



HEBBURN
Comprehensive School

PUPIL PREMIUM

STRATEGY

Pupil premium strategy statement

Our Pupil Premium strategy is based on the 3-year model recommended by both the DfE and the Education Endowment Foundation (EEF).

This statement details our school's use of pupil premium grant (and recovery premium for the 2021 to 2022 academic year) to raise the attainment of our disadvantaged pupils. It outlines our key strategies, how we intend to spend the funding and how we review the impact of our spending.

School overview

Detail	Data
School name	Hebburn Comprehensive
Number of pupils in school	816
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	Updated November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Board
Pupil premium lead	Mr D Cleugh, Deputy Head Teacher
Governor / Trustee lead	Mr R Pinder, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,150
Recovery premium funding allocation this academic year	£56,333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£418, 483

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well. The focus of our pupil premium strategy is to support disadvantaged pupils 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

In order to have the biggest impact on pupil outcomes, we believe in a strategic approach to PP spending, aligned to the School Improvement Plan. This enables us to implement a blend of differentiated short, medium, and long-term interventions that will lead to improved outcomes.

Our approach will be responsive to common challenges and individual needs, anchored in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will use the following guide: [Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](#)

Ensuring that we:

- Diagnose pupils' needs - [Diagnostic Assessment Tool.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)
- Use evidence to support our strategy - [Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](#)
- Ensure they strategy is implemented
- Monitor and evaluate the strategy

Our tiered approach comprises three categories:

1. High-quality teaching - ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving through effective CPD.
2. Targeted academic support - considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum
3. Wider strategies – addressing the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support

Our Challenges

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

Challenge number	Detail of challenge
1	Ensuring that high-quality teaching is present in every classroom.
2	Ensuring high-quality academic mentoring is targeted at PP pupils
3	Improving attendance and reducing persistent absenteeism.
4	Providing the extensive pastoral support that an increasing number of pupils require.
5	Improving reading, writing, communication and maths (RWCM) for full access to the curriculum
6	Providing the significant additional support that some pupils require to help them manage their behaviour
7	Increasing parental engagement

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
<p>TO ENSURE THAT HIGH-QUALITY TEACHING IS EVIDENT IN EVERY CLASSROOM</p>	<ul style="list-style-type: none"> • A whole-school teaching and learning strategy, anchored in the latest evidence-based research and best practice improves classroom practice and leads to improved outcomes for PP pupils. • A high-quality T&L CPD programme, incorporating both internal and external input, improves teaching and leads to improved outcomes and a reduction in in-school variation. • Teaching and Learning reviews, including Learning Walks, work scrutiny and lesson observations, demonstrate that teaching is rigorous and pupils are making good progress in their learning. <p>There is an improvement in the outcomes for PP pupils, with gaps in attainment closing.</p>
<p>TO ENSURE HIGH-QUALITY SUPPORT AND TRAINING FOR EARLY CAREER TEACHERS</p>	<ul style="list-style-type: none"> • High-quality support and training for Early Career Teachers (ECTs) ensures high-quality teaching, leading to good pupil outcomes.
<p>TO IMPROVE ATTENDANCE AND REDUCE PERSISTENT ABSENTEEISM</p>	<ul style="list-style-type: none"> • Attendance improves and there is a reduction in persistent absenteeism. • 2 Attendance Officers increases capacity, allowing for more rigorous monitoring and intervention. • The introduction of Intervention Managers across all year groups (7-11), with a role in monitoring attendance, injects additional capacity. • The implementation of the 'A Star Attendance' system ensures that monitoring is rigorous and helps to improve headline figures. • Rigorous monitoring daily/weekly attendance of PP pupils improves attendance and reduces PA. • Implementing attendance rewards increases buy-in and improves outcomes.
<p>IMPROVE BEHAVIOUR FOR LEARNING AND HAVE EFFECTIVE STRATEGIES TO RESPOND TO COMPLEX NEEDS</p>	<ul style="list-style-type: none"> • The strategies listed below will lead to the following: <ul style="list-style-type: none"> ○ Fostering a positive attitude to learning and school ○ Reduction in the number of negative behaviour logs on the school's MIS ○ Reduction of BSR referrals and fixed-term exclusions ○ Reduction of Permanent Exclusions ○ Improved engagement with parents and carers • Expanding the pastoral team, with the addition of non-teaching Intervention Managers attached to each year group. • Appointing of a Child and Family Welfare Officer and a Pupil Welfare Officer to provide children with the

	<p>additional support they need and to help engage 'hard to reach' families</p> <ul style="list-style-type: none"> • Developing SEMH and Early Help support and intervention for PP pupils • Implementing an in-house referral system to identify appropriate level of SEMH support. • Non-teaching Intervention Managers delivering individual and small group targeted support. • Funding used to buy into additional external support i.e., additional LA Ed Psych referrals and access to the Emotional Resilience team. • The Purple Zone Inclusion Base helps to promote the inclusion of pupils within mainstream setting for short and longer term placements • Working with our local alternative education provider (The Beacon Centre) to provide a tailored package of intervention. • Providing external vocational placements for those pupils at serious risk of permanent exclusion • Buying into EDLounge to reduce the risk of exclusion
TO IMPROVE LITERACY AND NUMERACY AND DEVELOP OPPORTUNITIES TO FOSTER A LOVE OF READING	<ul style="list-style-type: none"> • Whole-school literacy strategy ensures that core principles are developed and embedded, with an improvement in basic skills evident in lesson observations and pupils' books. • Introducing literacy leaders within each subject area ensures consistency across the curriculum. • Implementing a targeted reading programme supports pupils with low reading ages. • The investment in a new library increases engagement and enables access to high-quality resources, leading to better outcomes. • Employing a highly qualified librarian, with a background in children's literature improves reading provision and helps to engage pupils in reading. • The implementation of Accelerated Reader helps to improve reading ages and increase buy-in. • CPD for staff on strategies and implementation improves provision and outcomes.
TO INCREASE OPPORTUNITIES FOR CURRICULUM ENRICHMENT	<ul style="list-style-type: none"> • Researching and implementing a broad range of curriculum enrichment opportunities increases participation and builds cultural capital.
TO INCREASE OPPORTUNITIES AND PARTICIPATION IN EXTRA-CURRICULAR CLUBS	<ul style="list-style-type: none"> • A staff audit identifies a range of extra-curricular activities to be offered after school. • Targeting of PP pupils increases participation.
TO INCREASE PARENTAL ENGAGEMENT	<ul style="list-style-type: none"> • Encouraging parents to become more involved in their children's learning increases buy-in and motivation

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: £ 97, 176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued TLR for two whole-school Teaching and Learning and CPD Development Co-ordinators to plan and implement a whole-school T&L and CPD programme, anchored in evidence-based research and best practice. The CPD model, focusing on Rosenshine’s Principles of Instruction and Tom Sherrington’s ‘Walkthrus’.</p> <p>Purchasing ‘Walkthrus’ and Evidence Based Education’s ‘The Great Teaching Toolkit’; subscribing to the National College and the Chartered College of Teaching CPD resources. Creation of a staff CPD library Staff are encouraged to contact other schools to share best practice.</p>	<p>Quality first teaching is the most important factor in improving the outcomes of PP students.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence Based Education: Improving learner outcomes</p>	<p>1</p>
<p>Recruitment of a maths HLTA for targeted maths/numeracy support</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>

	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
Continued employment of an agency teacher to provide targeted literacy intervention	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,5
Recruitment of additional TA	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2,4,5
Staff Literacy CPD programme to improve literacy across the curriculum Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	5
ECF – all ECTs are enrolled with ‘Northern Lights Hub’	EEF state that support for ECTs is vital to improve the quality of teaching. This will lead to improved outcomes for PP pupils. Early-career support EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 249, 605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring through the NTP or a school-led tutoring programme.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

Small group and 1:1 targeted intervention in literacy and numeracy	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2, 5
In-house intervention programme using additional staff time	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2

Wider strategies

Budgeted cost: £ 100, 901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and implementing the 'A Star Attendance' system	Principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
Continuing with an additional Attendance Officer to ensure rigorous monitoring	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	3
Continuing with non-teaching Intervention Managers attached to each year group to increase capacity for targeted intervention with attendance and behaviour	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3,4,6

Significant investment in the resourcing of a new school library Recruitment of a school highly-qualified librarian to run the school library, promote reading for pleasure and offer targeted reading intervention	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	5
Continuation of Accelerated Reader SLA to improve reading ages of pupils who fall below age-related expectations	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	5
Purchasing of Literacy Planet and Lexia to support the development of literacy	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	5
Purchasing of Timetable Rockstars, Hegarty Maths and MyMaths to improve numeracy	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	5
Plans to recruit a Reading and Literacy Co-ordinator for targeted reading and literacy support	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	5
Plans to recruit a Pupil Support Officer to provide additional SEMH support	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	4,6
Purchasing of additional laptops for 1:1 support	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1
Increasing parental engagement	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £ 447, 682

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in 2019/20. There are contextual factors impacting on our 2019 outcomes.

There is a wide but reducing gap between disadvantaged and non- disadvantaged pupils. We are aware this is an area for us to quickly improve which is why we have this sharply-focused plan in place. There has been a significant reduction in the gap from 2019 (-1.10) to 2021 (-0.34).

Disadvantaged	2018	2019		2020	2021
9-4 Basics E/M %	46.3	25.4	29.7	51.0	60.3
9-5 Basics E/M %	22	11.9	10.8	23.5	23.1
P8	-0.70	-1.36	-1.10	-0.05	-0.34

Our evaluations demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are intending to build on that approach this year.

During the pandemic, we have rigorously monitored attendance, and, despite the situation, figures in the summer term started to improve, which is a significant achievement. Attendance since the start of September has been significantly impacted by COVID and other absences through illness.

A robust home learning strategy was quickly implemented when lockdown 3 was announced. Prior to lockdown, all staff and pupils received training on how to access the key learning platforms. Provision was offered through Microsoft Teams and various online learning platforms, such as Oak National Academy, Hegarty Maths, as well as paper packs for those pupils who requested them. Strategies included pre-recorded lessons, access to several resources and effective use of the school's website and social media platforms. Laptops were provided for all disadvantaged pupils. Vulnerable children and families, with high levels of anxiety, were contacted weekly.

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

Further information

Our pupil premium strategy will be supplemented by additional activities:

- *embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. [Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](#)*
- *offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspirations. Disadvantaged pupils will be encouraged and supported to participate.*
- *Using 'Youth Direction and Connexions for 1:1 careers interviews.*
- *Offering to purchase revision guides for Y11 pupils across all subjects.*
- *After school revision sessions.*
- *After school clubs*
- *Study skills support*