# Pupil premium strategy statement – Sir John Hunt CSC

## 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

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| Detail | Data |
| School name | Sir John Hunt CSC |
| Number of pupils in school  | 834 |
| Proportion (%) of pupil premium eligible pupils | 46.24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Julie Bevan |
| Pupil premium lead | Julie Bevan |
| Governor / Trustee lead | David Baylis |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £333,915 |
| Recovery premium funding allocation this academic year | £49,155 (2021-22) |
| 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 | £333,915 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| OutcomesThe Governors have apportioned the funding to Curriculum Support and to the Personal Development and Support of individual students and their parent/carers. This will build on existing provision as well as providing new provision.Direct Curriculum SupportActions focused on learning in the curriculum include:* Small group teaching and intervention.
* Smaller class sizes.
* Focus on literacy particularly in Years 7 & 8.
* Alternative Learning Pathways focus on Years 10 & 11 including off-site provision.
* Period 7 Learning for Year 11

With the provision of:* Additional full-time Teachers across the curriculum.
* Part-time Intervention Staff.
* Academic Learning Mentors & HLTA’s.

Personal Development Activities to engage students to enable them to take responsibility, play an active role within the community and to widen their horizons and to experience the creative arts. This includes:* An Alternative Curriculum.
* Intervention at KS3.
* Intervention at KS4.
* Before & After School Learning Club.
* Specific budget allocations to support Character Education and Enrichment.

Pastoral SupportThe college has invested in a well-resourced pastoral team to support our students with the non-educational issues that they have in their young lives. This team has a real focus on ensuring good attendance, dealing with issues that prevent barriers to learning by working with individual students and families and providing a range of support including:* Counsellors
* Educational Psychologists
* Health workers
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## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Low attainment on entry to the school, in particular in reading, writing and mathematical knowledge. The KS2 average PP gap over last 5 years is -2.59 (PP 100.24 Non-PP 102.83). |
| 2 | Yr. 7 PP students starting points from baseline data shows gaps in learning and subject knowledge  |
| 3 | Higher proportion of boys (55%) compared to girls, boys writing historically has been an area for improvement for all our feeder primaries |
| 4 | Significanty number of PP students also present with emotional and social difficulties |
| 5 | PP students in particular lack resilience and will often give up at the first step if they perceive that they have “failed” |
| 6 | Lack of aspiration to achieve potential, espectially in yr 11 when they will “accept a grade 4” if they persue a vocational pathway |
| 7 | Key cohort of 15 – 20 students every year on entry are not “secondary ready” |

**Challenge 1 details**

Average of English and Maths

\*Cohort 2026 and 2025 data taken from CAT’s as no KS2 tests took place.

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| Cohort | Average KS2 PP | Average KS2 Non-PP | Difference |
| 2027 | 99.54 | 103.03 | -3.49 |
| 2026\* | 99.15 | 101.60 | -2.45 |
| 2025\* | 99.30 | 101.58 | -2.28 |
| 2024 | 103.61 | 103.95 | -0.34 |
| 2023 | 99.58 | 104.00 | -4.42 |
| **Average (approx.)** | **100.24** | **102.83** | **-2.59** |

## 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.

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| **Intended outcome** | **Success criteria** |
| High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils | PP pupils in KS3 make equal progress in English compared to non-PP studentsIdentify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for thisReview impact of the curriculum changes to English following NLE action planIntroduction of NGRT and Bedrock to KS3 students. Adopting GLT English curriculum and reviewing the direct instruction for lower ability students and targeted additional support (improvement in handwriting). Full Literacy & Oracy review to be undertaken by GLT to inform whole school practice based on EEF pillars  |
| High levels of progress in mathematical knowledge for all pupils eligible for PP and equality of progress for all pupils | PP pupils in KS3 make equal progress in Maths compared to non-PP studentsIdentify clear areas where gaps exist in reading from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this. Use baseline data to identify and address gapsReview impact of the curriculum changes to Maths following subject reviewAdopt Hegarty/Sparx online learning platformsCompulsory homework for all students with additional support via staffed homework clubs.  |
| A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that ensures they have knowledge, skills and attributes that support future learning and employment. | Zero NEET target for end of KS4Low absence rates for PP studentsEqual participation for OSHL and enrichmentReview curriculum offer and audit against student needsAppointment of new Careers coordinator to raise students’ ambition to promote college valuesImplement a year 10 employability programme with priority targeting PP students  |
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## 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: £ *147,542*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reduced class sizes across all core subjects Recruited Teach First teachers in Ebacc & Science to provide added capacity Provide extended school day for years 11 – 13 from 15.00 – 16.00 | Education Endowment Foundation Toolkit suggests +3 months progress. Smaller class sizes allow more intervention and modified teaching strategies to be in place | 1 & 5 |
| Improve outcomes in English:* Extra curriculum time dedicated to English at KS3
* Commission literacy consultant to support CL for English
* Baseline data to identify starting points for Yr. 7
* Provision to support reading in Yr7 (Bookbuzz)
* Embedded tutor reading programme for years 7-10 & 13
* Embedded of NGRT for Yr7 and rolled out to rest of school

Roll-out of Direct Instruction programme to targeted students in KS3 in Maths and English  | Education Endowment Foundation Toolkit suggests +6 months progress. Opportunity to better identify gaps in language, reading and writing to ensure students are secure.Full review of reading and the 7 key areas across the school.Leaders to identify where to focus core priorities as a result of data and case studies.Subject leads to plan the most effective teaching of reading across the curriculum with a focus on activating key vocabulary.Target of all students to be at least chronological reading age | 1, 2, 3 & 7 |
| Smaller class sizes for lower ability students in Maths & English to help provide a structured curriculum offer tailored to their needs | Education Endowment Foundation Toolkit suggests +6 months progress for reading and comprehension strategies, +4 months for phonics intervention and + 4 months for small group tuition.Direct instruction for targeted students in both Maths & English. | 2 & 3  |
| Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”Weekly CPD sessions to focus on Principles or Teaching | Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. EEF Guide to PP 2018/19.Teachers use Principles of Teaching and have regular DDI’s to support their development. | 2, 5, 6 & 7 |
| Dedicated Higher Level Teaching Assistants to support bespoke needs/gaps in learning across core subjects. | Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months. | 1, 2, 3, 5 & 7 |

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

Budgeted cost: £ *179,359*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision to support students in after school learning opportunities via the Learning clubs for KS4 & Homework Club for KS3.Introduction of Champions hour 4 – 5 p.m. for students to have a quiet, safe place to work. | Increased attendance to homework support and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support.Good attendance to Champions hours and all Yr 11 – 13 attend period 7 sessions as part of college day. | 1, 2, 3 & 6 |
| To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence.Introduction of Summit Centre to support the most vulnerable students to avoid permanent exclusionRecruitment of Attendance Officer to provide a daily support mechanism to reduce student absences, specifically targeting PA’sAlternative provision in place to support vulnerable students to engage with their learning.Working with Professor Blandford on the International study “are we included” project. Part of a targeted approach to support vulnerable students and families. | Health Survey 2021 highlights profile of needs and barriers that students face both inside and outside of the schoolWorking with Whitleigh Big Local to clearly identify needs (Big Local analysis 2018).Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (Health report 18/19)Engagement with EP to identify and support the most vulnerable students, especially post-covid where there has been an increase n Mental Health needs.Targeting disengaged PP/SEN students to re-engage including target family support work | 4, 5, 6 & 7 |
| Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing | Health Survey 2021 highlights profile of needs and barriers that students face both inside and outside of the school26+weeks waiting list to support vulnerable learnersHigh proportion of Young CarersEmotional health & wellbeing issues have a detrimental effect on attendance.Use Cindy Willcocks respected national mental health practitioner | 4, 5, 6 & 7 |
| KS3 & 4 Interventions  | Specific curriculum-based platforms to support learning including Hegarty Maths, Sparx, Bedrock Learning, GCSE Pod & Seneca support students out of school hours learning | 1, 2, 3 & 6 |
| Alternative Curriculum | Approx. 15 students per cohort are guided with parental support to engage with this vocational based provision, which has succeeded, in breaking down barriers to learning by improving their attendance and enjoyment of school. The individual’s health and wellbeing has improved as they have become more confident during their 3-year program of study.Low NEET figures for this vulnerable group with clear transition points for post-16 | 1, 2, 3, 4, 5, 6 & 7 |

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

Budgeted cost: £ *41,287*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Careers Support | Fulfilling GATSBY benchmarks, achieving 5 from 8Working with Teach First - careers leader programmeCareers HUB partnership as part of LEP boardLow NEET Figures for school against locality baselineIncreased number of PP students accessing level 3 provisionRoll-out of Unifrog to all students | 5 & 6 |
| Support for Catering Provisions | 100% participation in practical aspects of catering.Increasing students understanding of healthy lifestyle choicesOutside agencies engaging with students and families through University of Plymouth food poverty study. | 4 & 6 |
| OSHL support including Enrichment & Character Education | Many students’ do not have the opportunity to develop their cultural capital outside of college life. EW is a vehicle to provide opportunities to all students to enrich their experiencesCurriculum field trips are fully funded to ensure full participation and barriers are removedMaximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students (e.g. Rebel 1851)Evidence General Teaching Council (GTC).Key role in supporting attainment challenge and health and wellbeing of students Jan 2019. Appointed an Enrichment and a Character Education lead to support this key area.Working towards the Character kitemark | 4, 6 & 7 |

**Total budgeted cost: £** *368,187*

# 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 2021 to 2022 academic year.

Review of outcomes comparing the last 2 years when public examinations have been completed, 2019 & 2022.

**Outcomes 2022 vs 2019**

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| --- | --- | --- | --- |
|  | 2019 | 2022 | Change |
|  | PP | Non-PP | Gap | PP | Non-PP | Gap | Change |
| Attainment 8 | 29.51 | 36.94 | -7.43 | 41.65 | 43.52 | -1.87 | +5.56 |
| English/Maths 9-4 | 18.0% | 35.4% | -17.4% | 61.4% | 67.8% | -6.4% | +11.0 |

As you can see form the data above, the college has made significant progress on reducing the gap for the outcomes of PP students and non-PP students. Attainment 8 outcomes have improved by 5.56 points to a gap of just 1.87 points and our percentage of students gaining a grade 9-4 in both Maths and English has improved by 11% to a gap of just 6.4%.

## 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*

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| Programme | Provider |
| Big Local Engagement | Whitleigh Big Local |
| With Flying Colours | Theatre Royal/Arts Council |
| AP Provision | Plymouth Argyle/City College/Poles Apart |
| Careers Development | UniFrog |
| Food Equality Project | Plymouth University |
| Are We Included? | Marjon University |
| Dive Project | Cornwall Dive Project |
| Pathfinder Project | Dartmoor Zoo |