

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	Jack Hunt
Number of pupils in school	1833
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	15 December 2021
Date on which it will be reviewed	December 31 2022
Statement authorised by	Pamela Kilbey Headteacher
Pupil premium lead	Wendy Gooding Assistant Headteacher
Governor / Trustee lead	Tim Clements, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 507,363
Recovery premium funding allocation this academic year	£ 76,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 95,552
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	£ 679,260

Part A: Pupil premium strategy plan

Statement of intent

COVID-19 has had a disproportionately high impact on disadvantaged students. Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across a broad and balanced curriculum. It is particularly important for us, that all of our students work towards attaining age-appropriate literacy and numeracy skills.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of the Jack Hunt approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students at Jack Hunt School. In the intended outcomes detailed below, it is the intention that non-disadvantaged students' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

The Jack Hunt pupil premium strategy is also integral to wider school plans for education recovery, particularly in its targeted support through the School – led Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, informed by the results of robust diagnostic assessment. We will ensure that student needs, not student labels, drive our strategy. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Recognise the power of positive relationships
- Ensure disadvantaged students are appropriately challenged by the work they are set and the responsibilities they are given
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

These are the key challenges to achievement that we have identified which are particularly relevant to our disadvantaged pupils.

Challenge number	Detail of challenge																																	
1	<p>Our attendance data indicates that attendance among disadvantaged students is consistently lower than for non-disadvantaged students in all year groups.</p> <table border="1"> <thead> <tr> <th>Year (Sep-Dec 2021)</th> <th>Disadvantaged Attendance (%)</th> <th>Non-disadvantaged Attendance (%)</th> <th>Disadvantaged Persistent Absence (%)</th> <th>Non-disadvantaged Persistent Absence (%)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>92.7</td> <td>95.2</td> <td>30</td> <td>25</td> </tr> <tr> <td>8</td> <td>90.9</td> <td>94.0</td> <td>29</td> <td>20</td> </tr> <tr> <td>9</td> <td>91.0</td> <td>92.0</td> <td>36</td> <td>19</td> </tr> <tr> <td>10</td> <td>87.6</td> <td>89.3</td> <td>42</td> <td>24</td> </tr> <tr> <td>11</td> <td>90.5</td> <td>91.3</td> <td>35</td> <td>29</td> </tr> </tbody> </table> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>	Year (Sep-Dec 2021)	Disadvantaged Attendance (%)	Non-disadvantaged Attendance (%)	Disadvantaged Persistent Absence (%)	Non-disadvantaged Persistent Absence (%)	7	92.7	95.2	30	25	8	90.9	94.0	29	20	9	91.0	92.0	36	19	10	87.6	89.3	42	24	11	90.5	91.3	35	29			
Year (Sep-Dec 2021)	Disadvantaged Attendance (%)	Non-disadvantaged Attendance (%)	Disadvantaged Persistent Absence (%)	Non-disadvantaged Persistent Absence (%)																														
7	92.7	95.2	30	25																														
8	90.9	94.0	29	20																														
9	91.0	92.0	36	19																														
10	87.6	89.3	42	24																														
11	90.5	91.3	35	29																														
2	<p>Assessments, observations and discussions with students and staff indicate that disadvantaged students generally have lower levels of reading comprehension than their peers.</p> <p>These are results from diagnostic tests carried out in October 2021.</p> <table border="1"> <thead> <tr> <th></th> <th>Below age</th> <th>More than 2 years below age</th> </tr> </thead> <tbody> <tr> <td>Y7 Non-disadvantaged</td> <td>52%</td> <td>22%</td> </tr> <tr> <td>Y7 Disadvantaged</td> <td>67%</td> <td>34%</td> </tr> <tr> <td>Y8 Non-disadvantaged</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Y8 Disadvantaged</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Y9 Non-disadvantaged</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Y9 Disadvantaged</td> <td>59%</td> <td>33%</td> </tr> <tr> <td>Y10 Non-disadvantaged</td> <td>71%</td> <td>18%</td> </tr> <tr> <td>Y10 Disadvantaged</td> <td>67%</td> <td>31%</td> </tr> <tr> <td>Y11 Non-disadvantaged</td> <td>88%</td> <td>30%</td> </tr> <tr> <td>Y11 Disadvantaged</td> <td>95%</td> <td>38%</td> </tr> </tbody> </table>		Below age	More than 2 years below age	Y7 Non-disadvantaged	52%	22%	Y7 Disadvantaged	67%	34%	Y8 Non-disadvantaged	44%	22%	Y8 Disadvantaged	53%	21%	Y9 Non-disadvantaged	50%	29%	Y9 Disadvantaged	59%	33%	Y10 Non-disadvantaged	71%	18%	Y10 Disadvantaged	67%	31%	Y11 Non-disadvantaged	88%	30%	Y11 Disadvantaged	95%	38%
	Below age	More than 2 years below age																																
Y7 Non-disadvantaged	52%	22%																																
Y7 Disadvantaged	67%	34%																																
Y8 Non-disadvantaged	44%	22%																																
Y8 Disadvantaged	53%	21%																																
Y9 Non-disadvantaged	50%	29%																																
Y9 Disadvantaged	59%	33%																																
Y10 Non-disadvantaged	71%	18%																																
Y10 Disadvantaged	67%	31%																																
Y11 Non-disadvantaged	88%	30%																																
Y11 Disadvantaged	95%	38%																																
3	<p>Diagnostic tests have shown that the maths attainment of disadvantaged students is generally lower than that of their non-disadvantaged peers.</p> <p>These are results from diagnostic tests carried out in July 2021:</p> <table border="1"> <thead> <tr> <th></th> <th>Below age (stanine 1, 2, 3/9)</th> <th>Very below age (stanine 1/9)</th> </tr> </thead> <tbody> <tr> <td>Y8 Non-disadvantaged</td> <td>28%</td> <td>10%</td> </tr> <tr> <td>Y8 Disadvantaged</td> <td>32%</td> <td>13%</td> </tr> <tr> <td>Y9 Non-disadvantaged</td> <td>23%</td> <td>4%</td> </tr> <tr> <td>Y9 Disadvantaged</td> <td>40%</td> <td>3%</td> </tr> <tr> <td>Y10 Non-disadvantaged</td> <td>29%</td> <td>4%</td> </tr> <tr> <td>Y10 Disadvantaged</td> <td>43%</td> <td>13%</td> </tr> </tbody> </table>		Below age (stanine 1, 2, 3/9)	Very below age (stanine 1/9)	Y8 Non-disadvantaged	28%	10%	Y8 Disadvantaged	32%	13%	Y9 Non-disadvantaged	23%	4%	Y9 Disadvantaged	40%	3%	Y10 Non-disadvantaged	29%	4%	Y10 Disadvantaged	43%	13%												
	Below age (stanine 1, 2, 3/9)	Very below age (stanine 1/9)																																
Y8 Non-disadvantaged	28%	10%																																
Y8 Disadvantaged	32%	13%																																
Y9 Non-disadvantaged	23%	4%																																
Y9 Disadvantaged	40%	3%																																
Y10 Non-disadvantaged	29%	4%																																
Y10 Disadvantaged	43%	13%																																

4	<p>Our assessment, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are supported by a number of national studies.</p> <p>This has results in significant knowledge and fluency gaps resulting in students falling further behind age-related expectations in literacy and mathematics.</p>
5	<p>Our observations suggest that many lower attaining disadvantaged students lack metacognition and self-regulation strategies when faced with challenging tasks. This is particularly noticeable when they need to monitor and evaluate their answers and particularly in maths and science.</p>
6	<p>Our tracking of referrals to 'My Concern', feedback from SSOs and referrals to our school counsellor have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. A combination of factors have contributed to this including concern about catching up lost learning time, concern about exams and concern about future prospects. Students also missed out on many enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students and also impact on their attainment.</p> <p>Of the Students seen by our school counsellor since,% are disadvantaged.</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
To achieve sustained improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all students being no more than 4% and there being no significant attendance gap between disadvantaged students and their peers. The percentage of all students who are persistently absent being below 10% and the figure for disadvantaged students being inline with their peers
Improve reading comprehension among disadvantaged students across KS3 & KS4	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and there is a smaller disparity between disadvantaged students and their peers. Teachers should also recognise this improvement through greater engagement and achievement in all lessons.</p>
Improved numeracy skills for disadvantaged students in KS3	<p>Maths tests demonstrate improved numeracy skills among disadvantaged students and the gap between their score and their non-disadvantaged peers is reducing. Teachers should also recognise greater engagement in lessons and less learning conversations logged.</p>
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25 KS4 outcomes show that disadvantaged students achieve a positive average P8 score.</p>
Improved metacognition and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This is supported by homework and coursework completion rates.</p>

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged	Sustained high levels of wellbeing up to 2014/15 will be demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A decline in the number of students requiring referrals to the school counsellor • A significant increase in enrichment activity participation, particularly amongst disadvantaged students.
---	---

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: £ 260,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote Quality First Teaching (QFT) and High Performance Learning (HPL) including metacognition and self-regulation, use of feedback and student engagement. (Pink for PP Every lesson, every day)	EEF Metacognition and self-regulation +7 EEF Feedback +6	1, 2, 3, 4, 5, 6
Adjustment of CA road maps and SoW to enable any gaps resulting from COVID lost learning to be reduced		4, 5
Extension of school day to enable catch up of missed curriculum time	EEF Extending school time +3	2, 3, 4, 5, 6
Bonus staffing put into KS4 core to facilitate smaller teaching groups	EEF reducing class size +2	2, 3, 4, 5, 6
Further staff development to further develop approaches to Flipped and Blended Learning to improve study techniques and resilience of learners and enhance learners' ability to make connections with prior knowledge. Use of PiXL Think resource to support.	EEF Metacognition and self-regulation +7	2, 3, 4, 5, 6
CAs to identify how to address fluency in basic literacy and numeracy alongside teaching appropriate content to each year group.	EEF Oral language interventions +6	2, 3, 4, 5, 6
All students in Y7 and 8 undertake Bedrock for one English lesson per week, in order to	EEF Oral language interventions +6	2, 3, 4, 5

address the low literacy levels of many students on entry.	EEF Reading comprehension strategies +6	
Where necessary, basics and fluency issues in literacy and maths are supported outside of the classroom. Lower reading ability students in Y8 (15) come out of Mfl and complete Altern8. Lower ability students are invited to do ASDAN Award in Y10 and 11 instead of a GCSE option.	EEF small group tuition +4 EEF learning styles +2 EEF feedback +8	1, 2, 3, 4, 5, 6
CAs to identify the higher-order literacy and numeracy skills which will have the greatest impact on student progress in each year group and then incorporate the teaching of these in the appropriate SoW	EEF Oral language interventions +6 EEF Reading comprehension strategies +6	2, 3, 4, 5
Ensure that PP progress is a key area of focus at all Exam Review Meetings and also features in CASEFs		1, 2, 3, 4, 5
Provision of study and revision resources for all PP KS4 students	EEF Homework +5	2, 3, 4, 5
Provision of ipads for KS4 students, to promote flipped learning and support development of metacognition and self-regulation skills		2, 3, 4, 5

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

Budgeted cost: £178,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead is proactive in data use and tracking student progress GL assessments used annually to initially diagnose and then to measure progress	Ofsted's 2014 report on PP progress: <i>Staff are made aware of the achievement data surrounding PP students and the research driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's PP project and its outcomes.</i>	1, 2, 3, 4, 5, 6
School led tutoring programme introduced to initially target Y11 students in Ebac subjects and then to expand to 'open' subjects. To focus on English and mathematics initially in Year 10. To particularly target KS3 literacy and numeracy	EEF small group tuition +4	2, 3, 4, 5, 6

<i>(DTT – Diagnose, Therapy, Test)</i>		
TA targeted support of individuals	EEF individualised instruction +4	1, 2, 3, 4, 5, 6
Creation and appointment of new position – Literacy Project Lead, to drive literacy intervention work and provision of i-Pads for targeted KS3 students to enable independent study to accelerate their progress.	EEF small group tuition +4 EEF individualised instruction +4	1, 2, 4, 5, 6
Evening, Saturday and holiday schools held to intervene with students performing below target and provide them with small group support to narrow gaps in learning and progress	EEF small group tuition +4 EEF individualised instruction +4 EEF Extended school time +2	2, 3, 4, 5, 6

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

Budgeted cost: £ 240,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going interrogation of attendance data to offer early intervention to improve attendance and reduce persistent absence	Dfe research 2016: The higher the overall absence rate across KS4, the lower the likely attainment at the end of KS4	1, 2, 3, 4, 5
On-going consistent application of attendance policy, including issuing of penalty notices, to improve attendance and reduce persistent absence	Dfe research 2016: Pupils with no absence are 1.3 times more likely to achieve Grade 4 and above and 3.1 times more likely to achieve grade 5 or above than pupils that missed 10-15% of all sessions.	1, 2, 3, 4, 5
Support for engagement in extracurricular activities. Positive encouragement by tutors for all KS3 PP students to engage in an extracurricular activity	EEF Arts participation +3 EEF Physical activity +1	1, 5, 6
Further development and support of 'Breakthrough Group' Nurture Groups and Forest School to support LPA students transition into secondary school	EEF Behaviour interventions +4 EEF Small group tuition +4	1, 2, 3, 4, 5, 6
Provide opportunities for PP students to engage in motivational and aspirational activities beyond the school gate e.g. D of E, short courses in golf/rowing etc.... and to positively encourage attendance.	EEF Behaviour interventions +4	1, 5, 6
Enable all PP students to experience a good work placement and world of work preparation.	EEF Social and emotional learning +4	1, 5, 6

Ensure progress and inclusion of all Children in Care (CiC/LAC) students through regular monitoring and support and focussed PEP meetings, Child Care Reviews and professionals meetings.		1, 2, 3, 4, 5, 6
Reduce poverty disadvantage by using PP funding to purchase items that support learning and attendance.	EEF Social and emotional learning +4	1, 2, 3, 4, 5, 6
Support emotional, mental health and wellbeing issues through effective deployment of school counsellor	EEF Social and emotional learning +4	1, 6

Total budgeted cost: £679, 260

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This outlines the impact that our pupil premium activity had on our pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, it is therefore not possible to compare the progress of our pupil premium students with national data.

Our internal assessments during 2020/21 suggested that the performance of our disadvantaged pupils in most areas was lower than 2019/20 but greater than in 2018/19.

Despite being on track and seeing significant improvements in 2019/20, the anticipated continued upward trajectory did not happen.

Assessment of the reasons for these outcomes shows that the impact of Covid-19, which disrupted all students in all subject areas, was highly significant. As country-wide evidence has demonstrated, school closures were most detrimental to disadvantaged young people. As a result of these partial closures to our school and the restrictions Covid risk assessments placed on the working behaviour of staff, we were unable to deliver the quality or quantity of interventions for disadvantaged students that we had scheduled. The impact was minimised by the Jack Hunt commitment to maintain a high quality curriculum offer, including during periods of partial closure. High quality online resources supported students' learning and the implementation of our iPad project ensured that all Year 11 students had a quality device to support them in accessing online learning and independent study.

	Class of 2020			Class of 2021		
	Disadvantaged	Non-disadvantaged	Difference	Disadvantaged	Non-disadvantaged	Difference
% achieving EM 9 - 4	49%	64%	-15%	46.4%	58%	-11.6%
% achieving EM 9 - 5	24%	42%	-18%	26.8%	35.9%	-9.1%
Progress 8 English	-0.02	0.3	- 0.32	0.12	0.21	-0.09
Progress 8 Maths	0.02	0.48	- 0.46	-0.09	0.27	-0.36
Progress 8 score average	+0.25	+0.6	-0.35	0.14	0.44	-0.3
Attainment 8 score average	41.93	48.58	6.65	41.25	47.98	-6.73

Although overall attendance in 2020/21 was lower than in the preceding 2 years a 92.6%, it was inline with the national trend. For disadvantaged students to make progress inline with their non-disadvantaged peers, they need to be present to access the high quality teaching and learning available in lessons as well as any bespoke interventions. This is why we are again focussing on attendance in the 2021/22 academic year.

Our assessments demonstrated that wellbeing and mental health were significantly impacted last year, primarily due to the impact of COVID-19 on students lifestyles. The impact has appeared particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils and bespoke interventions where necessary. We will continue to adapt our practices in this area, as the need for support appears to be ever increasing.

My Concern Referrals 2020 – 21

	Number of referrals	% of referrals
Disadvantaged students	354	56%
Non-disadvantaged students	273	44%

Counselling Referrals 2020 – 21

	Number of referrals	% of students
Disadvantaged students	44	8.2%
Non-disadvantaged students	38	3.6%

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 (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.