



Pupil Premium Strategy Statement Review Document: Academic Year 2023-24

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 and how we intend to spend the funding in this academic year

School overview

Detail	Data
School name	Hyde High School
Number of pupils in school	1179
Proportion (%) of pupil premium eligible pupils	42.86%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rorick Houghton, Headteacher
Pupil premium lead	Lesley Mallon, Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£503,163.00
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	£503,163.00

Part A: Pupil premium strategy plan

Statement of intent

At Hyde High School, we believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PP use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Using evidence-based research to inform practice and our local knowledge, we respond to the common challenges and individual needs. Our aim is to eliminate the impact that relative and absolute poverty many of our students face could have on their educational and social mobility.

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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for 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:

- deliver the highest quality teaching
- ensure disadvantaged pupils are challenged in the work that they receive
- ensure evidence informed practice informs our strategy and interventions
- act early to intervene at the point need is identified
- set the highest expectations for all learners, focusing particularly on raising pupils' outcomes and raising the expectations of what our disadvantaged pupils can achieve
- adopt a whole school approach in which all staff take responsibility for literacy development
- remember the importance of physical and emotional well-being including providing experiences beyond the classroom
- focus on improving the outcomes of disadvantaged pupils alongside sustaining and improving progress for their peers

Challenges

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

Challenge number	Detail of challenge
1	Closing the gap for students with lower than national prior attainment on entry
2	Low reading ages, literacy and numeracy on entrance to KS3
3	A vocabulary gap that inhibits learning and progress
4	An increase in mental health and well-being issues and concerns
5	Attendance rates that are not yet at the national average
6	Low aspirations for some students and their families
7	Reduced exposure to wider cultural capital experiences
8	Difficulties in forming and maintaining positive and respectful relationships.

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.

Challenge number	Intended outcome	Success criteria
1	Increased attainment for disadvantaged pupils	P8 data evidences a narrowing of the gap between PP students and their NPP peers.
2	Improving literacy in all subject areas in line with the recommendations in the 'EEF Improving Literacy in Secondary Schools' guidance	Data evidences increases in reading and spelling ages for those identified pupils.
3	Confident teaching of oracy across the curriculum which narrows the vocabulary gap over time	Deep dive and lesson visit data shows pupils confidently use tier 2 and 3 vocabulary in written and spoken work.
4	To achieve and sustain improved wellbeing for all our pupils ensuring that they have access to social, emotional, mental health and wellbeing support.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - Data provided by the learning mentor team - An increase in participation in enrichment activities, particularly among disadvantaged pupils. - Identified pupils are provided with learning mentor appointments to sustain high levels of wellbeing.

5	To achieve and sustain improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils.	Attendance at least at the national average with no gap between the disadvantaged pupils and their non-disadvantaged peers.
6	To ensure that all pupils receive the Gatsby Benchmark Entitlement which will enable them to make informed decisions on post 16 progression.	NEET to remain below regional and national average figures.
7	To ensure that all pupils have access to wider curriculum opportunities.	Increased engagement and participation in extracurricular music lessons; participation in food technology practical sessions; participation in educational trips.
8	Reduction in negative behaviour and an increase in positive behaviour, punctuality and attendance. Where pupils face challenges with this, ensure that pupils have access to personal development intervention, if required.	Decrease in on-calls and suspensions of identified pupils. Positive balance of behaviour and positive points Improvement in respect grades shown in school tracking system Improvement in school punctuality

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: £ 205,540

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Retention: Employment of three core teachers and qualified supply.	EEF Guide to PP: Page 8: “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	1	Three teacher salaries and qualified supply: £190,692
Action Research Groups: Employment of 6 ARG leads with the focus on improving classroom teaching and assessment	As above – plus: MELC – Andy Tharby Teaching WALKTHRU’s – Tom Sherrington & Oliver Caviglioli# These two texts underpin the ARG training and development within school.	1	Percentage of TLR payment £5,000

INSET training on Oracy	<p>EEF - Oral language interventions</p> <p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p>“the targeted use of approaches may support some disadvantaged pupils to catch up with peers”</p>	3	Printing and resources: £50
Development of structured oracy activities in lessons	<p>EEF – Improving Literacy in Secondary Schools</p> <p>Provide targeted vocabulary instruction in every subject</p>	3	
Planning and monitoring of effective PD curriculum - Employment of AHT responsible for PD.	<p>“Effective schools teach good behaviour, they do not merely prohibit misbehaviour”</p> <p>DfE Behaviour in Schools Guidance - Tom Bennet OBE Nov 23</p>	8	Percentage of salary: £9,800
INSET training on behaviour and whole school consistent approach	<p>EEF Managing Behaviour in School</p> <p>Recommendation 4 - Use simple approaches as part of your regular routine;</p> <p>“greeting each student positively at the door;</p> <ul style="list-style-type: none"> • giving specific behaviour-related praise throughout the lesson; • using simple approaches to improve teacher–student relationships (see Recommendation 2); and • using checklists to ensure behaviour policies and procedures are embedded with rigour.” 	8	

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

Budgeted cost: £ 172,082

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
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Employment of subject specific HLTA (English) and HLTA (Science) and UQT (maths - Apr-Aug).	EEF Guide to PP Page 8: “Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	1	HLTA Salaries: £55,121 & £17,516
Year 7 Catch Up: Project Group Employment of a primary specialist to facilitate the teaching of the Y7 Project group	EEF Improving Literacy in Secondary Schools Recommendation 7: Provide high quality literacy interventions for struggling pupils	2	Percentage of salary: £43,608
IDL Literacy intervention & IDL numeracy intervention	EEF Improving Literacy in Secondary Schools Recommendation 7: Provide high quality literacy interventions for struggling pupils	2	HLTA percentage of salary: £16,245 IDL literacy package: £199 IDL numeracy package: £399
Targeted Inclusion Interventions: Employment of TAs –including EAL - to enable additional targeted interventions	EEF Guide to PP: page 8: “Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	2	TA percentage of salaries: £38,994

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

Budgeted cost: £125,539

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Costs
Ongoing monitoring and deployment of digital devices to ensure pupils have access to technology, devices and online educational materials to enable effective home study.	<p>EEF report – ‘Using Digital Technology to Improve Learning’ (published 2019)</p> <p>Using Digital Technology to Improve Learning</p>	1	£0
Ensure that pupils have access to social, emotional, mental health and wellbeing support. Employment of a senior learning mentor and a learning mentor.	<p>EEF – SEL (social, emotional learning), wellbeing and mental health: (EEF website: support-for-schools/school-improvement-planning/3-wider-strategies)</p>	4 & 8	Percentage senior learning mentor salary: £17,842
Ensure that pupils have access to social, emotional, mental health and wellbeing support. Employment of additional pastoral support.	<p>EEF – SEL (social, emotional learning), wellbeing and mental health: (EEF website: support-for-schools/school-improvement-planning/3-wider-strategies)</p>	4 & 8	Percentage of pastoral support salary: £14,300
To achieve and sustain improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils. Employment of a senior attendance officer.	<p>DfE report – ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ (published 2015)</p> <p>Durrington Research School article: An evidence informed approach to... Durrington Research School (published 2018)</p>	5 & 8	Percentage of senior attendance officer salary: £8,980
To ensure that all students receive the Gatsby Benchmark Entitlement which will enable them to make informed decisions on post 16 progression. Employment of a school dedicated careers officer	<p>“A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.”</p> <p>Gatsby Benchmark 3: Addressing the Needs of Each Pupil</p> <p>Gatsby Benchmark</p>	6	Percentage of career officer salary: £10,665
Retention:	Parental engagement EEF	6	Percentage of salary: £4,700

Employment of AHT responsible for parental engagement			
Education Psychologist	Historic school-based evidence	4	£7,500
External Counselling Service	Historic school-based evidence	4	£10,000
Education Welfare Officer	Historic school-based attendance data and evidence	5	£1,200
Educational Trips	<p>“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. Disadvantaged 11-year-olds will have done many fewer of the activities than their better-off peers – and that is the way it will remain for these young people unless schools make additional opportunities available to them, either through extra-curricular activities or through focused financially-supported visits.”</p> <p><u>Sir John Dunford TES Jan 2016 (Former headteacher, general secretary of the Association of School and College Leaders and PP champion from September 2013 to 2015.)</u></p> <p>Article Link</p>	7	£10,000
Breakfast club		4	£5,000
Music Lessons		7	£8,500
Uniform grant		4	£20,000
Teaching Materials (including internal bid system)		7 & 8	£6,852 (minus IDL & printing costs identified above)

Total budgeted cost: £503,163

Part B: Review of outcomes in the 2023-2024 academic year Attainment

Please find the figures below, which have been taken from SMID:

	PP (90)	NPP (146)
Whole cohort	-0.85	-0.22
Female	-0.95 (42)	-0.06 (70)
Male	-0.72 (48)	-0.36 (76)
English Element	-1.16	-0.588
Maths	-0.778	-0.342
Maths 4+	53.33%	66.9%
Maths 5+	23.33%	42.07%
English 4+	50.58%	73.61%
English 5+	33.33%	47.92%
English & Maths 4+	48.89%	63.01%
English & Maths 5+	17.78%	35.62%
Ebacc 4+	7.78%	15.75%
Ebacc 5+	3.33%	8.22%
5+ Grade 4 inc. Eng & Maths	46.67%	58.22%
5+ Grade 5 inc. Eng & Maths	17.78%	34.25%

Assessment of the reasons for these outcomes

The attainment of pupil premium pupils is below that of their peers and will continue to be a focus. They performed poorly in comparison to their counterparts and, despite interventions in place, their attainment was disappointing. Of the pupil premium students only 29.41% of PP students made a positive contribution to P8. There were also a minority of students who performed far below that of their other PP peers and this has negatively impacted overall pupil premium performance. Six students had a P8 figure of below -3 and the average attendance of these students was 40%, including one student with an attendance of 8%. There is also a significant difference in the performance of boys and girls, with PP boys performing far worse than girls.

Literacy Levels

Tameside - as a local authority - is currently involved in a two year Literacy project with the charity 'Right to Succeed'. This has enabled an extensive focus on the testing of reading through the NGRT testing.

Previously, the purchase of the GL Exact reading test programme had made the testing of reading and identification of areas of concern as well as possible access arrangement requirements, far more streamlined. The use of the NGRT test system has enabled identification of possible reading pathways for individual students to support reading progression.

After a number of years fluctuating between reading tests, this has enabled a far more streamlined way of measuring the progress of reading initiatives in school.

Current assessment:

- GL Exact was purchased in 2022 after a few years of using different reading assessments. This has made the assessment of reading and the identification of areas of concern more streamlined. In addition it highlights possible access arrangements for the GCSE examinations.
- NGRT reading assessments are also being used to assess reading as part of the Tameside Right to Succeed program.

Current Data

Class of 2025	GLexact tested end of Y9 - No comparison data
Class of 2026	GLexact tested end of Y9 - No comparison data
Class of 2027	GLexact tested end of Y6, Y7
Class of 2028	GLexact tested end of Y6, NGRT tested start Y7 (RtS) NGRT tested end of Y7 (RtS)
Class of 2029	NGRT tested end of Y6

Data comparison

	Standard Age Score					
	Class of 2027		Class of 2028		Class of 2029	
	Y6	Y7	Y6	Y7	Y6	Y7
National	100	100	100	100	100	100
PP	95.96	96.93	96.6	98.7		-
	+0.97		+2.1			

The 2 sets of data which allow us to make a comparison both show an increase in the SAS compared to the starting point. It is still below the National Average however more progress was made with the class of 2028 this showing the positive impact of school wise interventions.

As part of the Right to Succeed program we invested in Lexia. 36 pupils were selected from the lowest stanines. Of these 36, 50% (18 pupils were PP)

- 3 out of the 18 pupils made much higher than expected progress
- 2 out of the 18 pupils made higher than expected progress
- 7 out of the 18 pupils made expected progress
- 3 out of the 18 pupils made lower than expected progress
- 3 out of the 18 pupils had no comparison data (all were absent when tested for the 2nd time)
- 1 out of the 18 pupils is a school leaver

The data clearly shows the positive impact of the Lexia initiative on pupils. Of those pupils who were lower than expected the SAS differences were -1, -2 and -3 showing only a small margin before achieving expected progress

As standardised scores have been used, to see an improvement in both categories, however small, is very pleasing and might go to show the impact reading interventions have had. However, it is clear that reading and literacy levels need to continue to be a focus as the reading comprehension level of this year group is still below the national average.

The use of NGRT, along with an internal triage system, was also used to identify pupils who needed additional phonics support. Pupil premium funding has enabled 1:1 interventions for identified pupils using the Read Write Inc Fresh Start phonics programme. This will continue to be a focus for the next academic year as we continue to find students on entry requiring additional phonic intervention.

Vocabulary Teaching

The teaching of tier 2 and tier 3 vocabulary remained a focus throughout the curriculum and lesson visits and deep dives evidenced that vocabulary teaching was a strength across all subject areas where the teaching of tier 2 and 3 vocabulary is embedded into schemes of work with explicit teaching of vocabulary in the majority of lessons seen. In line with the recommendations in the 'EEF Improving Literacy in Secondary Schools' guidance, CPD has been delivered in terms of the teaching of vocabulary, the development of planned oracy activities in lessons and on the readability of texts.

Student wellbeing

Student wellbeing and mental health continues to be a focus post pandemic and students facing disadvantage are more heavily affected by this, as shown by the data below. Pupil premium funding has increased capacity within the learning mentor team, meaning more students can access wellbeing support and these students can be triaged and referred more swiftly for further help such as support from the mental health practitioners.

	PP	NPP	TOTAL
School Counsellors	25 (62.5%)	15 (37.5%)	40
Mental Health Practitioners	8 (53.3%)	7 (46.7%)	15
Health Mentor	9 (56.25%)	7 (43.75%)	16
1:1 (Senior Learning	19	16	35

Mentor)	(54.3%)	(45.7%)	
1:1 (Learning Mentor)	14 (36.8%)	24 (63.2%)	38
Total	75 (52.1%)	69 (47.9%)	144
Drop Ins	The learning mentors in school also deal with around 15 drop ins a week. No data is collected for these students.		

Attendance

	National Sep 2023-July 2024	School Sep 2023-July 2024	School (Previous Year) Sep 2022-July 2023
Whole School		90.65%	91.64%
Whole School NPP	(all 91%) non PP not published	93.3%	93.77%
Whole School PP	85.4%	87.37%	88.95%
Gap PP vNPP		5.93%	4.82%

Attendance across the school fell over the course of the last academic year and the gap between PP and NPP widened by 1.11%. However, the whole school PP attendance was higher than the national average by almost 2%, which is pleasing. Despite this, the attendance of these students is still below the expected level and will therefore remain a focus for the attendance team, especially considering the impact this has clearly had on outcomes.

Of the students identified in the outcomes section earlier, a number of strategies were used to help support attendance to school including referrals to Early Help, alternative provision with Works4U, LA prosecution, referrals to outside mental health agencies including CAMHS. Pupil premium funding contributes towards the work of the attendance team who use a number of strategies to promote good attendance; the team have an open door policy and build positive relationships with students in order to encourage students into school. However where attendance becomes a concern the team conduct regular meetings with the student and their family, conduct home visits, keep in regular contact with home, fixed penalty notices and prosecutions.

Careers

All year 11 students were provided with initial careers interviews from the designated careers advisor, including those that required a home visit. Looked After Children were prioritised for external support via Positive Steps who provided careers information, advice and guidance to help pupils make well informed and realistic decisions about their future pathways. As part of the personal development program all students have dedicated careers lessons which include key GB components including labour market

information, apprenticeships, mock interviews, and workplace experiences. At KS3, careers is delivered through form time once per week in the Autumn term. Supporting the careers programme are bespoke events such as industry days, and university and college visits.

According to the Tameside Moving On School Report (see below), NEET figures for 2024 leavers currently stand at 0.85% which equates to two students out of a cohort of 236. The report shows the post 16 destinations of the 2024 cohort.

	2024		
	Number	Percentage	
Further Education College	127	53.8%	Number & Percentage in Learning 234 99.2%
School Sixth Form	1	0.4%	
Sixth Form College	101	42.8%	
Re-Engagement	1	0.4%	
Training - Non Employed	2	0.8%	
Employed - Apprenticeship	1	0.4%	
Employed - with NVQ or locally recognised training	1	0.4%	
Employed - no recognised training	0	0.0%	Number & Percentage of NEET 2 0.85%
NEET - Available	0	0.0%	
NEET - Awaiting Start Date	0	0.0%	
NEET - Declined Support	0	0.0%	
NEET - Illness	0	0.0%	
NEET - Not available	2	0.8%	
Unable to Contact	0	0.0%	
Refused to Disclose Activity	0	0.0%	
Total	236	100.0%	

Extra Curricular

We recognise that some pupils have a narrow experience outside of school and aim to ensure that we provide them with a wider curriculum and additional opportunities to enable them to make the most of their educational opportunities. We have offered an enormous range of extra-curricular activities during this academic year. These include additional music lessons, sport, residential visits, art club and computing club. The extra curricular register shows that, of the total number of students attending sessions in 2022-23, 39.5% were pupil premium students. In the 2023-24 academic year, this figure was 38.3% This is a slight decrease of 1.2% on the previous academic year.

In addition to this, pupil premium funding is used to provide extra curricular music lessons. These lessons include piano, guitar, drum, string, brass, woodwind and singing lessons. During this academic year pupil premium has funded 25 pupil's music lessons - that is 57% of pupils participating at KS3. In addition to this, 50 students at KS4 receive music lessons as part of their GCSE course.