

Pupil premium strategy statement

This statement details The Hemel Hempstead School's use of Pupil Premium and Recovery Funding to help support the attainment and progress of our disadvantaged students.

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 had on our disadvantaged cohort.

School overview

Detail	Data
School name	The Hemel Hempstead School
Number of pupils in school (yrs 7 to 11)	1006
Proportion (%) of pupil premium eligible pupils	15% (149)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Neil Hassell Headteacher
Pupil premium lead	Eleanor Bevan Assistant Headteacher
Governor / Trustee lead	Johnny Bugg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,935
Recovery premium funding allocation this academic year	£23,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27,950
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	£201,665

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

In this academic year, 2021/2022, The Hemel Hempstead School will receive £149 935 to support our students, across key stages three and four. This equates to £955 of funding per pupil.

The Hemel Hempstead School has undertaken to invest a further £125,000, to fund 2 additional members of staff (Lead Practitioners) to work with those cohorts most affected by the COVID-19 pandemic.

These students are distributed across the school, thus:

Academic Year 2021/2022	Year 7	Year 8	Year 9	Year 10	Year 11	Whole school (less Sixth Form)
Number of disadvantaged students	27	33	34	29	26	149
Total number of students	215	216	212	184	179	1006
As a percentage, %	12.5	17.5	15.7	16	15	15%

Additionally, the school receives extra funding for those who are Children Looked After or Children Previously Looked After (CLA, CPLA Funding). The funding formerly known as Catch up Funding ceased in 2020/2021 and was replaced with the COVID Catch up Fund. As of June 2021 we remain unclear about the COVID catch up funding but our plans are reflected in the Restart Plan.

Reports on the spending in these areas and its impact are published separately on the school website.

The school has a Raising Standards Leader who leads on ensuring the progress and outcomes of all groups of learners, in all key stages, and has overall responsibility for the Pupil Premium Plan and the Restart Plan.

The review of each intervention on the 2020/21 plan has been completed using school data; however we recognise the impact that a second national lockdown has had on some of our interventions and continue to look at plans for 2021/2022 that put closing the gaps in learning and providing our disadvantaged cohort with a “bigger box” at the heart of what we do as a school.

We know that the barriers to learning faced by disadvantaged students at The Hemel Hempstead School often go beyond our school gates. In addition to the barriers to learning we see in school like lower levels of aspiration and lower literacy levels they could also include unstable or chaotic home lives, low levels of family income, low attendance, negative peer group influences and low levels of parental education and engagement. The barriers to learning faced by our disadvantaged cohort can be categorised in 3 ways:

- Attendance - attendance of disadvantaged students is typically 4% lower than non-disadvantaged attendance at The Hemel Hempstead School. Disadvantaged students are less likely to be resilient in their attendance to school and as a result miss out on valuable teaching time and opportunities.
- Low Aspirations - Disadvantaged students typically have lower aspirations with regard to 6th form and further education and have lower expectations and sense of achievement compared to their non-disadvantaged peers.
- Academic - Disadvantaged students form a significant number of those requiring catch up Literacy and Numeracy support at The Hemel Hempstead School on their arrival in Year 7. Literacy skills and range of vocabulary affects disadvantaged students' ability to access a wide range of subject areas.

The effect of school closure as a result of the COVID-19 pandemic will impact on a wide range of our students here at The Hemel Hempstead School, not just those classed as disadvantaged. School closure will have impacted on students from different groups causing gaps in knowledge and skills across the curriculum;

- Those identified for catch up in year seven 2020/2021; as the programme was interrupted
- Disadvantaged students; as access to resources, parental capacity for support, motivation and work ethic may be a barrier

- SEND students; as access to resources and support may be a barrier
- Academically vulnerable; as the lack of school structure, parental capacity for support, motivation and work ethic may be a barrier.
- Those identified for catch up in year seven 2021/2022

Our Restart Programme (Catch up) for the academic year 2021/2022 outlines the way we will specifically support those students in years seven and eight who are in need of Literacy and Numeracy support. This work started in May 2021 with a Literacy project across our 4 largest feeder schools and the planning and delivery of a Summer School for Year 6 into 7 and Year 7 into 8 students. The Pupil Premium Plan also outlines how we will support all disadvantaged students at The Hemel Hempstead School, not just those within the traditional definition. We will continue to ensure that disadvantaged students at The Hemel Hempstead School get access to the same opportunities in terms of academic support and cultural capital as their peers and our Pupil Premium Plan will ensure that all students can keep up and not have to catch up later on in the key stages.

The Pupil Premium Plan seeks to invest in resources that support our disadvantaged students within the areas of greatest need and effect. Having reviewed previous Pupil Premium Plans and spending alongside research from the Education Endowment Fund, we have invested funding in 3 key areas:

- Supporting Parents - Analysis from previous plans and work with parents has shown that a degree of flexibility and ownership is needed for parents to be able to work with us to target funding to support their children effectively. Furthermore, we need to ensure that monies allocated to support individual students are distributed equitably. The menu available for parents to allocate their own funding on resources and opportunities that they need will be key to supporting vulnerable families and engaging them in a discussion about academic support and cultural capital.
- Online Learning - Students and staff alike have developed a wealth of new skills having changed the way they have been working during lockdown. Ensuring that we continue to support and develop remote learning will be key to providing high quality intervention for a wide range of students across all key stages.
- Tuition - The Education Endowment Fund states that small group tuition is “effective”, with evidence demonstrating an increase of 4 months progress. The Pupil Premium Plan will fund targeted, small group tuition on a half termly basis utilising the NTP. The Restart Programme also funds small group tuition in Numeracy and Literacy intervention.

The Pupil Premium plan has been divided into the following 2 key areas:

- The Bigger Box - Academic Interventions (Teaching & Targeted Academic Support) which includes in-school interventions, online resources, physical resources and tutoring (including NTP)
- The Bigger Box - Pastoral interventions (Wider Strategies) which includes targeted funding to support PP to develop their HHEx profile, build resilience and aspirations

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance of disadvantaged students is typically 4% lower than non-disadvantaged attendance at The Hemel Hempstead School.</p> <p>Disadvantaged students are less likely to be resilient in their attendance to school and as a result miss out on valuable teaching time and opportunities.</p>
2	<p>Low Aspirations</p> <p>Disadvantaged students typically have lower aspirations with regard to 6th form and further education and have lower expectations and sense of achievement compared to their non-disadvantaged peers.</p>
3	<p>Academic</p> <p>Disadvantaged students form a significant number of those requiring catch up Literacy and Numeracy support at The Hemel Hempstead School on their arrival in Year 7.</p> <p>Literacy skills and range of vocabulary affects disadvantaged students' ability to access a wide range of subject areas.</p>
4	<p>Closing the Gap</p> <p>The effect of school closure as a result of the COVID-19 pandemic has impacted on a wide range of our students here at The Hemel Hempstead School, not just those classed as disadvantaged. Students from different groups have been impacted in various ways causing gaps in knowledge and skills across the curriculum;</p> <ul style="list-style-type: none"> ● Those identified for catch up in year seven 2020/2021; as the programme was interrupted ● Disadvantaged students; as access to resources, parental capacity for support, motivation and work ethic may be a barrier ● SEND students; as access to resources and support may be a barrier ● Academically vulnerable; as the lack of school structure, parental capacity for support, motivation and work ethic may be a barrier ● Those identified for catch up in year seven 2021/2022

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
Bigger Box Embedded - 5 themes are present in every lesson, in every classroom, every day.	<ul style="list-style-type: none"> ● Improved attainment score for PP students ● Improved P8 score for PP students ● Improved basics % for PP students <p>By 2024/25:</p> <ul style="list-style-type: none"> ● Positive attainment gap between PP and non PP students
Improved attendance	<ul style="list-style-type: none"> ● Percentage attendance for key groups is improved ● Diminished difference between attendance of PP and non PP students <p>By 2024/25:</p> <ul style="list-style-type: none"> ● Difference between percentage attendance for key groups is down to 1.5%
Esse Quam Videri - The HHEX	<ul style="list-style-type: none"> ● Decrease in number of consequences ● Decrease in number of suspensions ● Improvement in number of PP students engaging in HHEX <p>By 2024/25:</p> <ul style="list-style-type: none"> ● All students engaging positively with the HHEX
Improved literacy and numeracy in Key Stage 3; particularly those students arriving working below age related expectations	<ul style="list-style-type: none"> ● Maths, Spelling, reading and comprehension scores improved ● Decrease in number of students working below target by the end of Y7 <p>By 2024/25</p> <ul style="list-style-type: none"> ● DEAR is full embedded across the school ● STEM, Literacy & Oracy is embedded across the curriculum ● Decrease in number of students requiring Literacy & Numeracy intervention in Key Stage 4

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. The school has invested an additional £28,267 to support the numerous programmes to support our disadvantaged cohorts, this is in addition to investing £125,000 from school reserves to support the appointment of 2 Lead Practitioners over 3 years.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,000 (plus £125,000 from school reserves to support the appointment of 2 Lead Practitioners over 3 years)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Bigger Box</p> <p>Our antidote to COVID is fantastic teaching and is without question, the most important thing that we do here at The Hemel Hempstead School.</p> <p>The attainment gap is the true challenge and means giving some a 'bigger box':</p> <p>Therefore giving students every chance, every lesson in every classroom. Our Bigger Box comprises the top five things we know work (and there is research to back this up) and benefit everyone else as well.</p>	<p>210324 The Bigger Box - a manifesto for post COVID teaching</p> <p>1. Feedback Education Endowment Foundation - the single most powerful thing with +8 months impact</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>https://www.teachertoolkit.co.uk/2011/11/04/pose-pause-bounce-pounce/</p> <p>2. Metacognition Education Endowment Foundation - the second most powerful thing with +7 months impact</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>3. Literacy & Oracy Education Endowment Foundation - the third most powerful thing with +6 months impact</p>	<p>2, 3, 4</p>

	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>4. Deliberately sticky practice <i>“Progress means knowing more, and it STICKING more. It is about children developing a deep body of knowledge”</i>. Ofsted, in launching the consultation on its proposed new framework, September 2018</p> <p><i>“Learning is an alteration of long-term memory. If nothing has been altered in the long-term memory, then nothing has been learned.”</i> Sweller, et al (2011)</p> <p>Stickiness Toolkit, Smith (2021)</p> <p>Deliberate Practice and Acquisition of Expert Performance: A General Overview, Ericsson (2008)</p> <p>Cognitive science approaches in the classroom, EEF</p> <p>5. High Expectations DFE and NFER (2015)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Pivotal 5 pillars - Behaviour Management Resources</p> <p>HfL Great Expectations https://www.hertsforlearning.co.uk/news/great-expectations-new-herts-learning-leadership-programme-launches-hertfordshire-schools</p>	
<p>Raising Standards Leader (RSL)</p> <p>Place intensive focus on the attainment and progress of vulnerable students, including the disadvantaged, looked after and those with SEND.</p>	<p>At each report cycle, the RSL and HOF meet to discuss attainment and progress in all subject areas. There is a continual focus on Year 11 and 13 throughout the year and all other year groups at specific reporting cycles. As a result of these meetings, faculty areas plan, implement and monitor intervention programmes. Faculty and teacher interventions are supported by the Lead Practitioners where</p>	<p>3, 4</p>

<p>One sixth of a senior staff appointment.</p>	<p>appropriate. The EEF toolkit identifies this as a highly effective strategy in promoting the progress and attainment of disadvantaged students.</p> <p>EEF small group intervention</p>	
<p>Lead practitioners</p> <p>Place intensive focus on the attainment and progress of vulnerable students, including the disadvantaged, looked after and those who we now class as disadvantaged as a result of COVID-19.</p> <p>Work alongside staff to develop the 5 themes of our bigger box.</p>	<p>The role of the Lead Practitioner is outlined here.</p> <p>Quality first teaching and learning is shown to have the biggest impact on the attainment and progress of all students, in particular those from disadvantaged cohorts.</p> <p>EEF Guidance reports: Feedback Effective Professional Development</p>	<p>2, 3, 4</p>
<p>Academic Learning Mentor</p> <p>Academic Learning Mentor with a TLR3 to promote, manage and implement digital learning packages to support intervention.</p> <p>Online learning/support resources</p> <p>Subscription to online learning resources to support gap filling, targeted intervention and promote independent learning.</p> <p>GCSEPod for KS4 only SAM Learning for KS3 only Seneca for KS3&4</p>	<p>Purchasing a range of online support resources enables us to personalise students' approach to their independent learning. The role of the Academic Learning Mentor has championed the use of digital resources across Key Stage 4 for revision in addition to working with faculty areas to support the integration of our digital resources into schemes of learning and homework.</p> <p>The EEF's guidance report on Using Digital Technology to Improve Learning can be found here.</p>	<p>1, 3, 4</p>
<p>Additional Faculty Funding</p> <p>Pot from which faculty leaders can bid to provide subject specific resources or materials to support the "Bigger Box" and</p>	<p>In order to embed the Bigger Box we have supported faculty areas to embrace the 5 themes by providing funding for additional resources that support Teaching and Learning in the classroom.</p>	<p>4</p>

the development of High Quality Teaching and Learning in the classroom for PP students.	EEF Mastery Learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1265 12 period P6 Every teacher enabled to deliver 10 1hour sessions</p>	<p>Targeted and personalised feedback using diagnostic tools such as class assessments, trial exams or digital learning platforms can support students and staff in identifying knowledge gaps. This information can be used to plan classwork and/or homework and targeted interventions, specific to the needs of the individual, either in a 1 to 1 situation or small group tuition.</p> <p>EEF 1 to 1 tuition EEF small group intervention</p>	4
<p>Whole day academic interventions</p> <p>a) Coursework based subjects Pending further research in Module 1</p> <p>Targeted day session for subjects with large amounts of coursework, who cannot easily use short, weekly lunchtime or after school intervention sessions. Specifically targeted lists of PP students, for whom completing coursework at home can be challenging.</p> <p>2 days per group in Yr 11, £180 per day: 4 art, 2 dance, 4 drama, 2 music, 4 PE, 8 business, 6 food, 2 PD, 2 RM = 34 day</p>	<p>Disadvantaged students are often those with significant barriers to learning at home which make it more difficult for them to successfully complete homework or coursework tasks. In recognition of this, we support faculty areas who run courses with a significant amount of coursework to target students and deliver specific interventions over the course of 1 day, ensuring the completion of practical work and/or coursework. These targeted interventions, specific to the needs of the individual, enable staff to work on a 1 to 1 situation basis, in small groups and can utilise peer support.</p> <p>EEF 1 to 1 tuition EEF small group intervention EEF Peer Tutoring</p>	4

<p>sessions.</p> <p>b) Easter Academy Pending further research in Module 1</p> <p>Targeted day session for subjects with identified negative effect size. Specifically targeted lists of PP students, for whom revision at home can be challenging.</p> <p>Funding for subjects is the same as above.</p>		
<p>Y9, 10 & 11 Accelerate Programme - Targeted intervention supported by NTP provision of My Tutor and Local Tuition to specifically focus the following:</p> <ul style="list-style-type: none"> → English & Maths with the aim of supporting students to reach 44/55 → Bucket 2 subjects with the aim of supporting students to reach and/or exceed their target grades. 	<p>The RSL process is used to identify and target those students who would benefit from working with external tutors using the NTP provision. Targeted and personalised feedback using diagnostic tools such as class assessments, trial exams or digital learning platforms can support students and staff in identifying knowledge gaps ensuring the interventions are specific to the needs of the individuals.</p> <p>EEF 1 to 1 tuition EEF small group intervention NTP Tuition</p>	2, 4
<p>Study Skills Support 3 whole cohort intervention days with an external provider; Positively MAD's Exam Support Package for Y11 and targeted groups across Y9 and 10.</p>	<p>Metacognition is one of our 5 themes in the Bigger Box and is intended to help students think explicitly about their learning; how they learn.</p> <p>The Positively MAD programme at The Hemel Hempstead School is designed to support Year 11 and other targeted groups of students to focus on Metacognition and develop organisational skills, time management skills, goal setting and revision techniques.</p> <p>EEF Metacognition EEF Metacognition & Self Regulation</p>	2, 4
<p>English HfL Intervention Three days of support from the Hertfordshire School Improvement Team</p>	<p>Targeted and personalised feedback using diagnostic tools such as the English trial exams, alongside specific English HFL supports students to identify gaps in their knowledge, skills and exam</p>	4

<p>focusing on Year 11, post trial exam question analysis. Likely focus for 1:1 sessions with around 50 students is language analysis and planning writing. Of these 32 are PP, 20 are SEND and the remainder will be based on progress.</p>	<p>technique. This intervention is particularly effective, not only because it utilises EEF principles (1 to 1 and small group tuition) but more importantly it uses students' own, recent, assessed work to highlight gaps in their approach.</p> <p>EEF 1 to 1 tuition EEF small group intervention</p>	
<p>Brilliant Club Scholars Programme Rolling programme of two groups in Year 8 and 2 groups in Year 9. Targeted to HA PP and HA SEN students. 24 students at £160 each. Plus coach travel. January 2022 start.</p>	<p>It is important that we not only support the disadvantaged students where there are gaps in their learning but also that we ensure that our disadvantaged cohort have access to the very best opportunities. For our higher attainers, alongside stretch and challenge in the classroom, ensuring that aspirations are equally high, gives students access to opportunities they may not be readily available to them.</p> <p>EEF Peer Tutoring Impact of the Scholars Programme - Brilliant Club Impact report - Scholars Programme Impact Evaluation Report - Scholars Programme</p>	2
<p>Lead Practitioner Intervention funding Deployable by the Literacy and STEM Lead Practitioners to support interventions and initiatives identified at each RSL cycle</p>	<p>In order to embed the Bigger Box we have supported the Literacy Lead Practitioner to embrace the 5 themes by providing funding for additional resources that support Teaching and Learning and interventions inside and outside the classroom.</p> <p>STAR Maths & STAR Reader packages have been made available to the Maths and English Faculties in order to support diagnostic testing and intervention across Key Stage 3.</p> <p>EEF Mastery Learning EEF Reading Comprehension Strategies EEF Oral Language Interventions EEF Improving Literacy in Secondary Schools Benefits of STEM Education</p>	2, 3, 4

<p>Testing Identification of target groups through CATS testing (GL Assessments) and Reading & Spelling Test.</p>	<p>Standardised tests provide a reliable and robust insight into students strengths and weaknesses. In the absence of SATs data this will ensure that gaps are identified early and students can receive the appropriate interventions through a targeted approach.</p> <p>EEF Diagnostic Assessment</p>	<p>3</p>
<p>ICT Resources Purchase of 2 class sets of Chromebooks; one for Maths and one for English.</p>	<p>Increasing the capacity and accessibility of IT resources in the English and Maths Faculty areas allows for more flexibility in using the STAR testing and intervention programmes. Accessibility of resources also enables staff to utilise online programmes to support the delivery of small group intervention outside of classroom hours. The increased availability of Chromebooks within Faculty areas also supports the development of our curriculum across Key Stage 3.</p> <p>Literacy and Digital Technology</p>	<p>3, 4</p>
<p>Summer School</p>	<p>Summer School 2022 will provide students with the opportunity to get “transition ready”. Targeted groups of students from Year 6 into 7 will be supported with Numeracy and Literacy interventions in addition to secondary transition support. Targeted students in Year 8 and 10 will be supported with the focus of “Getting Options/GCSE Ready”.</p> <p>Previous Year 6 into 7 summer schools have provided us with the opportunity to support vulnerable students in addition to those students coming as single students from their primary schools. Summer school has enabled them to develop friendships, familiarise themselves with the site in addition to supporting and developing gaps in Literacy and Numeracy. The provision of our Summer School has received positive parental and student feedback.</p> <p>Whilst the EEF states that summer schools have little impact for the cost, we know that greater impact can be had with a targeted, evidence based approach that is well resourced by our own subject specialists.</p>	<p>1, 2, 3</p>

	NFER Summer Schools	
Headteacher's Discretionary Fund A fund to support a range of projects and interventions at the Headteacher's discretion. Application for funds approved via NHA only.	Based on our previous experiences, we have set aside a small amount of funding to respond quickly and effectively to needs that have not yet been identified.	1, 2, 3, 4

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

Budgeted cost: £112,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
DESC alternative provision places To fund day release or full time provision for up to three students per year in Years 9, 10 and 11. (PP money, AWPU goes automatically)	A small number of our students require additional behaviour, attendance and learning support from professionals within a different educational environment. These interventions can be short term; day release or termly programmes. In a very small number of cases these interventions are full time places at an alternative provision where academic courses, academic interventions and therapeutic interventions can be tailored to specifically suit the needs of the individual. Gov.uk Research in to Alternative Provision EEF Social and Emotional Interventions EEF Behaviour Interventions	1, 4
Attendance, Behaviour & Intervention Specific monitoring and support of behaviour and attendance of PP students. Intervention of persistent absence.	The attainment of students will only improve if they are attending school. Current data suggests that our disadvantaged cohort is no different to the national picture where absence rates amongst the disadvantaged groups are higher than their peers.	1, 2

<p>Proactive exclusions prevention work. Making connections with hard-to-reach families. 1 half of an administrative staff appointment.</p> <p>Family support and attendance worker</p>	<p>A small group of students' attendance has been adversely affected by the pandemic; these students were an attendance concern before school closure, but now are school refusers.</p> <p>A Family support and attendance worker will work to engage and support our hardest to reach families and support our most vulnerable students and those with exceptional needs.</p> <p>EEF Behaviour Interventions EEF Social and Emotional Interventions Supporting the attainment of disadvantaged pupils Improving School Attendance - A Framework Review of Best Practice in Parental Engagement</p>	
<p>Pupil Premium Champion Pupil Premium and Children Looked After Champion with a TLR2b to plan, coordinate and assess the non academic support nurture and development of vulnerable students.</p>	<p>Our Pupil Premium champion works alongside a group of vulnerable students and families across a range of year groups. They work to ensure that barriers to learning are reduced by improving access to academic resources such as text books but also support The Bigger Box by improving access and opportunities within the HHEX framework.</p> <p>EEF Social and Emotional Interventions Supporting the attainment of disadvantaged pupils Supporting Mental Health in Schools Promoting and supporting mental health and wellbeing in schools Anna Freud - Supporting mental health in schools</p>	1, 2, 4
<p>The Bigger Box Increased expectation and greater opportunities for PP students within the HHEXperience framework. Funding to support the establishment of new clubs and societies to enable the full, post COVID, rollout of the HHEX</p>	<p>As a values based school it is important to us that all students have the opportunity to access learning both inside and outside the classroom. The HHEX provides a multitude of opportunities for all students and attendance to clubs and societies is monitored and tracked across each term.</p>	1, 2, 4

<p>Parents bid for funding from a menu of assistance / cultural capital opportunities within a framework. Maximum bid per student, per year £100. This can include anything from club membership to extra curricular residential trips.</p> <p>Funding to support addition, bespoke workshops for Disadvantaged students with the aim of providing opportunities that they may previously have missed out on.</p>	<p>Our Pupil Premium champion works alongside a group of vulnerable students and families across a range of year groups. They work to ensure that barriers to learning are reduced by improving access to academic resources such as text books but also support The Bigger Box by improving access and opportunities within the HHEX framework.</p> <p>Our Pupil Premium champion works alongside a group of vulnerable students and families across a range of year groups. They work to ensure that barriers to learning are reduced by improving access to academic resources such as text books but also support The Bigger Box by improving access and opportunities within the HHEX framework.</p> <p>True Education Partnerships - Cultural Capital The Key - How to expand narrow definitions of “cultural capital” EEF Outdoor Adventure Learning EEF Physical Activity Impact of extracurricular learning</p>	
<p>Careers Futures First package</p>	<p>Embedding careers across the curriculum has raised aspirations for all. Utilising the Future First package can help to target careers interventions for our disadvantaged cohort and dispel myths and misconceptions surrounding careers and further education opportunities. Futures First provides a platform for students to investigate futures and careers which in turn promotes higher aspirations for all.</p> <p>Effective Careers Interventions EEF Careers Aspirations Article AOC Careers Aspirations Article</p>	2
<p>Building Resilience Engagement of Kidscape and Talk Consent to support the development of our</p>	<p>The return of students following school closures has had a significant impact on the way students speak to each other, on the way that they deal with disagreements and how they respond to knock backs.</p>	1, 2, 4

<p>Ambassadors Programme</p> <p>Supporting students mental health</p>	<p>The school has responded by using outside agencies to deliver valuable anti bullying and anti sexual harrassment training to all students via Kidscape and Talk Consent respectively. The HHS Ambassadors Programme has 30 volunteer Year 10 students as Peer Ambassadors who are formally trained in anti bullying, LGBTQ+ allyship, mental health first aid and safeguarding. 30 Year 12 students are Peer Advocates trained in mental health first aid and act as mentors to younger students across the school.</p> <p>In the summer of 2022 5 members of staff will be trained as Mentors in Violence Prevention train the trainers, this programme will enable staff to train further members of staff and students.</p> <p>In the summer of 2022 the school will be launching a smoking & vaping amnesty and support programme for young people.</p> <p>Adolescent Mental Health EEF Social and Emotional Interventions</p>	
<p>Wrap Around Care £2 per FSM/PP per day for food at breakfast club, 0730 to 0830, at 20% takeup</p> <p>2.5 hours of additional TA staffing to allow homework club to run until 1700 each day</p>	<p>Based on our experiences during lockdown, some disadvantaged families struggle with accessing childcare. Whilst at secondary school the number requiring wrap around care is low, being able to offer our disadvantaged families a safe, welcoming, structured provision for students is important. For some families, ensuring students have had breakfast before they attend school is vital for others, providing a space to work at school because working at home is problematic or challenging, and supports students with their academic work.</p> <p>EEF Extending School Time EEF Homework</p>	1, 4
<p>Assistance Fund Assistance fund to cover the cost of the following:</p> <ul style="list-style-type: none"> All curriculum based visits 	<p>It is important to students and parents of disadvantaged cohorts that they don't feel different when attending school. Giving our disadvantaged students access to trips, uniform, resources, music lessons etc not only removes barriers to learning but can help to remove any stigma that some families may feel.</p>	1, 4

<p>All curriculum based trips are 100% funded by the school. Extra curricular trips can be funded as follows: Educational residential trips eg Lake District up to 50% Non educational residential trips eg Ski Trip can be funded from the students own allocation (£100)</p> <ul style="list-style-type: none"> ● Uniform Uniform can be funded upto 60%, mandatory branded items only. 1 set of uniform bought per academic year. ● Resources and equipment Funding to cover basic equipment for lessons - pens, pencils, ruler etc Funding to cover purchase of a revision guide for each KS3 PP student in Maths, English and Science. Funding to cover purchase of revision guide and/or text book for each KS4 PP student for all GCSE subjects. ● Music lessons Funding to cover music lessons for specific PP students across KS3 & KS4. ● Sundries Taxi to school, ingredients for Food Tech, materials in art, replacements pens, pencils etc 	<p>EEF School Uniform</p>	
<p>Hardship Fund Discretionary fund to support extremely vulnerable families in times of need. Application for funds approved via EBR and TJO only.</p>	<p>Based on our previous experiences and those of local schools, we have identified the need to set aside a small amount of funding to be able to respond quickly and effectively to needs that have not yet been identified.</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £229,932 (plus £125,000 from school reserves to support the appointment of 2 Lead Practitioners over 3 years)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

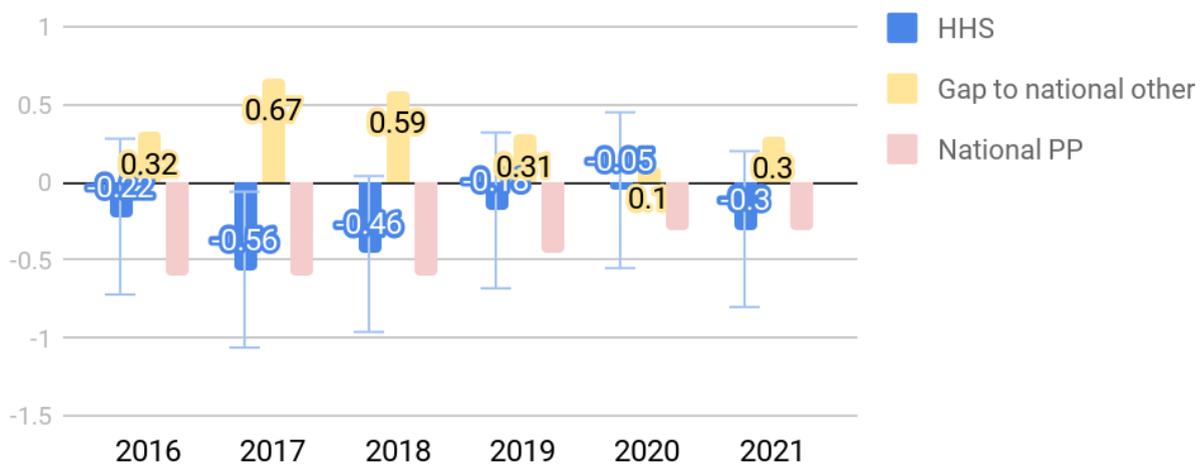
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The aim of Pupil Premium strategy is to reverse disadvantage and close the attainment and progress gaps between our disadvantaged students and non-disadvantaged students.

Nationally, the Progress Gap between disadvantaged students and their peers is 0.6. Nationally the Attainment Gap between disadvantaged students and their peers is 14 points. Both these figures remain stubbornly static across the country.

We are exceptionally proud that we have closed the disadvantaged gap in terms of progress over the last three years, to half that of the national average. But we recognise that this is not enough and so last year we set ourselves the incredibly challenging, but hugely important goal of closing the gap entirely by 2021. Given that 2 successive national lockdowns have interrupted plans significantly and our goal of closing the gap by 2021 was not achieved.

Disadvantaged Progress 8 (with potential error)



Disadvantaged Attainment 8



Last year our overall assessment of impact is that we are using the Pupil Premium Funding well and are making a difference. It is hugely disappointing that the COVID-19 pandemic prevented us from reporting on the continued progress of our PP cohorts. Centre Assessment Grades of Summer 2020 show that our disadvantaged students continued to make good progress against National measures. Centre Assessment Grades of Summer 2021 confirmed that our PP cohort was adversely affected by school closures and that our students benefit from the impactful, face to face intervention work that is done by staff on a daily basis.

Each area of spend was individually analysed and lessons learned to construct the following year's plan. A summary of key findings has been highlighted below:

- RSL

RSL process focused on the "Disadvantaged cohort" which includes PP and SEND students; these groups were identified from school data as those most affected by the first national lockdown in March 2020. The Disadvantaged cohort was a feature of each RSL meeting with each HOF and HOY. **Next Steps:** The Disadvantaged cohort is an identified group in SISRA for a data analysis in 2021/2022. The Disadvantaged cohort forms the basis of the whole school priority "The Bigger Box".

- Lead Practitioners

STEM Progress Champion in post from September 2020. Work has focused around Maths at KS3, supporting and coaching a new KS3 Maths Leader, STEM accreditation and raising the profile of STEM cross curricular working from within the faculty areas. Literacy Progress Champion in post from September 2021, appointed in April 2021. Role of the Progress Champion has been made clear to the Middle Leaders and a clear job outline produced to ensure the focus on key outcomes of PP student progress and outcomes, supporting the development of high quality teaching and learning across the school and raising the profile of identified areas of Literacy and STEM. **Next Steps:** Introduce Progress Champions and their role to staff on INSET day. Continue to develop and embed their working practises with key HOFs and LT throughout the year.

- Alternative Provision

2 students were supported with alternative provision placements in 2020/21

Y9 Student Started at DESC: 2/11/21

Attendance since starting at DESC: 90%

Attendance 2020/21 pre departure date: 68% (nb JL was on a reduced tt until Oct half term)

Attendance 2019/20: 87% Attendance 2018/19: 97%

No of Cs 2020/21 pre departure date: 69 ('top' 1%)

No of Cs 2019/20: 303 ('top' 1%)

No of Cs 2018/19: 92 ('top' 3%)

Year 9 hub (Tenzing Road) is designed to provide consistency and structure to students like A who have had difficulty maintaining a mainstream school place. The nurturing environment and security provided

by the hub approach are aimed at stabilising extreme behaviour, boosting self-esteem and preparing students for a move to KS4. The curriculum is aimed at addressing barriers to learning and improving social skills but with a greater focus on life and study skills. Students are also offered lessons in English, Maths and ICT, as well as more practical subjects such as Cookery, Art and PE. Students also spend time doing enrichment activities which promote collaborative working, social cohesion and resilience. They move on to the provision which is deemed to be most appropriate for them, in consultation with carers, the student, DESC, school and the local authority, as appropriate

Y10 Student Started at DESC: 26/4/21

Attendance since starting at DESC: 92%

Attendance 2020/21 pre departure date: 53%

Attendance 2019/20: 83% Attendance 2018/19: not at HHS

No of Cs 202/21 pre departure date: 135 ('top' 1%)

No of Cs 2019/20: 79 No of Cs 2018/19: not at HHS

KS4 Centre (Barncroft Campus) provides one and two year programmes for Year 10 and 11 students (B began programme end Apr in Y10), who suit a more personalised learning approach. Initially baselined to give an accurate starting point (using info from school and other assessments). Offer a range of academic and vocational courses complemented with work experience and offsite learning opportunities. Provides intervention and prevention to address disaffection and social inclusion and a twin track personalised programme tailored to academic and social needs. Focuses are on English and Maths together with a personalised package of academic and vocational qualifications, personal development programmes, independent living and work experience.

- HfL English Interventions

The interventions for PP students were very well received. It involved Tamsin Church, HfL advisor working with students to individually target exam technique and working with staff to standardise and moderate marking ensuring equity and parity across all classes in the faculty. Of 25 PP students, 7 students achieved their FFT20 target grade, with a further 13 students exceeding their FFT20 target grade. Student voice reported that the one to one guidance sessions were the most effective in making clear where they were working in a way that could lead to success, and also made clear where they were going wrong. It was good for them to hear it from a different voice / adult than their teacher. **Next Steps:** Continue to support and fund this intervention next academic year.

- Faculty Allocation

MFL: GCSE German and French textbooks, revision workbooks and grammar books, linked to the exam board. This has allowed disadvantaged students to access resources at home, which they wouldn't be able to otherwise. Some PP students struggle with internet access, such as HA Y10, who does not have a reliable device at home. This has allowed her to use resources from the textbook, which I would usually put on Show My Homework/Google Classroom, without needing the internet. We also ask that all students purchase the revision workbook and guide, so by providing this for PP students, we are giving them equal access.

Science: Overall this is a great resource that benefited all students not just PP students giving classroom teachers the ability to provide a simple platform for low stakes testing and gap analysis. Was extensively used during lockdown and periods of remote learning to identify gaps and support staff with planning and intervention where needed.

English: Over the year, with isolations and the need to revise independently for different literature texts it was essential to offer PP students questions from these texts and to use the precise pages from our online lessons. This enabled them to complete annotations and questions relating to specific pages online and in lessons. Making resources available to all PP students has removed significant barriers between home and school.

History: Providing textbooks and revision guides for PP students for the duration of the course, has allowed students to effectively prepare for exams with structured revision and use textbooks to complete any work at home removing any potential barriers between home and school. Making visualisers available in classrooms has allowed staff to increase the use of model sample answers to guide all students, PP included, on how to write top level exam responses.

ADT: We used PP funding for new DSLR cameras specifically used for A level photography but they have been made useful lower down the school increasing awareness and accessibility of high quality equipment to all students.

- The Hemel Hempstead Experience

Parents bid for different kinds of assistance according to their situation and the needs of the student. While access to the internet and chromebooks had already been facilitated as a result of COVID arrangement, in many cases, money was spent supporting equipment in this area such as computer tables and chairs, printers and ink. In other cases, parents asked for the funding to be spent on tuition, while others chose books and resources. In addition, a further £5,000 was spent on assisting students with access to food technology lessons, musical instrument lessons, uniform, sports kit and basketball coaching. Such assistance helped to remove obstacles to progress and we have seen an increase in the number of PP students engaging with the HHEX. **Next steps:** We want to increase take up of this offer to 100% and help to target it more effectively so that it reaches those students who are underperforming academically and / or not attending. The Pupil Premium Champion has been tasked with making this the thrust of her work in 2021-2022.

Externally provided programmes

Programme	Provider
CAT4	GL Assessments
NGRT	GL Assessments
STAR Maths	Renaissance Learning
STAR Reader	Renaissance Learning
MyTutor (1 to 1 Tuition)	MyTutor
Lexia Core 5	Lexia