

Pupil premium strategy statement

School overview

Metric	Data
School name	Hutton CofE Grammar School
Pupils in school	879 (inc Sixth Form)
Proportion of disadvantaged pupils	11%
Academic year or years covered by statement	2022-25
Publish date	Oct 23
Review date	Oct 24
Statement authorised by	N Moran
Pupil premium lead	D Singleton
Governor lead	S Tipping

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104915
Recovery premium funding allocation this academic year	
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	£104915

Part A: Pupil premium strategy plan

Statement of intent

Hutton Grammar School aims to support the needs of individual pupils to enable them to become resilient, independent members of society – helping them achieve all that is possible in their lives, both within and outside of the classroom based on our core values of Accomplishment, Humility and Service.

By following these principles and core values we look to support and develop all those within the Main School and Sixth Form to take their place in the world as hard working, respectful and productive individuals.

Our pupil premium strategy sets out how we intend to use our pupil premium funding to secure academic excellence and maximum progress for our disadvantaged pupils. This includes moving high attaining pupils even further on, whilst also supporting the needs of others who may at times struggle with the demands of our broad and balanced curriculum.

Many of our strategies will benefit the education of other pupils in school too. Our evidence informed approach prioritises providing tailored support as appropriate to meet specific needs. These, together with our curriculum both inside the classroom and beyond, aim to bring out the best in all students and help guide and prepare them to be knowledgeable, skilled, hard-working, decent, honest young adults who are well placed to leave the school and make a positive contribution to society.

We intend to:

Promote an ethos of attainment and progress for all pupils;

Have an individualised approach to addressing barriers to learning and emotional support;

Focus on high quality teaching first rather than on bolt on strategies and activities outside school hours;

Focus on outcomes for individual pupils;

Deploy the best staff to support disadvantaged pupils rather than using additional staff who do not know the pupils well;

Have clear, responsive leadership setting high expectations and involving all colleagues to take responsibility for raising attainment, rather than settling for low aspirations and variable performance.

Challenges

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

Challenge number	Detail of challenge
1	<p>Raise levels of attainment for Disadvantaged Pupils.</p> <p>Disadvantaged pupils begin at Hutton with generally lower attainment levels than their peers (Current Yr11 Dis PA score 103; Non-Dis PA score 107.5). 20% of current Yr11 disadvantaged pupils failed to reach expected KS2 score compared to only 9% of non-disadvantaged.</p> <p>Outcomes for 2023 cohort show disadvantaged cohort leave with Av A8 score 35.3 compared to 53.4 for non-disadvantaged</p>
2	<p>Attendance</p> <p>FFT data for 2021-22 shows attendance of disadvantaged pupils is 1% above that of similar pupils nationally – however when compared to non-disadvantaged in school they are 8% below.</p>
3	<p>Knowledge Gaps.</p> <p>Our assessments and observations of pupils suggest that the education and wellbeing of many of our disadvantaged (and other) pupils has been impacted by partial school closures. These findings are backed by several national studies. We have identified key learning gaps with many disadvantaged pupils falling further behind in key subject areas.</p>
4	<p>Social/emotional</p> <p>Our pupil observations and discussions with colleagues, pupils and families have revealed that some pupils are struggling with social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This may be in part due to worries about lost learning affecting their futures or difficulties keeping up where genuine gaps occur.</p>
5	<p>Equitable access</p> <p>Ensuring equitable to equipment and educational resources. Additional support in the provision of ICT equipment, uniform, educational materials, printing and transport services</p>
6	<p>Progress of sub groups:</p> <p>Data tracking shows lower GCSE progress of high ability boys (which is mirrored in the disadvantaged sub group too). Disadvantaged middle PA boys also show less progress than non-disadvantaged pupils</p> <p>We now need to focus on progress of high PA boys overall and middle PA disadvantaged boys.</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
<p>Raised achievement and increased levels of progress for Disadvantaged Pupils and all sub groups</p>	<p>Reduction in the proportion of disadvantaged pupils who remain below expected performance in 4+EM, 5+EM and A8. Positive P8 score for disadvantaged pupils. Reduced gap in outcomes between outcomes for Disadvantaged and Non-Disadvantaged</p>
<p>Ensuring equitable access to equipment and educational resources</p>	<p>Ensuring that all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum. Appropriate access to ICT equipment is also vital for students with specific access requirements</p>
<p>Address any low attendance issues or persistent absence amongst Disadvantaged Pupils whilst at the same time ensuring overall attendance figures are above national</p>	<p>Ensure that the attendance of Pupil Premium students is at least in line with national averages. A proportion of the staff time is specifically dedicated to analysing the attendance of Pupil Premium students and liaising with home as appropriate.</p>
<p>Pupil Premium students in all year groups can and do participate in a variety of educational visits, enrichment activities and extra curricular events</p>	<p>Monitoring of uptake to facilitate greater support to those pupils who currently do not engage, leading to an increase in disadvantaged pupils becoming more involved in enrichment and extra-curricular activities</p>
<p>Provide appropriate support for Social and Emotional Issues for Disadvantaged (and all) Pupils</p>	<p>1:1 counselling/support – bought in for specific students. Support during unstructured time as well as in lessons to aid social skills and removing specific concerns regarding breaks and lunchtimes</p>
<p>Improve and sustain the number of behavioural sanctions that all pupils receive particularly the disadvantaged pupils</p>	<p>Referral supports improvements in attitude to learning and Pastoral Hub provides support for those facing emotional barriers affecting their behaviour and progress</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention	1:1 or 1:small group tuition and intervention – additional lessons in core subjects in Year 11 to support students to achieve benchmark grades in English and Maths	1 3 6
Alternative provision	Alternative KS4 Provision – a reduced alternative curriculum for a small group in Year 11. This is designed to improve engagement and outcomes at KS4 for this group which includes some PP students	1 4 6
CPD for all colleagues to include curriculum development by developing retrieval practice and use of technology throughout the school.	Improving pupil opportunities to make expected and better than expected progress in all subjects. Promoting positive student engagement	1 3 6
Further develop whole school approach to reading and literacy	Disciplinary literacy is a proven approach to improving literacy across the curriculum. Whole school initiative where all teachers become responsible for teaching students how to read, write and communicate effectively in their subjects.	1 3 6
Projected spending	£30706	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	1:1 counselling/support – bought in for specific students.	4

Core interventions	Additional staffing of specialist TAs in core subjects to enable targeted intervention and support.	1 3 6
Reading	Reading support – individual and small group support provided to develop reading skills. Delivered by teachers and TAs to students in all year groups. Pupil Premium students where this is a particular barrier to learning are identified in Year 7	1 3 6
Study Skills	Learning Performance/Study Skills Seminars – bought in service delivered to the students in Year 11 to support their revision skills. Pupil Premium students benefit from additional targeted sessions. Parents of PP students are individually invited to attend alongside their son.	1 3 6
Lunchtime	Lunchtime support groups and clubs – open to students in all year groups at lunchtime. Money allocated includes staffing and resources.	4
Extra Curricular	Extra-curricular access fund – ensures that Pupil Premium students in all year groups can participate in a variety of educational visits and enrichment activities.	3 4 5
Projected spending	£35825	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialised TA/Inclusion manager staffing	Specialist TAs and Inclusion Manager support students through dedicated respite and referral rooms – these areas are permanently staffed and provide individual and group support and withdrawal from lessons.	2 4

Software	Proportion of SISRA software, used to provide better monitoring and tracking of student progress. Staff utilise it particularly to monitor gaps between Pupil Premium and Non-Pupil Premium students to identify where support is needed.	3 6
AHT	Assistant Head Teacher designated as Director of Intervention and Study Support with responsibility for monitoring the progress of Disadvantaged students and leading on tracking, intervention and support for these students.	3 6
Pastoral support	Pastoral and Student Support Teaching Assistant. Part of this role is to monitor any social, emotional and behavioural issues that are a barrier for Pupil Premium students.	2 4
CPD	Staff Development, both internal and external, to facilitate greater understanding of strategies required to raise both progress and engagement of Pupil Premium students	1 3 6
ICT	ICT equipment – providing ICT in and out of lessons to allow Pupil Premium students to access the curriculum and complete set work along with access arrangements for exams.	5
Attendance	To secure the attendance of Pupil Premium students so that their attendance is at least in line with national averages. A proportion of the school's attendance officer's time is specifically dedicated to analysing the attendance of Pupil Premium students and liaising with home as appropriate.	1 2 6
Projected spending	£38384	

Total budgeted cost: £ 104915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Disadvantaged	All	Non Disadvantaged
Number	18	145	127
Av A8	35.22	51.1	53.4
Av P8	-0.46	+0.18	+0.26
%4+EM	38.9	78	83.5
%5+EM	22.2	56	60.6
%Ach Std EBacc	11.1	28.3	30.7