



## Pupil Premium Strategy Statement 2024-25

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	1152
Proportion (%) of pupil premium eligible pupils	42.80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Georgina Arnold, Headteacher
Pupil premium lead	Lesley Mallon, Assistant Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£504,155.00
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	£504,155.00

## 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:

- act early to diagnose pupils' needs
- intervene at the point need is identified
- ensure evidence informed practice informs our strategy and interventions
- deliver the highest quality first teaching
- ensure disadvantaged pupils are challenged in the work that they receive
- 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	<p>Students with lower than national prior attainment on entry.</p> <p>SATs data on entry to year 7 show that our pupil premium students have lower literacy levels than non-pupil premium students. In terms of the SATS reading scaled scores, there is a difference of 1.2 scaled points between pupil premium and non-pupil premium students. NPP students have an average of 105 whereas PP students have an average of 103.8 in terms of scaled scores.</p>
2	<p>Low reading ages, literacy and numeracy on entrance to KS3.</p> <p>NGRT testing on entry indicates that students have some phonic gaps, and are weakest in word reading, comprehension and fluency. There are 33 students in the current Year 7 cohort in stanine 1 and 2 with SAS of 81 and below.</p> <p>In terms of the KS2 scaled score averages, PP students have an average score of 103.3 compared to the NPP students who have an average of 104.8. This is a gap of 1.4 scaled points.</p>
3	<p>An increase in mental health and well-being issues and concerns.</p> <p>Our assessments (including pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain high. 144 students (52%) currently require additional support with social and emotional needs – with a further 33 students on the counsellor waiting list.</p>
4	<p>Attendance rates that are not yet at the national average.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4-6% lower than for non-disadvantaged pupils.</p> <p>Our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Reduced exposure to wider cultural capital experiences.</p>
6	<p>Difficulties in forming and maintaining positive and respectful relationships.</p>
7	<p>Low aspirations for some students and their families.</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.

Challenge number	Intended outcome	Success criteria
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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.	NGRT data evidences increases in SAS in reading for those identified pupils across the 2024-25 academic year.
3	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"> <li>- Data provided by the learning mentor team.</li> <li>- An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>- Identified pupils are provided with learning mentor appointments to sustain high levels of wellbeing.</li> </ul>
4	To achieve and sustain improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils.	Sustained attendance at least at the national average for the 2024-25 academic year with the gap between the disadvantaged pupils and their non-disadvantaged peers narrowing.
5	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.
6	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.
7	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.

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 208,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention:</p> <p>Employment of three core teachers (UPS3 science teacher; maths M4/5 plus TLR2c (maths intervention strategies) U1/2 plus TLR3b x 2 (literacy intervention strategies)</p>	<p><u>EEF Guide to Pupil Premium page 8:</u></p> <p>“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.”</p> <p><a href="#">EEF Guide to Pupil Premium</a></p>	1
<p>Improving Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will run professional development and instructional coaching focussed on disciplinary literacy. This will be part of the TRET ‘Power of Language strategy’.</p>	<p>Acquiring disciplinary Literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English:</p> <p><a href="#">Improving Literacy in Secondary School</a></p> <p>Teaching staff CPD with follow up action research sessions at key points across the academic year. This is based on the ‘Right to Succeed’ Tameside programme.</p>	1, 2
<p>Ensuring all teachers are delivering high quality lessons regardless of the prior ability of each child. Curriculum Leaders will follow a rigorous Deep Dive cycle to ensure all students, especially disadvantaged students, receive a high-quality curriculum.</p>	<p>Regular analysis and monitoring and checking of the lessons delivered by their teams will ensure that all students, and especially disadvantaged students will receive high quality teaching and learning.</p>	1
<p>Planning and monitoring of effective PD curriculum - Employment of AHT responsible for PD.</p>	<p><a href="https://behaviour-in-schools.orcula.co.uk/webinar-1">https://behaviour-in-schools.orcula.co.uk/webinar-1</a></p> <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>	6
<p>INSET training on behaviour and whole</p>	<p>EEF Managing Behaviour in Schools</p>	6

school consistent approach.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> Recommendation 4 - Use simple approaches as part of your regular routine; “greeting each student positively at the door; <ul style="list-style-type: none"> <li>• giving specific behaviour-related praise throughout the lesson;</li> <li>• using simple approaches to improve teacher–student relationships (see Recommendation 2); and</li> <li>• using checklists to ensure behaviour policies and procedures are embedded with rigour.”</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 169,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of subject specific HLTA (English) and HLTA (Science).	<u>EEF Guide to Pupil Premium page 8:</u> “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.”  <a href="#">EEF Guide to PP</a>	1
Planning and monitoring of academic curriculum interventions. Employment of AHT i/c interventions.	<a href="#">EEF Targeted Intervention Research</a> Interventions targeted at GCSE students who are not achieving target grades. These include maths and English form groups for extra delivery of lessons. Targeted students receiving additional intervention.	1
Year 7 Catch Up: Employment of a primary specialist to facilitate intervention with targeted Y7 students.	<u>EEF – Improving Literacy in Secondary Schools – recommendation 7:</u>  Provide high quality literacy interventions for struggling pupils  <a href="#">Improving Literacy in Secondary Schools</a>	2

Lexia Literacy intervention	<p><u><a href="#">EEF - Improving Literacy in Secondary Schools recommendation 7:</a></u></p> <p>Provide high quality literacy interventions for struggling pupils.</p> <p>Purchase of Lexia licenses.</p> <p><u><a href="#">Improving Literacy in Secondary Schools</a></u></p>	2
Targeted Inclusion Interventions: Employment of TAs – including EAL - to enable additional targeted interventions	<p><u><a href="#">EEF Guide to Pupil Premium page 8:</a></u></p> <p>“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.”</p> <p><u><a href="#">EEF Guide to PP</a></u></p>	2

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

Budgeted cost: £126,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring 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:</p> <p><u><a href="#">EEF Wider Strategies</a></u></p>	3
Ensuring 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:</p> <p><u><a href="#">EEF Wider Strategies</a></u></p>	3
Achieving and sustaining improved attendance rates for all our pupils, including disadvantaged and vulnerable pupils. Employment of a senior attendance officer.	<p>DfE report –</p> <p><u><a href="#">Supporting the attainment of disadvantaged pupils brief.pdf</a></u></p> <p><u><a href="#">working-together-to-improve-school-attendance</a></u></p>	4

Ensuring 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	“A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.”  <a href="#">Gatsby Benchmark 3</a>	7
Retention: Employment of AHT responsible for parental engagement	<a href="#">EEF Teacher Toolkit: Parental Engagement</a>	7
Education Psychologist	Historic school-based evidence	3
External Counselling Service	Historic school-based evidence	3
Education Welfare Officer	Historic school-based attendance data and evidence	4
Educational Trips	“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.”  <u>Sir John Dunford TES Jan 2016</u> <u>(Former headteacher, general secretary of the Association of School and College Leaders and PP champion from September 2013 to 2015.)</u>  <a href="#">Sir John Dunford TES Article</a>	5
Breakfast club		4
Music Lessons		5
Uniform grant		4

**Total budgeted cost: £504,155**