

# Pupil premium strategy statement – Sir John Hunt CSC

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	Sir John Hunt CSC
Number of pupils in school	807
Proportion (%) of pupil premium eligible pupils	43.99%
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	
Date on which it will be reviewed	
Statement authorised by	Julie Bevan
Pupil premium lead	Julie Bevan
Governor / Trustee lead	Cathy Jane

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326,025
Recovery premium funding allocation this academic year	£82,800
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	£410,325

# Part A: Pupil premium strategy plan

## Statement of intent

### Outcomes

The Governors have apportioned the funding to Curriculum Support and to the Personal Development and Support of individual students and their parent/carers. This will build on existing provision as well as providing new provision.

### Direct Curriculum Support

Actions focused on learning in the curriculum include:

- Small group teaching and intervention.
- Smaller class sizes.
- Focus on literacy and Oracy particularly in Years 7 & 8.
- Reading is prioritised to ensure students are fluent and are on or above age expected levels for Yrs. 11 – 13.
- Working towards 100% independent homework completion through the provision and monitoring of online learning platforms for core subjects across KS 3&4. Fully staffed study support sessions available to all students from 3 – 4 pm.
- Alternative Learning Pathways focus on Years 10 & 11 including off-site provision.
- Period 7 Learning for Year 11.
- Year 11 Champions Hour staffed from 4 – 5 pm with a focus on independent revision and study skills.

### Personal Development

Activities to engage students to enable them to take responsibility, play an active role within the community and to widen their horizons and to experience to develop their Character. This includes:

- An Alternative Curriculum pathway.
- Intervention at KS3.
- Intervention at KS4.
- Before & After School Learning Club.
- Specific budget allocations to support Character Education and Enrichment offer.

### Pastoral Support

The college has invested in a well-resourced pastoral team to support our students with the non-educational issues that they have in their young lives. This team has a real focus on ensuring good attendance, dealing with issues that prevent barriers to learning by working with individual students and families and providing a range of support including:

- External Counsellors & Educational Psychologists
- Health workers, including locality team working
- Dedicated EWO employed in-house
- Review and restructure of Pastoral/SEND support to introduced a triage system

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the school, in particular in reading, writing and mathematical knowledge. The KS2 average PP gap over last 5 years is -2.59 (PP 100.24 Non-PP 102.83).
2	Yr. 7 PP students starting points from baseline data shows gaps in learning and subject knowledge
3	Higher proportion of boys (55%) compared to girls, boys writing historically has been an area for improvement for all our feeder primaries
4	Significant number of PP students present with emotional and social difficulties. Attendance is below national and is an area of key focus to improve.
5	PP students in particular lack resilience and will often give up at the first step if they perceive that they have "failed".
6	Lack of aspiration to achieve potential, especially in yr 11 when they will "accept a grade 4" if they pursue a vocational pathway
7	PP pulls outcomes at KS4 to be in-line or above national data.

### Challenge 1 details

Average of English and Maths

\*Cohort 2026 and 2025 data taken from CAT's as no KS2 tests took place.

Cohort	Average KS2 PP	Average KS2 Non-PP	Difference
2028	100.20	102.30	-2.10
2027	99.54	103.03	-3.49
2026*	99.15	101.60	-2.45
2025*	99.30	101.58	-2.28
2024	103.61	103.95	-0.34
<b>Average (approx.)</b>	<b>100.36</b>	<b>102.49</b>	<b>-2.13</b>

## 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>High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils</p>	<p>PP pupils in KS3 make equal progress in English compared to non-PP students.            Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for this.            Review impact of the curriculum changes to English following NLE action plan            Development of the use of NGRT data to identify the correct interventions required for all students.            Ambitious English curriculum developed alongside GLT.            Full Literacy &amp; Oracy review undertaken by GLT to inform whole school practice based on EEF pillars, resulting in dedicated pathways for poor readers and the introduction of direct instruction, phonics and handwriting interventions.            Whole school reading strategy embedded, 30 minutes dedicated daily reading time.</p>
<p>High levels of progress in mathematical knowledge for all pupils eligible for PP and equality of progress for all pupils</p>	<p>PP pupils in KS3 make equal progress in Maths compared to non-PP students.            Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this.            Use baseline data to identify and address gaps            Review impact of the curriculum changes to Maths following subject review            Adopt Sparx online learning platform for all Maths Key Stages.            Compulsory homework for all students with additional support via staffed homework clubs.            Targeted Direct Instruction for lower attaining students.</p>
<p>A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that ensures they have knowledge, skills and attributes that support future learning and employment.</p>	<p>Zero NEET target for end of KS4.            Low absence rates for PP students further supported by the in-house EWO role.            Equal participation for OSHL and enrichment.            Develop further the Character Quality award achieved in 2023.            Introduction of the Behaviour Curriculum to support students Character development.            Introduction of dedicated Personal Development lesson for all students.            Introduction of IT lessons for Yrs. 7 – 10 to support IT literacy.</p>

	<p>Ambitious curriculum offer resourced and introduced following the outcome of curriculum audit against student needs that fulfils the National Curriculum.</p> <p>Development of Careers coordinator to raise students' ambition to promote college values.</p> <p>Implement a year 10 employability programme with priority targeting PP students to ensure a high quality work placement.</p>
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## 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: £ 165,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes across all core subjects</p> <p>Recruited Teach First teachers in English</p> <p>Provide extended school day for years 11 – 13 from 15.00 – 16.00</p> <p>Fully staffed support sessions 3-4pm for years 7 – 13</p>	<p>Education Endowment Foundation Toolkit suggests +3 months progress.</p> <p>Smaller class sizes allow more intervention and modified teaching strategies to be in place</p>	1,2 & 6
<p>Improve outcomes in English:</p> <p>Evaluate impact of GLT English review</p> <p>Baseline data to identify starting points for Yr. 7 via NGRT to ensure appropriate interventions are in place</p>	<p>Education Endowment Foundation Toolkit suggests +6 months progress.</p> <p>Opportunity to better identify gaps in language, reading and writing to ensure students are secure.</p> <p>Full review of reading and the 7 key areas across the school.</p>	1, 2, & 6

<p>Embedded tutor reading programme for years 7-10 &amp; 13</p> <p>Introduction of Sparx Reader to support students independent reading</p> <p>Use of NGRT data for years 7 – 10 to identify students for interventions.</p> <p>Appointment of English Specialist to lead Literacy &amp; Oracy across the college.</p> <p>Embed Direct Instruction programme to targeted students in KS3 in Maths and English</p>	<p>Leaders to identify where to focus core priorities as a result of data and case studies.</p> <p>Subject leads to plan the most effective teaching of reading across the curriculum with a focus on activating key vocabulary.</p> <p>Target of all students to be at least chronological reading age</p> <p>Introduction of “Turn &amp; Talk” as a strategy to support Oracy in the classroom</p>	
<p>Smaller class sizes for lower ability students in Maths &amp; English to help provide a structured curriculum offer tailored to their needs.</p>	<p>Education Endowment Foundation Toolkit suggests +6 months progress for reading and comprehension strategies, +4 months for phonics intervention and + 4 months for small group tuition.</p> <p>Direct instruction for targeted students in both Maths &amp; English.</p>	2, 4 & 6
<p>Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”</p> <p>Weekly CPD sessions to focus on Principles or Teaching</p>	<p>Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. EEF Guide to PP 2018/19.</p> <p>Teachers use Principles of Teaching and have regular DDI’s to support their development.</p>	2, 5, 6

	<p>Dedicated more CPD time to support curriculum development and Pedagogy.</p> <p>Introduction of Middle and Senior leaders learning walks to ensure Consistency, Predictability and Reliability evidenced by 2020 Emotional Intelligence national guidelines.</p>	
<p>Direct Instruction delivered by dedicated Higher Level Teaching Assistants. Specialist teachers to deliver Maths and English DI.</p>	<p>Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 63,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision to support students in after school learning opportunities via the Learning clubs for KS4 &amp; Homework Club for KS3.</p> <p>Introduction of Champions hour 4 – 5 p.m. for students to have a quiet, safe place to work.</p>	<p>Increased attendance to homework support and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support.</p> <p>Good attendance to Champions hours and all Yr 11 – 13 attend period 7 sessions as part of college day.</p>	<p>4, 5, 6, 7</p>
<p>To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence.</p>	<p>Health Survey 2021 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>Working with Whitleigh Big Local to clearly identify needs (Big Local analysis 2018).</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Embed the Summit Centre to support the most vulnerable students to avoid permanent exclusion</p> <p>Dedicated School based EWO &amp; Attendance Officer to provide a daily support mechanism to reduce student absences, specifically targeting PA's</p> <p>Alternative provision in place to support vulnerable students to engage with their learning using findings from "We are included" project.</p>	<p>Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (Health report 18/19)</p> <p>Appointed lead MH coordinator for the school</p> <p>Targeting disengaged PP/SEN students to re-engage including target family support work</p>	
<p>KS3 &amp; 4 Interventions</p>	<p>Specific curriculum-based platforms to support learning including Sparx (Core), GCSE Pod &amp; Seneca support students out of school hours learning.</p> <p>Revision guides purchased for all students in year 11</p>	<p>6, 7</p>

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

Budgeted cost: £ 201,306

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Careers Support</p> <p>Careers fayre to raise aspirations</p> <p>HE visits to support ambition</p>	<p>Fulfilling GATSBY benchmarks, achieving 5 from 8</p> <p>Working with Teach First - careers leader programme</p> <p>Careers HUB partnership as part of LEP board</p>	<p>3, 5, 6</p>



<p>Improving links with local businesses to provide high quality work placements for Yr 10</p>	<p>Low NEET Figures for school against locality baseline</p> <p>Increased number of PP students accessing level 3 provision</p> <p>Unifrog provided to all students</p>	
<p>Provision of Pastoral Team</p> <p>Restructure of Pastoral Support team to upskill Inclusion Leads.</p> <p>Increase in number of Pastoral Leaders to one per year group with allocated inclusion support off timetable.</p>	<p>Established a triage system to support the most vulnerable and reduce number of suspensions using a graduated response approach.</p> <p>All staff have received MH training to support a trauma informed approach to supporting childhood ACE's.</p> <p>Trained staff to deliver "Decider Training" including whole staff CPD.</p> <p>Specialist SEN leads for key areas of SEN need.</p> <p>Engagement with MAST/EP to identify and support the most vulnerable students, especially post-covid where there has been an increase in need.</p>	<p>4, 5, 6, 7</p>
<p>Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing</p>	<p>Health Survey 2021 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>26+weeks waiting list to support vulnerable learners</p> <p>High proportion of Young Carers supported by specific after school activities</p> <p>Emotional health &amp; wellbeing issues have a detrimental effect on attendance.</p>	<p>4, 5, 6 &amp; 7</p>

<p>OSHL support including Enrichment &amp; Character Education</p> <p>Catering provision costs offset by PP contribution to ensure affordable for all students</p> <p>Curriculum field trips are fully funded to ensure full participation and barriers are removed</p>	<p>Many students' do not have the opportunity to develop their cultural capital outside of college life.</p> <p>Values Week is a vehicle to provide opportunities to all students to enrich their experiences</p> <p>Maximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students (e.g. Rebel 1851)</p> <p>Key role in supporting attainment challenge and health and wellbeing of students Jan 2019.</p> <p>Appointed an Enrichment and a Character Education lead to support this key area.</p> <p>Achieved the Character kitemark, now working to fully embed</p>	<p>4, 6 &amp; 7</p>
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**Total budgeted cost: £ 430,424**

## 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.

#### Outcomes 2022 vs 2023

	2022			2023			Change
	PP	Non-PP	Gap	PP	Non-PP	Gap	Change
Attainment 8	41.93	43.66	-1.73	34.79	42.84	-8.05	-6.32
English/Maths 9-4	66.2%	65.6%	0.6%	39.2%	52.5%	-13.3%	-13.9%

### 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
Big Local Engagement	Whitleigh Big Local
With Flying Colours	Theatre Royal/Arts Council
AP Provision	Plymouth Argyle/City College/Poles Apart
Careers Development	UniFrog
Food Equality Project	Plymouth University
Are We Included?	Marjon University
Dive Project	Cornwall Dive Project
Pathfinder Project	Dartmoor Zoo