	<b>Eng/Ma 5+</b>	<b>Eng/Ma 4+</b>	
	<b>21/2022</b>	35.64	-0.64	26%	47%	
	<b>22/2023</b>	44.23	-0.07	46%	64%	
	<b>23/2024</b>					
	<p>Progress has improved from 2019 (pre-pandemic -0.9) meaning that PP students are making swifter academic improvement compared to all students nationally. 2023 represented a strong year for pupil premium students' academic progress. Their attainment and progress continued to significantly rise, as did the proportion of PP students achieving Maths and English at grade 4+ and grade 5+. Our pupil premium students secured the highest attainment within Redcar &amp; Cleveland Local Authority compared to other pupil premium students.</p>					
<p>To improve pupil premium students attendance so that it is in line with their peers in school and nationally.</p> <p><b>Challenge 2</b></p>	<b>Pupil Premium Attendance Data (FFT) 2021-2023:</b>					
		<b>Huntcliff Pupil Premium attendance FSM</b>	<b>National Pupil Premium attendance FSM</b>	<b>Regional Pupil Premium attendance FSM</b>	<b>Huntcliff All pupil's attendance</b>	<b>National All pupil's attendance</b>
	<b>21/2022</b>	86.1%	84.9%	N/A	90.5%	89.7%
	<b>22/2023</b>	87.6%	85.3%	83.9%	91.9%	90.7%
	<b>23/2024</b>					
	<p>Pupil premium attendance is lower than all pupils in school and nationally, however is higher than pupil premium students regionally and nationally. This strategy will continue to focus on improving the attendance of pupil premium students so that it is in line with all pupils, nationally.</p>					

<p>Pupil premium students will access interventions to improve their reading ages.</p> <p><b>Challenge 3</b></p>				
	<p>Impact of tiered interventions:</p>	<p>Lexonik Leap</p> <p>35 students- 52% of whom are DA- made an average gain of 1.5 years</p>	<p>Lexonik Advance</p> <p>76 students – 41% of whom are DA- have made an average gain of 1.9 years</p>	<p>Paired reading/ Reciprocal reading/ Guided reading.</p> <p>10 students – 64% of whom are DA-have made an average progress of 2.1 years</p>
	<p>Pupil premium students reading age is near that of all pupils demonstrating the reading interventions and culture that have been implemented are effective.</p>			
	<p><b>Reading age data 2022-2023:</b></p>			
	<p><b>Overview of interventions:</b></p>			
		<p><b>Total intervention</b></p>	<p><b>PP</b></p>	<p><b>SEND</b></p>
	<p><b>Year 7</b></p>	<p>45</p>	<p>20</p>	<p>22</p>
	<p><b>Year 8</b></p>	<p>14</p>	<p>6</p>	<p>6</p>
	<p><b>Year 9</b></p>	<p>11</p>	<p>4</p>	<p>2</p>
	<p><b>Year 10</b></p>	<p>9</p>	<p>1</p>	<p>1</p>
	<p><b>Year 11</b></p>	<p>19</p>	<p>5</p>	<p>19</p>
	<p>Year 7</p>	<p><b>PP: 33 students - 66% improvement</b></p>		
	<p>Year 8</p>	<p><b>PP: 30 students – 66% improvement</b></p>		
	<p>Year 9</p>	<p><b>PP: 36 students – 64% improvement</b></p>		
	<p>Year 10</p>	<p><b>PP: 24 students – 37% improvement</b></p>		
<p>Pupil premium students who require additional support have access to support services through a referral process.</p> <p><b>Challenge 4</b></p>	<p><b>Support services accessed by pupil premium students 2021-2022:</b></p>			
	<p><b>Service</b></p>			<p><b>Number of PP students who accessed service</b></p>
	<p>Time 4 You Counselling</p>			<p>30</p>
	<p>CAMHS</p>			<p>19</p>

Aspire 2 Believe	15
Doorways	28
Early Help	20
Resource and Support Panel	7

Pupil premium students have accessed and continue to access high quality external support services that support their attendance, wellbeing and academic progress.

**List of external services used throughout 2022-2023:**

Aspire 2 Believe, Doorways, Early Help, Eva/Harbour support – Doorways, Early Help, Middlesbrough Football Club Chances, Neuro referral, Resource and Support, School Nurse, Time4You counselling, the Link, The Junction Farm – young carers

**Overview of referrals and support services by year group and demographic:**

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TOTALS
<b>TOTAL</b>	<b>47</b>	<b>24</b>	<b>38</b>	<b>29</b>	<b>22</b>	<b>160</b>
<b>MALE</b>	<b>15</b>	<b>9</b>	<b>14</b>	<b>14</b>	<b>5</b>	<b>57</b>
<b>FEMALE</b>	<b>32</b>	<b>15</b>	<b>24</b>	<b>15</b>	<b>17</b>	<b>103</b>
<b>SEN</b>	<b>14</b>	<b>8</b>	<b>16</b>	<b>7</b>	<b>6</b>	<b>51</b>
<b>SEN M</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>28</b>
<b>SEN F</b>	<b>5</b>	<b>1</b>	<b>10</b>	<b>2</b>	<b>5</b>	<b>23</b>
<b>PP</b>	<b>26</b>	<b>12</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>68</b>
<b>PP M</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>30</b>
<b>PP F</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>7</b>	<b>38</b>

	<p>Pupil premium account for 68 referrals into external wellbeing and support services from a total of 160. This means that referrals of pupil premium students account for 42.5% of all referrals despite pupil premium students accounting for 28% of the total student population. This demonstrates that pastoral teams are aware of the additional need and barriers that disadvantaged students face and deploy rapid support.</p>
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## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information

### Additional information – Spending of PP funding

Termly updates will be provided from the Headteacher's report to LGC.

This section will be updated at key points throughout the academic year to:

- a. illustrate progress towards our targets
- b. reflect any amendments made to our PP Strategy
- c. outline additional activity which will supplement our PP Strategy

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around assessment and feedback
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate