

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Honley High School
Number of pupils in school	1291
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs E Lord
Pupil premium lead	Miss G Barber
Governor / Trustee lead	Mr O Davies

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,495
Recovery premium funding allocation this academic year	£
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	£266,495

# Part A: Pupil premium strategy plan

## Statement of intent

We believe that a student's background should not disadvantage them from achieving academically, being enriched to understand the world around them, developing socially and being safe in school. We believe and encourage aspiration for all our students and aim to eliminate all barriers to success.

At Honley High School, we are committed to ensuring that all students are given every opportunity to succeed and are dedicated to working with parents and carers to safeguard the health and wellbeing of every child entrusted into our care. We prioritise Learning and Teaching, with dedicated professional learning time to develop our staff to understand and cater to the individual needs of all our students. This includes the development of the behaviour curriculum, coupled with developed of character education. We therefore aim to prepare all our students for their future lives and develop the cultural capital which is needed to succeed in life.

In developing our Pupil Premium Strategy, we have stayed true to the Core Values of our school, which run through everything we do:

**Collaboration-** by working with families and key stakeholders to ensure good attendance and communication

**Respect-** by ensuring that disadvantaged students are treated equally and that their Social, Emotional and Behavioural needs are being met

**Endeavour-** by delivering high quality lessons that develop schema, motivate, challenge and develop metacognitive skills, to ensure that all students can work to the best of their ability in lessons

**Aspiration-** by monitoring the academic progress of disadvantaged students and ensuring that they have access to targeted academic support

**Tolerance-** by encouraging a caring and inclusive ethos through our first-rate pastoral care

**Equality-** by using the grant to ensure that disadvantaged students can access educational resources, visits, and work experience

Driven by a relentless pursuit of excellence, at Honley High School we believe we can make a difference to the lives of young people as we Strive for the Highest in all that we do.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments have identified that there is a gap in attainment between disadvantaged and non-disadvantaged students. GCSE results from 2023 show gap of -0.19 between non-disadvantaged and disadvantaged students. However, the national figure is -0.41
2	Disadvantaged students have fallen behind in terms of their emotional and social development with more students requiring SEMH interventions and support
3	Our monitoring and observations indicate that attendance of disadvantaged students are significantly below that of non-disadvantaged students.
4	Below expected attainment and rates of progress for key groups: disadvantaged, White British Boys and SEND
5	Our assessments, observations indicate that disadvantaged student have falling further behind age-related expectations, particularly in numeracy, literacy and reading
6	Improvement of behaviour and attitude of students

## 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
Improved student outcomes for all students, particularly disadvantaged students.	An increased P8 value for all students to >0.5, including a decreased P8 gap for disadvantaged students of <0.2.
To achieve and sustain improved wellbeing for all students in our school, particularly our disadvantaged students.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a reduction in the number of students needing to access frequent SEMH support</li> </ul>

	<ul style="list-style-type: none"> <li>- a significant increase in participation in lunch time enrichment activities, particularly among disadvantaged students</li> <li>- disadvantaged students hit their 'Target 700' value in line with non-disadvantaged students</li> </ul>
To achieve and sustain improved attendance for all students, particularly those identifies as disadvantaged	<p>Sustained high attendance from 2024/25 demonstrated by the overall attendance rate for all students being greater than 96%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being &lt;2%.</p> <p>Reduce the number of PA for PP students</p>
Improved reading, literacy, and numeracy skills among disadvantaged students.	<p>Assessments and observations indicate significantly improved fluency in literacy and numeracy among disadvantaged students. This is evident when triangulated with other sources of evidence, including engagement in lessons, teacher observation and formative and summative assessments.</p>
Improved behaviour and attitude	<p>Reduction in number of PP students receiving suspensions.</p> <p>Reduce the total number of days of PP students suspended.</p> <p>Reduction in the number of SEN PP students being suspended.</p> <p>Reduction in the number of negative incidents for PP 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: £87,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on effective pedagogies to ensure lessons cater for all students by having appropriate pitch, pace, and purpose so that students are motivated and feel successful. Students, including those that	<p>Supporting high quality teaching is pivotal in improving student outcomes. Research indicates that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-</a></p>	1,3

<p>are disadvantaged are engaged by considered lesson contexts that develop academic vocabulary and cultural literacy and capital.</p>	<p><a href="#">reports/effective-professional-development</a></p>	
<p>Associate assistant headteacher in charge of vulnerable students appoint to ensure intervention sessions, alternative provision lessons, access to emotional, prosocial and self-regulatory support are provided. Funding courses and teacher release time to access resources and CPD.</p>	<p>Evidence indicates that high quality teaching and interventions should be specialist and targeted</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/send/EEF_Special_Education_I_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/send/EEF_Special_Education_I_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p><a href="https://www.forumbusinesstraining.co.uk/wp-content/uploads/2020/11/PP-0-The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf">https://www.forumbusinesstraining.co.uk/wp-content/uploads/2020/11/PP-0-The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</a></p>	<p>1,2, 6</p>
<p>Staff training through CPD sessions to ensure all staff are upskilled in providing quality first teaching that enables all students to access lessons, purposefully direct their own learning and develop strategies to self-regulate.</p> <p>Funding courses and staff release time to access resources and CPD.</p>	<p>Supporting high quality teaching is pivotal in improving student outcomes. Research indicates that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,2</p>
<p>Developing programme to up skill staff in key aspects of developing student literacy. Literacy co-ordinator appointed to lead across the school</p>	<p>Evidence suggest that schools must priorities disciplinary literacy, reading, writing and talk</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>5</p>

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

Budgeted cost: £ 70,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply of all revision guides and other course related materials to disadvantaged students.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.	1,4,5
SEN PP students have the resource's available for them to succeed in lessons	Have the necessary resources will aid students in lessons. Making sure that they have the required equipment to work effectively.	1,2,4, 6
Academic support and interventions PP/ SEN students to have access to support before school and at social time to complete homework	Homework support for PP students (and other identified vulnerable students) Homework support for PP students (and other identified vulnerable students) after school, according to the EEF can add +5 months additional progress to students' learning.	1,4,5,6
Monitor the progress, attendance and attainment of disadvantage students to support target mentoring for disadvantaged students	Have time whereby students can meet with key worker. Target setting put in place to support student progress. Use of Peer mentors and support groups.	1,2,4

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

Budgeted cost: £ 114,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Percentage of allocated TLR and timetable allowance for attendance team and pastoral teams to conduct home visits, write and review Attendance Support Plans and contact families regarding attendance and punctuality. Assistant headteacher with responsibility for attendance to embed principles of good practice set out in the DfE's <u>Improving School Attendance advice</u>. The use of Power BI and A Star attendance will support this</p> <p>Student questionnaire from last year PP and disengaged student PA's. Process to help identify barriers to attendance. Aid to help support students earlier.</p>	<p>Evidence shows that levels of parental engagement are consistently associated with better academic outcomes <u>EEF Parental Engagement Guidance Report</u>.</p> <p>The DfE guidance has been informed by “engagement with schools that have significantly reduced levels of absence and persistent absence.”</p>	1,2,3,4,6
<p>Build students engagement with school life to ensure that disadvantaged students can access trips, visits, and other rewards. (Guest speakers)</p>	<p>Evidence suggests that ‘cultural capital...helps children do better in school,’ as described in Culture, Class, Distinction. Bennet et al (2009), summarised by <u>What is cultural capital?</u> and acknowledged in the <u>Ofsted School Inspection Handbook 2019</u></p>	1,2,3,4,6
<p>Percentage of salary for safeguarding team- to ensure all students, including the most vulnerable are protected in and out of school.</p>	<p><u>KCSIE</u> identifies that ‘a child’s experiences of adversity and trauma can leave them...educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.’</p>	1,2,3,4
<p>Percentage of salary for welfare and inclusion officer.</p>	<p>There is extensive evidence associating student social and</p>	1,2,3,4

<p>Percentage of salary for school HR staff to support staff physical and mental health with a view to supporting consistent staffing, to ensure curriculum time is not disrupted.</p>	<p>emotional skills with improved outcomes at school (and in later life). The EEF has summarised the best available evidence in their guidance report 'Improving Social and Emotional Learning in Primary Schools' (the EEF identify that much of the evidence is also applicable to secondary schools)  <a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p>Pastoral support systems positively reinforce behaviour expectations of students  Mentoring programme.</p> <p>Use of the behaviour curriculum and character education to help build resilience and cultural capital.</p>	<p>The EEF Toolkit highlights that behaviour interventions could add 3 months of additional progress, whilst also support the learning of all students.</p>	<p>2,3,6</p>

**Total budgeted cost: £ 272,435**



## 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 2022 to 2023 academic year.

Throughout the last two academic years, we maintained a high-quality curriculum, for all students. For any disadvantaged student we have made sure that they have been provided with a laptop so that home learning can continue to take place. Work placed on Microsoft teams for the students to access if absent, we have continued with this in this year's plan.

Appropriate staff CPD and training in place throughout the academic year, staff use the accelerated learning cycle affectively within lessons to aid learning of students. Staff training and CPD has again been designed to upskill teachers within the school to support student learning. The accelerated learning cycle has been modified to focus on retrieval which will aid the progress of all students.

All disadvantaged students have had appropriate equipment provided to support in their learning. Revision guides, stationery and laptops made available. This has continued in the plan for this year, as well as now helping to ensure children have the key resources for art and technology lessons.

As a school we continue to strive to make sure that disadvantaged students have access to school visits and trips. Last year we had 84% of disadvantaged students eligible to attend the end of year reward trips. We are continuing to make sure that disadvantaged students have greater opportunities this year in have access to trips, visits, and guest speakers throughout the academic year. To help raise aspiration there will be a greater focus on higher education. We aim to use The Brilliant Club to help raise aspiration amongst the disadvantage cohort as well as run trips to universities.

Impact of phonics on students in receipt of FSM is high, but there are uncertain findings for the impact on older students. There is now a greater focus on literacy across the curriculum; with an emphasis on reading. We aim to help close the cultural capital gap with introduction of Igen and ID curriculum. Where all children will be read to on weekly basis and key themes will be explored.

There was an increase in the number of disadvantaged students suspended in the academic year compared to 20/21. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This approach will be built upon with the introduction of the behaviour curriculum.

Overall attendance in 2023/23 for our disadvantaged pupils was lower than in the previous 2 years at 88.6%. Comparing this to non- disadvantaged students there is a 4% difference. These gaps are larger than in previous years, which is why attendance will remain a focus of our current plan.

## Further information (optional)

In addition to the strategies above, we will also focus on the following development priorities in 2023/24. Each priority will improve the experiences and outcomes for all students, particularly those identified as disadvantaged.

- Quality assurance, self-evaluation, and action planning
- Meeting individual need (SEN, SEMH, and Inclusion)
- Careers education and post-16 progression
- Teacher development
- Learning and Teaching development- use of ECHO to support retrieval
- Recovery curriculum
- Curriculum planning and delivery
- Assessment, analysis, and intervention
- Engagement and enrichment
- Rewards, recognition, and behaviour
- Student leadership and community engagement