

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	The Hurlingham Academy
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	44.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Leon Wilson
Pupil premium lead	Kate Ling
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,643
Recovery premium funding allocation this academic year	£38,499
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£290,142

Part A: Pupil premium strategy plan

Statement of intent

Here at The Hurlingham Academy we are committed to ensuring that all pupils, irrespective of background, have access to an excellent education and as a result, achieve high attainment across the school. We aim to reduce all barriers to learning faced by pupils to enable all to succeed. We are also committed to ensuring that all pupils are treated equally and have access to the same opportunities.

We recognise that pupils from disadvantaged backgrounds may face a number of challenges, especially in the context of post covid 19. We are committed to ensuring that we use all pupil premium funding carefully and strategically to help support all learners to achieve their full potential, irrespective of background.

At the heart of our approach is quality first teaching. Research shows that high quality teaching has the greatest impact in ensuring that all pupils achieve the best outcomes, but this is particularly true for the most disadvantaged. Great teaching is not only proven to have the greatest impact on closing the attainment gap but will at the same time benefit non-disadvantaged pupils in our school.

Through careful use of additional funding, we are fully committed to ensuring that the individual needs of each child are met. Challenges faced by our disadvantaged pupils will be identified through robust diagnostics. Interventions and support will be research led, and regularly reviewed to ensure they are having the desired impact. With nearly 50% of our students qualifying for the pupil premium, it is inefficient to target PP pupils separately unless a specific need dictates otherwise; moreover, many of the rest of our students are not significantly more socio-economically advantaged. We believe the approach of using Pupil Premium funding in whole school interventions is fully justified both by our results, but also by what research suggests is the best use of Pupil Premium funding – interventions to improve effective teaching, attendance and literacy.

The intended outcome of all activities and interventions detailed below is that all pupils, irrespective of background, are provided with high quality teaching, effective support and accessible enrichment opportunities so that they thrive and develop into successful and happy individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps analysis of KS4 outcomes shows that attainment of disadvantaged pupils is generally lower than their peers. This gap has been further widened by the Covid-19 Pandemic. In 2019 48.1% of PP pupils achieved 5+ in English and Maths vs 63.0% of non-pupil premium pupils. This gap had widened to 57.5% pupil premium vs. 77.4% non-pupil premium in 2021. This data clearly shows the impact of the pandemic in the achievement of our most disadvantaged pupils.</p> <p>An even more significant gap has been identified when looking at pupil progress. In 2019 disadvantaged pupils achieved an average P8 score of +0.8, meaning that on average our most disadvantaged pupils achieved nearly a grade higher across their subjects than expected. In comparison, the average P8 score of their peers at The Hurlingham Academy was +0.26. However, in 2021 our most disadvantaged pupils made less progress than their peers (average P8 score of +1.12 PP vs. +1.57 non-pp). This data further highlights the impact of the pandemic on the progress of our most disadvantaged pupils.</p>
2	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Our most disadvantaged pupils are overrepresented in groups receiving support for their additional learning needs or mental health (57% pupil premium vs. 43% non-pupil premium).</p>
4	<p>Assessments, observations and discussion with KS3 pupils indicate that pupil premium pupils generally arrive at The Hurlingham Academy with lower reading ages than their</p>

	<p>peers. A below expected reading age impacts pupils' ability to access the curriculum across all subjects.</p> <p>In the current year 7 cohort, of the pupils identified as being below or significantly below their expected reading age, 65% are classed as pupil premium. This figure is reflective of previous cohorts.</p>
5	<p>Impacts of the pandemic: Parents and school staff are reporting an increased number of students who are experiencing low mood, anxiety and panic attacks compared to previous years.</p> <p>Our CAMHS referrals have also increased. The need for additional mental health support has increased. Staff are also logging more CPOMs incidents under the category of mental health that we have had in previous years.</p>
6	<p>Through rigorous testing and conversations with the transition team, it has been identified that pupil premium pupils arrive at The Hurlingham Academy with lower Maths and English prior attainment data than their peers. Consequently, there is a disproportionate representation of non-pupil premium pupils in grammar stream (51% PP in year 7, only 35% PP in the grammar stream)</p>
7	<p>Rigorous tracking of pupil progress has shown that disadvantaged pupils in year 9 are making significantly less progress than their peers, with 55% of pupil premium pupils achieving below their expected progress band at the end of year 8.</p>

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
Quality first teaching for all	Students' progress data to be in line with those peers who are not pupil premium and above the national average.

	Includes using KS3 progress data, GCSE predictions, mock results and formative assessment. A target is to reduce any internal variation between PP and non-PP students. Learning walks and work reviews will also demonstrate quality work completed by PP students.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 thus reducing the gap between both attainment and progress of PP vs non-PP pupils at the academy.	The gap in both attainment and progress will be reduced. In the first year, we aim for the gap to be in line with 2019 figures. Following years will see a consistent reduction in the gaps, whilst still maintaining the best grades for our non-disadvantaged pupils.
To achieve sustained improved attendance. Ensure whole school attendance is above 96% for all pupils, including those who are pupil premium	Attendance figures and comparison to the national average and non-pupil premium pupils will highlight a decline in persistent absence from previous historical data.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Reduction in external CAMHS referrals and other reliance on external professionals. In addition, holistic data such as attendance, student voice responses and positive behavioural events will be reviewed to show impact.
Students are fluent readers, enabling them to access their learning to the full extent	Students' reading age is in line with their chronological age. There is no internal variation between reading ages of those with PP and those non-PP. Observations during tutor time and lessons show that students are confident readers, and the enjoyment of reading is an integral part of the taught curriculum.
Students who are pupil premium progress well and are exposed to catch up programmes at KS3 to ensure they	There will not be a disproportionate representation of pupil premium pupils in lower ability sets by year 9. This will ensure that there is not a disproportionate amount of pupil premium pupils on non Ebacc pathways at KS4.

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: £184,738.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing in core subjects-</p> <p>Some smaller class sizes and team teaching to improve attainment and progress across English, maths and science for all students.</p>	<p>Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1, 4, 6</p>
<p>Outstanding ITT and ECT training provision-</p> <p>Mentors receive high quality training, trainees progress is carefully monitored, individual needs of trainees are met, retention of staff is high.</p> <p>Embed use of Step-Lab to ensure quality of mentoring throughout ECT programme</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 4, 6, 7</p>
<p>Introduction of instructional coaching and non-directive coaching to ensure high quality CPD for all teachers</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 4, 6, 7</p>

	<p>Instructional coaching has a better evidence base than any other form of CPD for impact on student outcomes and teaching quality ('The Expert Edit: Instructional Coaching' Genevieve Field, Ambition Institute) (Yoon et al., 2007).</p> <p>Non-directive coaching: Slava Kalyuga</p>	
Purchase and use of standardised testing to accurately assess the ability of all pupils. Standardised tests used include NGRT, Accelerated reader, 'No More Marking' and MidYIS	Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).	1, 4, 6, 7
Rigorous and robust literacy catch-up plan including whole school literacy co-ordinator, purchase of additional tutor reading book sets and weekly library lessons	All interventions are in line with EEF guidance on improving literacy in Secondary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	4, 6
Extended school day for year 11 pupils- allows extra time for core subjects	Evidence suggests that disadvantaged pupils might benefit more from additional school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1
IRIS subscription which will enable lessons and CPD to be recorded	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 4, 6, 7
Focus on Rosenshine & TLAC strategies leading to all students knowing more and remembering	Evidence-based strategies are supporting students' learning	1, 4, 6, 7

more of the common curriculum being taught.	potential in knowing more and remembering more. The TLAC strategies in particular are allowing students to maximise learning and retain key subject knowledge.	
Quality First Teaching	Quality first teaching remains the single most effective strategy for closing learning gaps. Research shows that high quality teaching has the greatest impact in ensuring that all pupils achieve the best outcomes.	1, 4, 6, 7
<p>Purchase of online homework platforms- Sparx, Hegarty Maths, Bedrock, Seneca and Show My Homework</p> <p>Home learning is supported through homework clubs and interventions</p>	<p>“Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>“Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits”. Evidence suggests homework clubs can help overcome these barriers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 4, 6, 7
Ensure all Year 11 students have a post 16 plan providing specific careers time	Post 16 plans will ensure that students have a pathway on from	1

	Year 11 thereby increasing their motivation to succeed. Careers education EEF (educationendowmentfoundation.org.uk)	
--	---	--

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

Budgeted cost: £83,821.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction (DI) training and implementation, with a dedicated DI leader in both maths and English	Research indicates that students using Direct Instruction have higher achievement than those using other programs, Jean Stockard 2015 https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file.html	4, 6
Provide small group interventions outside of the school day using additional THA staffing – , during tutor time, after school, at weekends and during holidays when necessary for catch up to close gaps in students' knowledge for Year 11.	The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.	1
Introduce small group intervention afterschool for pupils in KS3 identified as below target. Interventions include Elevate club and targeted interventions run by LSA's	The EEF states that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	4, 6, 7
Ensure all students in all years have a computer and access to the internet at home- Laptop	A review of remote learning by the EEF, it was concluded that ensuring access to	1, 6

<p>and google chromebook provision</p>	<p>technology is key, particularly for disadvantaged pupils.</p> <p>Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Remote_Learning_Rapid_Evidence_Assessment.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf</p>	
<p>Provision of revision materials for core year 11 classes in Maths</p>	<p>All pupils are provided revision materials such as revision guides to help remove any barriers to home learning.</p>	<p>1</p>
<p>Year 11 small group tutor time intervention for English and mathematics</p>	<p>Students receive tutor time intervention four times a week. Tutor time intervention is tailored to students' specific needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.</p>	<p>1</p>
<p>Key workers for SEND pupils</p>	<p>Teaching assistants providing targeted support to specific</p>	<p>1, 3</p>

	students out of class can have an impact of +4 months on pupils' progress (EEF).	
--	--	--

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

Budgeted cost: £22,224.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentivise improvements in attendance for students with weekly lottery and Principal's reward prize fund	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_achievement_of_disadvantaged_pupils.pdf	2
Assignment of an additional Mental Health practitioner from Mental Health Charity Mind allocated to our school due to the high demand for therapeutic services.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3, 5
Purchase of additional counselling hours to meet increase in referrals	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3, 5
Behaviour incentives including rewards trips and termly rewards assemblies	According to figures published by DfE, pupils who receive free school meals are more likely to receive fixed term exclusions compared to those who do not. Through having a clear behaviour policy focussed not only on discipline but also	1, 2, 3

	<p>encouragement of positive behaviours.</p> <p>Bennett, 2017, stated that “leaders ought to focus on whole school culture to benefit behaviour”.</p>	
<p>Year 11 assertive mentoring programme for targeted and vulnerable pupils with a focus on providing emotional support, careers guidance and academic support.</p>	<p>The EEF suggests that targeted mentoring can provide a different source of support through developing a trusting relationship between mentor and mentee.</p> <p>Pupils assigned a mentor are not just selected for academic reasons but have been identified by Senior Vice Principal as pupils who would benefit from either careers, emotional or academic support.</p>	<p>1, 3, 5</p>
<p>Invest in another ELSA (Emotional Literacy Support Assistant)</p>	<p>The EEF states “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”</p> <p>“Social and emotional learning (SEL) interventions are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” EEF</p>	<p>3, 5</p>
<p>Compulsory enrichment at KS3-school day is extended by an hour once a week to provide all pupils with the opportunity to access a range of sport, music and other enrichment opportunities</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	
------------------------------------	---	--

Total budgeted cost: £290,784.69

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils continued the trend of increasing year on year with 57.5% of Pupil premium pupils achieving 5 or more GCSE's at 5+ including maths and English (56.4% 2019, 48.1% 2019). Progress 8 scores are above national average, at +1.12 and a significant increase from +0.8 in 2019.

However, the percentage of pupils achieving Ebacc has decreased from 33.3% (2019) to 30.0% (2020). This percentage is also significantly lower than non-pupil premium pupils in the same cohort (with 59.7% of non-pupil premium pupils achieving Ebacc in 2020). Most noticeably, the gap between pupil premium and non-pupil premium pupils achieving 5 or more GCSE's at 5+ increased last academic year. Historically, the gap between disadvantaged and non-disadvantaged pupils at The Hurlingham Academy was considerably smaller than the national average. However, our internal assessments for 2020/21 suggested an attainment gap of 19.9%, in comparison to only 14.9% in 2018/19- pre pandemic.

Despite being on track to close the gap in attainment in 2018/19, this trend has not been successfully maintained. Through careful analysis of data and strategies, reasons to this increase in gap point primarily to the impact of Covid-19 and the disruption to learning. It has been widely documented that school closures were most detrimental to disadvantaged pupils. At the heart of our pupil premium strategy has always been quality first teaching. While we continued to teach our curriculum remotely during periods of lockdown, the nature of online learning prevented some aspects of the curriculum from being taught with the same rigour. The impact was mitigated by moving towards a blended learning model, as recommended by the EEF.

Many targeted strategies outlined in our pupil premium statement were unable to run during lockdown periods. It was also challenging to target all pupils whilst school was open due to the bubble system. For example, targeted EAL tutor groups were unable to be maintained. Some after school clubs were also unable to be run. Some funding was diverted to ensure that disadvantaged students had access to a laptop with which they could access their online lessons as this was seen as a priority.

Our assessments showed that pupil well being and mental health has been significantly impacted by the pandemic. Parents and school staff are reporting an increased number

of students who are experiencing low mood, anxiety and panic attacks compared previous years. Our CAMHS referrals have also increased. This increased need for mental health support has been recognised and we aim to address this as part of the plan outlined above.

Despite the work of the pastoral and attendance teams, average attendance of all students and pupil premium-eligible students in particular was lower than previous years. Consequently, attendance remains a focus of our current pupil premium plan.

Externally provided programmes

Programme	Provider
Closing Achievement Gaps	Direct instruction
Empowering Youth Creating Leaders	Debate Mate
One to One Music Tuition	St Georges Music
Accessing Higher Education	The Brilliant Club
Targeted Academic Mentoring	Franklin Scholars