

## Pupil premium strategy statement 2021-2022

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

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 and progress 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	Heworth Grange
Number of pupils in school	1067
Proportion (%) of pupil premium eligible pupils	51.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/23
Date this statement was published	29.11.21
Date on which it will be reviewed	March 2022, September 2022, March 2023, September 2023
Statement authorised by	Allie Denholm
Pupil premium lead	Vicky Carter

LAB member/ Trustee lead	Yvonne Baker
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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£490,392
Recovery premium funding allocation this academic year	£74,458
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	<b>£564,850</b>

Year group	Total students	Pupil Premium	Pupil Premium %	FSM	FSM %	LAC	LAC %	Service Children	Service children %
7	207	95	45.9%	100	48.3%	1	0.5%	0	0.0
8	240	142	59.2%	114	48%	1	0.4%	0	0.0
9	205	119	58%	95	46%	2	1.0%	0	0.0
10	210	104	49.5%	79	38%	2	1.0%	0	0.0
11	210	96	45%	69	33%	4	2.0%	3	1.4%
<b>TOTAL</b>	1072	554	51.7%	461	43%	10	1%	3	0.3%

Data correct as of January 2022

## Part A: Pupil premium strategy plan

### Statement of intent

Disadvantaged students at Heworth Grange are not a homogenous group. Each individual pupil has differing barriers to learning, and barriers to their social and emotional development. As a school we are consistently dedicated to ensuring we understand all pupils differing needs, and through a range of pastoral and academic approaches and strategies we aim to ensure that these students meet the high expectations that we set for them. Our belief in eradicating disadvantage is to provide curriculum excellence and quality first teaching to support our students in reaching and exceeding their potential. We aim to ensure that pupils develop the knowledge and skills to take advantage of opportunities and experiences in later life which will powerfully address social disadvantage. For this reason, the spending of pupil premium funding has been influenced by external research; such as the [Education Endowment Foundation's \(EEF\) pupil premium guide](#), which suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality – investing in learning and development for teachers. The three areas are:

- Teaching
- Targeted academic support
- Wider strategies

Heworth Grange is in the Felling area of Gateshead. There are 10 wards in Gateshead containing areas within the 10% most deprived in England. At 82%, Felling ward is estimated to have the highest proportion of its population living in the 10% most deprived areas in England. This is followed by Deckham (60%) and High Fell (53%) wards.

It is not only those students that are in receipt of the Pupil Premium funding that are disadvantaged, so many of our strategies encompass more students in the school. We are acutely aware that FSM status does not always indicate socio-economic disadvantage.

aspirations and social mobility. We are an inclusive school that places the child at the centre of all decisions that are made.

As a school, all stakeholders are resolutely committed to the following aims:

- Having the highest expectations of all pupils, and planning a curriculum and learning experiences that allow them to flourish
- Having a collective responsibility for disadvantaged pupils across the Academy in all aspects of school leadership, delivering challenging, and reviewing the strategy
- A learning led approach

- Curriculum quality, not over intervention
- Effective strategies that give teachers and support staff knowledge and expertise to support pupils to experience success in challenging learning over time

## Challenges

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

Challenge number	Detail of challenge
1	Reading age and literacy development that are below age related expectations and potentially hinder access to the curriculum (Most recent reading data shows an average gap of -8 months in reading age of disadvantaged students compared to non-disadvantaged peers).
2	Lower than average attendance and persistent absenteeism is more prevalent. (Last academic year shows an attendance gap of -7% and a Persistent absenteeism gap of -13.8% between non disadvantaged students and disadvantaged students respectively).
3	Curriculum knowledge and skills gaps (National data shows disadvantaged students were more negatively impacted by the national lockdowns)
4	Low achievement and not in line with non-disadvantaged peers nationally. (2019 data showed a progress 8 gap of -0.69 for disadvantaged students compared to non-disadvantaged peers)
5	Low aspirations and engagement
6	Social, emotional and mental health issues disproportionately affect disadvantaged students (Internal behaviour data supports this suggestion)

## 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	Responsible	Challenge and review
Continually improve the progress and attainment of disadvantaged pupils, ensuring that they know and remember more over time	<p>Books, assessments, lessons and pupil voice will show that pupils are knowing and remembering more over time.</p> <p>There will be an increase in the number of DA students moving towards their target grades and beyond.</p>	<p>DHT – Quality of Education</p> <p>AHT – Assessment</p>	<p>DDRs</p> <p>Internal QA</p> <p>School improvement partner review</p> <p>Assessment outcomes</p> <p>Line management</p> <p>Quality of Education meetings</p>

	<p>There will be an increase in the progress score of HAP DA pupils and DA pupils in Year 10 and 11.</p> <p>Identified pupils working with the academic mentor will improve their progress towards targets and beyond.</p>		Education Advisor
Continue to improve the attendance of disadvantaged pupils	<p>Attendance of disadvantaged pupils to increase towards and beyond national average</p> <p>Mentored cohort of PP pupils to increase attendance towards and beyond national average.</p>	<p>AHT – Personal Development</p> <p>Director of Pastoral Care</p> <p>Attendance Manager</p>	<p>Attendance review</p> <p>Headteacher</p> <p>Director of Education</p>

<p>Improve the reading ages of disadvantaged pupils who have reading ages below their chronological age</p> <p>Activity:            Advisory reading programmes            Lexi reading interventions            Accelerate reader interventions            Small group tutoring for reading</p>	<p>Targeted interventions demonstrate progress that significantly exceeds that of the length of time of the intervention.</p> <p>All pupils improve their reading age by at least 10 months from their starting point.</p>	Literacy Lead	<p>Headteacher            Director of Education            Education Advisor</p>
<p>Ensure that knowledge and skills gaps are addressed for disadvantaged pupils</p>	<p>Improvements in teaching and learning ensure that pupils</p>	DHT – Quality of Education	<p>DDRs            Internal QA</p>

	<p>gaps in learning are assessed and where appropriate targeted intervention demonstrates pupils making rapid progress towards curricular goals.</p> <p>Measured by tracking KS4 assessment data and Ks3 assessment data and book scrutinies</p>	AHT – Curriculum and Assessment	<p>School improvement partner review            Assessment outcomes</p> <p>Headteacher            Director of Education            Education Advisor</p>
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Increased participation in lessons from PP pupils	Reduced DA Fixed Term Suspensions (FTS) by at least 5%	DHT – Standards	Headteacher Director of Education
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Development of the curriculum to ensure all PP pupils are on a suitable pathway to support them to further learning/employment	<p>Number of DA pupils continuing to L3 courses increases. Number of HAP DA students accessing A levels increases.</p> <p>Curriculum intent evaluation through Development Departmental Reviews, Line management structure and QA cycle</p> <p>Books, assessments, lessons and pupil voice will show that pupils are knowing and remembering more over time.</p>	<p>DHT – Quality of Education</p> <p>AHT – Assessment</p>	<p>DDRs</p> <p>Internal QA</p> <p>School improvement partner review</p> <p>Assessment outcomes</p> <p>Headteacher</p> <p>Director of Education</p> <p>Education Advisor</p>

	Positive comments through Development Departmental Reviews, Line management structure and QA cycle.		
Development of the pastoral system to meet the needs of our disadvantaged pupils	Reduced internal truancy of DA pupils to no more than 5% through increased pastoral support. Pupils are then in lessons learning more and this is reflected in a rapid increase in their progress from internal data tracking.	DHT – Standards	Headteacher Director of Education
Staff professional development to have a continued focused on increase participation/active learning in lessons.	Book scrutiny demonstrates increased quantity of extended writing and complex mathematical two step problems or equivalent.	DHT – Quality of Education	DDRs Internal QA
Ensure that pupils are provided with meaningful feedback that has an impact on improving their knowledge and skills	Work scrutiny demonstrates an increase in the quality of feedback in lessons as well as an increase in students' response to feedback. SUN feedback is responded to by students. Work scrutiny evidence shows a high standard of presentation from students.	DHT – Quality of Education AHT – Assessment	DDRs Internal QA School improvement partner review Assessment outcomes  Headteacher Director of Education Education Advisor



	Pupils' progress improves due to improved pupil responses to feedback, this is evidenced through internal assessment data.		
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<u>Personal Development offer:</u> See: PD documentation for more detailed information e.g. 5 year career strategy and PD structure External specialists to conduct one to one careers interviews with KS4 students, prioritising PP, SEND, LAC and students at risk of NEET  Introduction of Compass+ programme for individual tracking and monitoring of all students – programmes in place including Barclays Life Skills and Future Me mentoring, to raise aspirations around progression to HE (Yr9/10/11). Including mentoring/assemblies/workshops/virtual talks/residential visit (to a Uni) Programme of employers into school and HE visits – Spring and Summer term	Raised aspirations and clear IAG for KS4 SEND, LAC and DA students. Destination data tracked and support put in place for those at risk of NEET NEET percentage decreases in Sep 2022 compared to Sep 2021. Number of students continuing to L3 courses increases.  Pupil voice will evidence higher aspirations and careers advice	Personal Development Lead Careers lead AHT – Personal Development and Attendance	Headteacher Director of Education

Newcastle Foundation: 2-year link programme with a dedicated member of staff employed to provide bespoke programmes to promote levels of engagement with specific cohorts, improve the attendance of identified cohorts, promote healthy lifestyles, combat anti-social behaviour and improve levels of literacy. This includes team building work and enrichment visits with the army and Newcastle United. Work at Newcastle United includes an anti racism programme	<p>Raise aspirations and careers aspirations</p> <p>Destination data shows higher percentage of students entering correct level and appropriate courses.</p> <p>Attendance of identified cohorts of DA pupils to improve towards national average</p>	<p>Personal Development Lead</p> <p>AHT – Personal Development and Attendance manager</p>	<p>Headteacher</p> <p>Director of Education</p>
Girls Network – national programme to mentor PP students – raising aspirations to HE	<p>15 students involved – tracked and monitored with termly reports. HE pathways data will show raised level of aspiration.</p> <p>Attendance data indicates improvement towards and beyond national average</p>	<p>AHT – Personal Development and Pastoral Director</p>	
On site school counsellor to provide support for those pupils with mental health	<p>Increased engagement in lessons, evidenced through attendance improvement towards national average</p>	<p>SENDCo</p> <p>DHT</p>	<p>Headteacher</p> <p>Director of Education</p>

On site Dr Blanchard, PP SEMH	Increase attendance of Dr Blanchard's student cohort towards national averages or beyond as pupils are able to access the work and are more confident in school, evidenced through PP SEMH attendance data	SENDCo	Headteacher Director of Education
Pupils not to have barriers to access their learning. Providing access to technology after school led by support staff	Increased performance in lessons due to increased completion of homework. Percentage of engaged in learning positives show increases each term.	DHT – Quality of Education AHT – Personal Development and Attendance	Headteacher Director of Education Education Advisor

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. The use of the recovery premium is also outlined separately but has been used to address the same challenges.

## Teaching and learning

Budgeted cost: £226,350

Activity	Evidence that supports this approach and activity in school	Challenge number(s) addressed
<p><b>Improve the effectiveness of teaching quality across all subject areas</b></p> <p>Activity</p> <p>Recruitment of teaching and learning team</p> <p>SOLAR learning cycle monitored and reviewed</p> <p>Writing frames and sentence starters</p> <p>Scaffolding expertise in lesson</p> <p>Emphasis of keywords</p> <p>Signposting tier 2 and Tier 3 vocabulary</p> <p>Modelling by teachers</p> <p>Consistent sticky explanation discussed and planned in teaching teams</p> <p>Retrieval starters embedded in all departments</p> <p>Effective questioning – directed to PP students</p> <p>Clarify understanding from DA students first</p> <p>Increase mini reviews in lessons</p> <p>Create seating plans that support disadvantaged students*</p>	<p>(EEF – Teacher feedback guidance report)</p> <p>“(feedback) supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high quality teaching and can be seen in classrooms across all phases and subjects.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <p>+6 months</p> <p>Consistent sticky explanation discussed and planned in teaching teams</p> <p>Retrieval starters embedded in all departments</p> <p>Effective questioning – directed to PP students</p>	<p>1, 3, 4, 5</p>

	<p>Clarify understanding from DA students first</p> <p>Increase mini reviews in lessons</p> <p>Create seating plans that support disadvantaged students*</p>	
<p><b>Improve the professional development for teachers at all levels</b></p> <p>CPD Programme 2021-2022 includes the following main themes and are revisited throughout the year:</p> <p>Safeguarding</p> <p>Questioning</p> <p>Disciplinary literacy</p> <p>Improving culture</p> <p>Effective formative marking</p> <p>Teaching SEND students effectively</p> <p>Behaviour and routines</p> <p>Forensic reading introduction</p> <p>Trauma- informed practice</p> <p>Sexual abuse training</p> <p>Challenge and modelling</p>	<p>EEF – Teacher professional development</p> <p>Meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>EEF – Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a</p>	1,2,3,4,5,6
	<p>growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	

## Targeted academic support

Budgeted cost: £133,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve outcomes for disadvantaged students so that life chances are also improved</p> <p>Activity</p> <p>Carefully mapped TA provision</p> <p>Pit stop 1:1 and small group withdrawal work</p> <p>Intervention sessions for Year 11 that change in response to data</p> <p>HOY 1:1</p> <p>Calendared HOY HOD SLT meetings with DA focus</p> <p>Calendared HOY SLT meetings</p> <p>Employment of Key stage Achievement leads with specific focus on DA students</p> <p>Alternative placements set up where necessary</p> <p>Personalised time tables to engage students</p> <p>Plan and implementation of the innovative curriculum</p> <p>Advisory intervention for core subjects</p>	<p>EEF – Teaching and Learning toolkit</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. +5 months</p>	<p>1,2,3,4,5,6</p>

<p>Phonics intervention for pupils with reading ages below 6 years old</p> <p>Activity  Reading intervention – lexia  Reading intervention -accelerated reader  Implementation of whole school reading strategy</p>	<p>EEF (Phonics – teaching and learning toolkit)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. +5 months</p> <p>EEF – Accelerated Reader</p> <p>“The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.</p> <p>For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.”</p> <p>+3 months</p>	<p>1, 3, 4</p>
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Continued employment of school counsellor	<p>Although this strategy will be mental health specific, the benefits of mentoring are noted in the EEF Teaching and Learning toolkit.</p> <p>EEF Teaching and Learning toolkit – Mentoring</p> <p>“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p>Activity Referral to Dr Blanchard in school system + 2 month</p>	2, 6
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### Wider strategies

Budgeted cost: £143,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Inclusion policy – See Innovation Centre rationale document	<p>(EEF Improving behaviour in schools – recommendations)</p> <p>Classroom management strategies to support good classroom behaviour</p> <p>Use simple approaches as part of your regular routine</p> <p>Use targeted approaches to meet the needs of individuals in your school +4 months</p>	2, 3, 6



Appointment of 5 non teaching Heads of Year leading the new	With the increased availability of 5 non-teaching staff we are in a position to increase parental engagement. EEF – Parental engagement “ Parental engagement has a positive impact on average of 4 months’ additional progress.	2, 4, 6
robust pastoral system	It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
<p>New attendance strategy (see separate strategy):</p> <ul style="list-style-type: none"> <li>Attendance rewards</li> </ul> <p>Activity Roles and responsibilities have been clarified in attendance teams Responses prioritise disadvantaged students</p>	<p>The National Centre for Education Statistics, 2009</p> <p>“Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</p>	2, 4
<p>Increased cocurricular provision</p> <p>Activity Extensive co-curricular clubs offered New experiences included for disadvantaged students</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <p>“Adolescents who participate in extracurricular activities demonstrate <b>higher levels of academic achievement</b>, greater character development, greater social development, and a greater sense of the importance of community involvement.”</p>	4,5,6

Enhanced personal development offer including careers and student leadership.	<p>'Against the odds', Wolverhampton University and Social Mobility Commission, 2020</p> <p>"Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students' confidence and skills. Student leaders can function as positive role models for peers and be integrated into larger strategies for expanding their horizons. However, care must be taken to link the leadership activities with students' interests."</p>	4,5,6
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Total budgeted cost: £503,622

### **Intended spend of the Recovery Premium**

Budget: £74,458

Activity	Activity	Challenge number(s) addressed
<p><b>Support closing knowledge gaps for disadvantaged students in core areas of English, Maths and Science</b></p> <p>Improve reading ages of disadvantaged students through lexia, accelerated reader and reading tutoring.</p> <p>Identify skills gaps and needs analysis for key stage 3 students from using GL assessment data to plan intervention that closely matches student need.</p> <p>Increase reading for pleasure for disadvantaged students by improving the Library area and increasing the availability of desired books following a PP specific student voice</p>	<p>Activity Source and employ subject specific tutors as part of the tutoring programme Ensure disadvantaged students receive 15 hours of intense support and mentoring in area of most need (~£21,848)</p> <p>Establish a reading strategy (in addition to lexia and accelerated reader) to listen to students read out loud and open conversations with students to check for understanding and fluency in reading.</p> <p>Use GL Assessments to assess student levels in Reading, English and Maths to inform focus groups of students and measure impact of all other use of the disadvantaged and recovery premiums. (~£8000)</p> <p>Improve the efficiency of the school library. Conduct student voice with disadvantaged students and use this to steer genres of new books purchased for the library and aimed at disadvantaged students (~£3000)</p>	1, 2, 3, 4, 5, 6

Budget retained for challenges that present throughout the academic year and in response to GL assessment data to closely match support with need for the students.