

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Hillview School for girls
Number of pupils in school	Yr 7-11 1123 Yr 7-13 1541
Proportion (%) of pupil premium eligible pupils	174 – 15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Hilary Burkett (Headteacher)
Pupil premium lead	Mrs Letty Neill (Assistant Headteacher)
Governor / Trustee lead	Mr Tim Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,000
Recovery premium funding allocation this academic year	£43,000
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	£208,000

# Part A: Pupil premium strategy plan

## Statement of intent

Our educational ideal is that our students can receive strong pastoral support, enjoy their time in school, be happy and also achieve the highest grades and make high levels of progress whatever their starting point or circumstance. We feel that it is vital that we support our students to build confidence and aspire to the very top grades achieving their Pure Potential, which is at the heart of our belief and vision.

We wish to ensure that the progress of all young people is monitored, challenged and addressed in all parts of school life, so they can have a fair and equal educational experience in line with their peers.

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils and therefore our whole school inclusive approach to high quality teaching is our fundamental focus. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. We expose students to many opportunities linked to the curriculum through out of class activity, community links, trips and outside speakers in order to inspire all our young people, many of whom may not have this exposure at home.

We realise early intervention is needed and target support where necessary, responding to common challenges and individual's needs, yet monitoring its impact through assessment.

A strong community, instilling core values and unity, including resilience to face challenge, commitment and responsibility in young people's approach to learning and self-belief and courage to keep motivated and inspired can diminish any socio economic difference. We have a unique personal development curriculum that supports this. We believe that it is important every student develops essential life skills and prepares for the world of work and further study. We aim to give our students a high level of exposure to careers and post 16 opportunity.

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. Our mentors try to build strong bonds with all young people and parents, listen and feedback as much as needed. We offer more opportunities for parents to be involved within the school community and keep communication timely, caring and open. We work closely with parents to improve attendance, including home visits and regular communication.

To ensure that the progress and wellbeing of disadvantaged groups continues to improve across the school we recognise that we have a collective responsibility for all of our young people, everyone forms a part in shaping their future.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy standards on entry to KS3 are lower for disadvantaged students than for non-disadvantaged students. This can initially hinder progress in a range of subject areas. Students reading comprehension and vocabulary within PP remains lower throughout schooling and the gap widens.
2	Threshold attainment in maths and English for disadvantaged students is lower than non-disadvantaged with 13% less achieving pass or above at English and 21% less achieving a pass or above at maths in 2021.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation/motivation strategies when faced with challenging tasks. They struggle with resilience, particularly in science and maths and during other subjects at KS4, prior to examination. A small group of student's engagement levels can dip across subjects.
4	Whilst improving, attendance rates for Pupil Premium students are lower than that of Non- Pupil Premium students. This means that they are not fully accessing the opportunities for education, extra intervention and support.  Attendance rates for disadvantaged students dropped marginally in. This remains less than attendance rate for all students. (However this year's attendance was affected by Isolation). Historically the pattern is that PP student's attendance is lower than the whole cohort.
5	A small group of Pupil Premium students have displayed issues around self-confidence, self-esteem and self-belief. Self-efficacy, emotional and psychological factors impact on disadvantaged students' levels of motivation and aspiration. A high proportion of those on the welfare minutes are PP. This can have an impact on their motivation to succeed in some lessons and when accessing some interventions. The effects of lockdown for some of these students has heightened anxiety returning to school.
6	Behaviour issues for the minority of students (mostly eligible for Pupil Premium) is having a detrimental effect on academic progress and a greater proportion of those awarded high levels of behaviour points are PP.
7	Some Pupil Premium students lack an environment conducive to study and revise outside of school. This can mean that they are not spending enough time reviewing and retaining knowledge and skills and preparing for exams and unit tests.
8	Some Pupil premium students do not have regular access to technology in order to access home learning: Some households do not have a computer or

	internet available. Edulink, Microsoft office, GCSEpod and other software is needed to support learning.
9	Our destination data shows us that a higher percentage of pupil premium student's future pathways are more driven towards apprenticeships and immediate lower paid careers over further education and university courses.
10	Parental engagement with the school can differ considerably within the pupil premium cohort. A few families not placing the same value on the importance of education and therefore struggle to work alongside us in supporting progression, resilience and focus.

## 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
The progress of Pupil Premium students is improved.	The gap in attainment and progress between Pupil Premium and Non-Pupil Premium is reduced. Pupil Premium students at Hillview are progressing in line with national averages. Particular attainment in maths and science improves. This will allow a wealth of post 16 opportunity, increasing aspiration.
Improved reading comprehension among Pupil premium students.	Teachers recognise improvements through book scrutiny, discussion with colleagues and progress. Reading comprehension tests are to commence 2022 and show improvement year on year.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across maths and science.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by classwork/homework completion rates across all classes and subjects.
The attendance of Pupil Premium students is improved.	Average Pupil Premium attendance is in line with Non-Pupil Premium students and school targets. Persistent absenteeism is reduced for Pupil Premium students in comparison to last academic year.

<p>Wellbeing of pupil premium students is enhanced throughout the school.</p>	<p>Students are remaining in lessons. The wellbeing resources and support being delivered by school is having a positive impact on student's mental health seen through engagement, remaining in class and fewer students having an adapted/reduced timetable. Intervention required by outside agencies is reduced.</p>
<p>The behaviour for learning of small groups of Pupil Premium students is improved.</p>	<p>Reduction in collection of negative behaviour points for small groups of pupil premium students. Work ethic in lessons is good or above for targeted students. Exclusions for Pupil Premium students are reduced in comparison to last academic year. Fewer managed moves are sought for students.</p>
<p>The educational and technological resources for a small group of our Pupil premium students is enhanced.</p>	<p>Students are equipped to access and implement learning at home. Less points/detentions issued for lack of homework.</p> <p>During any state of remote learning students' progress in line with their peers</p>
<p>Pupil premium students are exposed to a wealth of future pathways and opportunities.</p>	<p>Students in year 11 have chosen courses and careers aspirational to progress on to. Smaller number of potential NEET students.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes in English and Maths, specifically the bottom sets, to promote progress.</p> <p>Additional staffing in English and Maths to provide access to an additional set.</p> <p>Organisation of pupils into curriculum sides and sets by both English and Maths to ensure students are in the most appropriate sets and to ensure that the sizes of the classes are controlled. Movement of students between sets, if required, controlled by the curriculum leader to ensure set sizes are maintained.</p>	<p>Although research in class sizes and streaming does not support this, it has made a positive impact at Hillview in attainment and wellbeing.</p> <p><a href="https://www.gov.uk/research-review-series-mathematics">Research review series: mathematics - GOV.UK (www.gov.uk)</a></p> <p>Improving Mathematics in Key Stages 3 - EEF</p>	<p>1, 2, 3</p>
<p>Appropriate, engaging curriculum for students with equal opportunities..</p> <p>Covid recovery – re-connection, recovery and resilience. Careers embedded in all key stages. Developing student’s attitudes and attributes, a fundamental part of curriculum mapping. Trips and extra curricula opportunities linked to the curriculum encouraged and financed for PP students to improve engagement and improve exposure to opportunity..</p>	<p>Teaching a broad and balanced curriculum for education recovery – gov.uk</p> <p>Learning from success A research paper: How strategic leadership effectively diminishes differences for disadvantaged pupils in successful Kent schools</p> <p>Careers in the Curriculum – careers and enterprise company.</p> <p>Gatsby.org.uk</p> <p>Tackling Educational disadvantage – Durrington research school</p>	<p>3, 6, 9</p>

<p>CPD on teaching and learning using evidenced based research to enhance high quality teaching.</p> <p>Teaching and learning toolkit regularly updated and staff directed to. Iterative learning cycle – Bluesky project for CPD learning walk model – quality of education. Whole teaching staff continued professional development on teaching and learning- inc. challenge, memory, retrieval, questioning, vocabulary, and scaffolding. .Outside speaker on staff inset days. Regular teaching and learning focus groups for specific specialist topics, open to all staff. Reviews of the Teaching and Learning Policy.</p>	<p>Characteristics of Effective Teacher Professional Development – EEF</p> <p>Effective professional development – guidance report EEF</p> <p>Craig Parkinson – Inset training – iterative learning cycle</p> <p>Science of learning – Deans for impact</p> <p>Visible learning Meta X including - Rehearsal and memorisation</p> <p>Research school.org.uk –use of mini whiteboards</p>	<p>1, 2, 3</p>
<p>Students in all year groups benefit from an in-depth Personal Development Learning (PDL) curriculum.</p> <p>Addressing the specific age-related needs of the students, through regular timetabled lessons, planned and overseen by a PSHRE qualified teacher. Lesson content and schemes of work are constantly reviewed and adapted to meet the ever-changing needs of our students and society.</p>	<p>Social and emotional learning – EEF</p> <p>The EEF guide to pupil premium</p>	<p>4, 5, 6, 9</p>
<p>Access to alternative curriculums for targeted students to enhance employability and functional skills.</p> <p>Prince’s trust introduced in 2020. Functional skills in maths offered over the summer if a young person is looking unlikely to reach a level 4, to enable them to access a college course.</p> <p>Alternative provision also sought to prevent exclusion.</p>	<p>Investigative research into alternative provision – gov.uk</p> <p>Review of vocational education: the Wolf report</p> <p>LIFT</p>	<p>4, 5, 9</p>

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group support provided in English, Maths and Science, outside of curriculum time.</p> <p>Small group intervention provided by the department and SEND department for targeted students who are both SEN and Pupil Premium using IDL software. Teacher led Pupil Premium plans and/or projects in Maths, English and Science. Directed use of PiXL and GCSE Pod applications by students, based on areas of improvement identified by teachers</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Reading comprehension and oral language development</p> <p>Use of Trained Reading Buddies to support with improved reading Skills throughout Year 7, 8 and 9 Drop everything and read weekly in mentor time. Yearly reading comprehension testing to ascertain reading ages and progress being made (starting in 2022)</p>	<p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Closing the vocab gap – Alex Quigley</a></p>	<p>1</p>
<p>Regular PP tracking and monitoring of impact</p> <p>Pupil Premium reviews carried out twice a year for each year group. This will provide additional guidance (other than assessment grades) to ensure targeted students are accessing the most relevant support. Review data throughout the year to further inform intervention. Review of PP Progress within</p>	<p>ASCL – PP webinar – planning and expenditure</p> <p>Putting evidence to work – a school guide to implementation – EEF</p> <p>Ofsted Pupil Premium Accountability 2021: Guidance For Schools</p>	<p>All</p>

<p>Department meetings – in class strategies applied. Learning walks specifically addressing areas with a high Pupil Premium student numbers.</p>		
<p>Provide students with appropriate space, resources and time to complete study.</p> <p>LSA run Homework club to for targeted PP students. Designated areas for independent study allocated to year groups after school. Early opening of the canteen to allow a space for independent study before school. Easter Holiday and/or Saturday Revision Sessions offered to students. Where appropriate, provide additional revision resources.</p>	<p>Homework – closing the disadvantage gap EEF</p>	<p>1, 2, 7, 8</p>
<p>Academic mentor program for targeted young people. Designated SLT or leadership team mentor to guide students through year 11.</p> <p>Business mentor scheme – industry professionals matched carefully to students.</p>	<p>Mentor scheme put in place over 2 years ago to support PP students through GCSE years, which improving confidence and raising aspiration.</p>	<p>1, 2, 3, 5, 9</p>
<p>Prepare GCSE students for examination</p> <p>Exam anxiety course for targeted students. Exams made easy workshop for all of year 11, continual strategies used in all departments. GCSE passport to support and motivate and allow students to reflect on progress throughout the year. Directed use of GCSE pod and PIXL applications to aid revision and metacognition skills.</p>	<p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Journal of Educational Psychology - Greene, Cartiff, &amp; Duke</p> <p>The Relationship between Study Skills and Learning Outcomes: A Meta-Analysis Purdie and Hattie</p>	<p>3, 5, 8</p>
<p>Enhance students vocational and post 16 opportunities and aspirations.</p> <p>Targeted PP students to be encouraged to apply for places at Easter and summer schools at universities, including the Oxford university programme and the Kent university Summer school.</p> <p>College open days and interviews optionally attended alongside a member of Student support or Curriculum Support if needing</p>	<p>Vocational Guidance Quarterly Baker &amp; Popowicz</p> <p>Gatsby.org.uk</p>	<p>9</p>

<p>extra support. Aspirational work experience opportunities sought by members of Hill view and leader of careers for PP students. 1:1 careers advice given by in house careers advisor. Weekly KCC sessions on employability skills and careers. Hillview Careers live event with multiple opportunities/pathways represented that PP students may not be exposed to. Hillview future days every Friday with guest professional speaker. Weekly work experience placements for those that require more vocational exposure</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral care actively supports the development and wellbeing of each individual.</p> <p>Improve the self-confidence, self-esteem and/or self-belief of targeted students. Students have access to appointments with the Student Support Team for either one to one or group guidance and/or time with the Intensive Support Team if multiple external agencies are involved. Key workers given to those PP who are SEN students for regular monitoring and support, advocates with teaching staff and to communicate effectively with parents. Emotional literacy support/sessions in student and curriculum support. Timely signposting and referrals to organisations and outside agencies.</p>	<p>Mental health and wellbeing resources – DFE</p> <p>Social and emotional aspects of learning (SEAL) programme in secondary schools</p>	<p>4, 5, 10</p>
<p>Counselling and speech and language therapy</p> <p>Employment and use of 2 school counsellors offering both group and one to one counselling for trauma, bereavement, anxiety and school avoidance. Use of speech and</p>	<p>Mind.org.uk Place-to-be research</p> <p>KELSI</p>	<p>4, 5</p>

<p>language therapist for communication and interaction needs and emotional literacy support.</p>		
<p>Attendance tracking and support for pupils and families.</p> <p>SEAAS employed to track and monitor attendance of students, with a specific focus group for Pupil Premium attendance. Pre-prosecution and prosecution meeting with parents, if necessary. Staff member to oversee ABSA and emotional literacy students in SEN department. Early intervention from the Student Support and/or the intensive support team – including meetings with students and parents. Home visits for targeted students by SEAAS and Intensive Support. Biweekly individual tracking in KS3/KS4 welfare meetings, home visits planned where necessary.</p>	<p>Embedding principles of good practice set out in DFE’s <a href="#">Improving School Attendance</a> advice.</p>	<p>4, 10</p>
<p>Targeted behaviour interventions for identified students carried out by Mentors, Leaders of Community and/or the Student Support team.</p> <p>Where appropriate, Behaviour Support Plans to be put in place. One to one and/or group support and intervention to help students improve their behaviour for learning through the Student Support team or school counsellors. Regular communication home form mentors to parents. Parents having access to edulink to track behavioural points and reasons. Referrals to Focus and outreach for support.</p>	<p>Review of Educational Research A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students’ Academic, Behavioral, Emotional, and Motivational Outcomes</p> <p>Improving behaviour in school - EEF</p>	<p>3, 5, 6</p>
<p>Enhanced induction for year 6 into 7 PP students</p> <p>Early identification of Y6 PP students and review of inductions to ensure programme is carefully tailored to meet their needs. Week of transition for targeted students. Summer school offered. Transition passport given to all students that require additional preparation to be ready to change schools.</p>	<p>Summer school – EEF</p> <p>Pupil premium sharing best practise - KELSI</p>	<p>5, 6</p>

<p>Partnership with parents and carers</p> <p>Access to appointments with student support/Head of key stage. Pupil premium students invited and encouraged through various means to; 'Meet the mentor' in yrs 7, 10 and 12. "Support your daughter evening" in year 11 to improve parental and school communication. Appointments to curriculum support surgeries via phone calls. Yr 11 1:1 post 16 interview with leadership team, PP parents invited.</p>	<p>Working with parents to support children's learning – EEF</p> <p>Rapid review of parental engagement and narrowing the disadvantage gap – Hilary Grayson.</p> <p>Achievement for all – gov.uk</p>	<p>4, 6, 5, 10</p>
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**Total budgeted cost: £ 188,000**

## 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.

#### Bottom sets in Eng and Maths

Additional sets in English and Maths which ensure smaller sets. In English, 76.7% Pupil Premium students who sat exams at Hillview gained at least a level 4 in English, with gaining a level 5 or more – in line with 2019 data. In Maths, 56.7% gained at least a level 4, an increase on 2019. Some Non-Pupil Premium students also benefited from this expenditure and have demonstrated an increase in progress and attainment in Maths, in comparison to last academic year.

#### Intensive support

Students have greater access to support which they may not receive at home. Students have been supported through external support, meaning that interventions and concerns from external agencies have been reduced. Some students have reported an increase in confidence and/or well-being.

Careers and post 16 guidance – 30 yr 11 students identified at the start of the year requiring greater support, 0 potential NEETS passed to local authority this year, last year 11 students were passed to KCC and CXK to support finding appropriate employment or studies.

#### Curriculum support

Increased support for PP students in lessons. Some PP students who required additional support had key workers this year, monitoring and supporting their studies and liaising with Curriculum support. Students self-belief and attitude to learning improved for this cohort. Good uptake of students on literacy and numeracy interventions, particularly as some were virtual. Exam anxiety session also well received. ABSA students receiving more support and a few students started to attend school.

#### Student support

Tracking to ensure that pupil premium students meet the school behaviour for learning expectations. Close monitoring and support given and speedy referrals made when needed. Reduction in poor behaviour in lessons and around school. Reduction in reported bullying incidents.

#### Attendance (SEASS)

Monitoring and support for PP attendance. The gap in attendance between PP and non PP students continues to decrease. Home visit prioritised for PP students. Number of persistent

absentees have been reduced last year. Attendance very hard to monitor last year due to Covid.

Alternative provision, including Two bridges and outreach

3 students attended alternative provision last year, 2 at west Kent health needs and 1 at PRU No students attended other colleges for alternative provision. Behavioural support to prevent permanent exclusion from Two bridges - numbers attending last year – 2 students attended fulltime last year. 2 students attended the Two bridges Focus course.

Counselling and Speech and language therapy (SALT)

Students have access to 1:1 counselling support and online Kooth counselling support. Reported well-being in PP students has improved. Worked on Anger Management, Self-esteem and Social Skills with small groups of students. Some targeted students have been gaining behaviour points at a slower rate.

Other

PP students have equal access to school trips. PP are able to attend school and the gap between PP attendance is improving. PP students have access to IT and apps at home due to the loan of laptops. Wifi dongle supplied to one student. Text books and revision guides and maths calculators supplied. Students are more equipped at home and less sanctions over missing and incomplete homework made.

## 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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.