

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Huish Episcopi Academy
Number of pupils in school	1437
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Y7 to Y11
Date this statement was published	May 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Chris Wade - Principal
Pupil premium lead	Richard Vaughan – Vice Principal
Governor / Trustee lead	Stephanie Harris – Vice Chair of the Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year-22/23	£ 252,960 (budgeted)
Pupil premium funding allocation last academic year-21/22	£ 254,064 (received)
Recovery premium funding allocation this academic year	£ 29,580
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	£ 282,540

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all of our students to make good progress and achieve well across the entire curriculum irrespective of need, circumstance or aspiration.

The focus of the pupil premium strategy is to support our disadvantaged students to meet these aspirations, including adding educational value for those who are already making better than expected progress. We seek to understand the challenges, blocks and barriers to learning and progress of each individual in receipt of pupil premium funding and support them accordingly.

We believe that the biggest impact will be made in the classroom and promoting quality first teaching is the key to delivering this plan. However, this approach will benefit all students at the academy and implicit in the intended outcomes is the intention that non-disadvantaged students' progress will be sustained and improved alongside progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- use in-house data to diagnose the current gaps, issues and barriers for learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have access to interventions and enrichment activities and enhance their cultural capital and narrow the attainment gap.

Challenges

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

Challenge number	Detail of challenge													
1	<p>Reading Age and Comprehension</p> <p>Data and early assessments highlight a significant concern related to the number of pupils that have a reading age below their chronological age in year 7. This barrier to learning is significantly higher within the most disadvantaged pupils.</p> <p>A high Literacy rate is a strong predictor of future success.</p>													
2	<p>Attendance</p> <p>The attendance of disadvantaged students during 2021/2022 has fallen behind both the attendance of non-disadvantaged students and attendance nationally.</p> <ul style="list-style-type: none"> • FSM6 attendance: 83.5% • National FSM6 attendance: 85.0% • Non-disadvantaged attendance: 89.5% • National non-disadvantaged attendance: 90.8% 													
3	<p>Academic Progress</p> <p>The progress of KS4 disadvantaged students lags that of their advantaged peers. In 2021 the average A8 gap stood at 1.5 points. In 2019 the P8 gap was -0.6.</p> <table border="1" data-bbox="371 1227 1034 1644"> <thead> <tr> <th colspan="3" data-bbox="371 1227 1034 1279">2021 TAG Data</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 1279 592 1462" rowspan="2">9 to 4 in English</td> <td data-bbox="592 1279 898 1368">Disadvantaged Gap</td> <td data-bbox="898 1279 1034 1368">-19.9%</td> </tr> <tr> <td data-bbox="592 1368 898 1462">FFT Predicted Gap</td> <td data-bbox="898 1368 1034 1462">-7.2%</td> </tr> <tr> <td data-bbox="371 1462 592 1644" rowspan="2">9 to 4 in Mathematics</td> <td data-bbox="592 1462 898 1552">Disadvantaged Gap</td> <td data-bbox="898 1462 1034 1552">-19.8%</td> </tr> <tr> <td data-bbox="592 1552 898 1644">FFT Predicted Gap</td> <td data-bbox="898 1552 1034 1644">-14.3%</td> </tr> </tbody> </table>	2021 TAG Data			9 to 4 in English	Disadvantaged Gap	-19.9%	FFT Predicted Gap	-7.2%	9 to 4 in Mathematics	Disadvantaged Gap	-19.8%	FFT Predicted Gap	-14.3%
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4	<p>Curriculum</p> <p>Disadvantaged students are likely to have a less academic curriculum (EBACC) and not be entered for as many qualifications.</p> <p>In 2020/2021 the average entries per student was 6.7 for disadvantaged students and 8.4 for non-disadvantaged students. 14.7% of disadvantaged students qualified for the EBACC as opposed to 32.0% for non-disadvantaged students. The average point score per EBACC</p>													

	subject was 3.25 for disadvantaged students and 4.60 for non-disadvantaged students.
5	<p>Pupil Well Being / Mental Health</p> <p>Concerns related to pupil wellbeing have increased significantly during the pandemic and as we have returned to full time education. It is also evident from assessments and discussions that many pupils and their families are experiencing mental health issues and cases of anxiety, depression (diagnosed by medical professionals) and low self-esteem are markedly increased. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Staff Development</p> <p>High quality teaching is the most effective method of improving outcomes for all pupils, but especially the most disadvantaged. Through development of the OLEVI Outstanding Teacher and Creative Teacher Programmes, all teachers will have been on at least one programme and will have demonstrated improvements in teaching practice.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading Age and Comprehension	<p>Reduce the gaps in reading ages, especially for the disadvantaged.</p> <p>Fewer disadvantaged pupils have a gap of more than two years between their reading and chronological age.</p> <p>The library will be used by more disadvantaged pupils.</p> <p>Accelerated Reader Reading scheme is fully embedded within the tutor programme and demonstrates how gaps have narrowed.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers recognise improvement through engagement in lessons and book scrutiny.</p>
Attendance	<p>Gaps between disadvantaged and non-disadvantaged are significantly reduced.</p> <p>Attendance is more in line with national averages.</p> <p>The overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p>

Academic Progress	<p>Gaps between disadvantaged and non-disadvantaged are significantly reduced.</p> <p>Outcomes are in line with national averages.</p> <p>The P8 measures between Pupil premium and Non Pupil Premium are closing rapidly year on year. By 2024 P8 for PP will be within 0.5 of Non PP.</p>
Curriculum	<p>By the end of our current plan in 2024/25, 80% or more of disadvantaged pupils enter the English Baccalaureate (EBacc), increasing by 20% per year.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 5 • an EBacc average point score of 4.5
Well-being and Mental Health	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations show improvements in self-esteem, self-confidence and resilience for the disadvantaged.</p> <ul style="list-style-type: none"> • • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Fewer cases of emotional turmoil, anxiety and depression being identified.
Staff development	<p>75% of teaching staff to have completed at least one OLEVI programme by September 2025.</p> <p>Quality assurance processes demonstrate that overall quality of teaching is good with notable improvements in retrieval practice, feedback, questioning and meta-cognition.</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 using the [EEF model of a tiered approach](#).

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44k

Activity	Evidence that supports this approach	Challenge number(s) addressed
OLEVI programmes	EEF research demonstrates that high quality teaching is the most effective way to improve achievement. The OLEVI programmes develop teachers practice and enhances their skills in the classroom. This will lead to improved feedback and meta-cognition .	3, 4.
TLR for PP focus	Allocating a two TLRs for PP oversight (one for Years 6, 7 & 8; and one for Years 9, 10 & 11) will allow a focus on data and research to support classroom teachers.	3, 4.

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

Budgeted cost: £161k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme	EEF evidence suggests that reading comprehension programmes can provide an additional 6 months of improvement over the course of a year.	1, 3, 5.
KS4 small group intervention in Maths and English	Small group work can be a very effective method of making progress. The EEF suggests this can provide 4 months of additional progress across the year.	1, 2, 3, 4.
Pupil Premium Pledge	Providing pupils with the resources they need such as uniform, equipment (including chrome book and internet access), books, revision guides and access to trips removes some of the potential barriers to making progress	2, 3, 4, 5.

	and makes pupils feel cared for and valued.	
Primary Transition	The transition programme, including summer school, builds confidence in year 6s before starting in September and allows us to really understand their needs and concerns. Summer schools can deliver 3 months additional progress over a year.	2, 5.
Online resources	Online resources such as Mathletics, Seneca and GCSE Pod are a good way for pupils to bolster their progress in their own time. GCSE Pod suggests pupils can make 1 grade of progress.	3, 4.
Extra-curricular activities	Physical activity and Arts programmes are among many opportunities on offer and are shown to provide pupils with academic progress.	2, 3, 4, 5.
Esteem team	Behaviour interventions can offer pupils a pathway to achievement through raising self-esteem. It can provide 4 months progress in a year.	2, 5.

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

Budgeted cost: £82k

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Study groups	Allocating some pupils to a study group (where they only take 3 option lessons) has been beneficial in increasing time that can be spent on the lessons they do attend. It can deliver 3 months progress over a year if implemented well.	2, 3, 4.
Mentor support	Using an external mentor has been costly this year for limited return. The research suggests only 2 months of progress over a year . This will be reviewed for next year.	2, 3, 4.
Mental Health worker	Individualised sessions with the mental health worker can be effective in addressing anxiety and other mental health concerns. Research suggests that 1-1 individualised work can lead to up to 5 months progress over a year.	2, 3, 4, 5.
Careers guidance	Careers guidance can help pupils in KS4	

Parental support programmes	After school sessions are arranged and provided via the Primary CLP (Community Learning Partnership) for parents on a range of sessions. EEF research suggests that parental engagement can deliver up to 4 months progress in a year.	3, 5.
School meals	Ensuring that all eligible pupils take up the offer of a free meal is important in ensuring a healthy diet, so that they maintain a healthy lifestyle and do not miss school due to ill health.	2, 3, 5.
Attendance prizes	Absence has a significant detrimental effect on academic performance . Improving attendance for the most disadvantaged is paramount if we are to close the gaps.	2, 3.

Total budgeted cost: £287k

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The outcomes of the TAGs demonstrates that PP students were still behind their peers following the GCSE grades last year. Attendance of PP students (both in school and for online learning during lockdown) was a significant barrier to progress and was difficult to make up.

Data and assessment during the pandemic was not effective so a new method has been introduced in 2021-22, giving access to regular progress data for all pupils, including the most disadvantaged.

There was a lack of clarity on levels of responsibility for PP students so to address this new roles (2 x Associate SLT for PP) will be introduced in September 2022.

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
Mentoring	Incyte

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?	Service pupils were monitored and offered the same levels of intervention as other PP students.
What was the impact of that spending on service pupil premium eligible pupils?	A8 6.15 / P8 -0.11 versus non-service pupils A8 5.05 / P8 -0.39 Therefore, it can be seen that service pupils performed strongly compared to their non-service peers.

Further information (optional)

Our pupil premium strategy follows the EEF template of a tiered approach:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

These are referred to in the sections above.