

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	Hornchurch High School
Number of pupils in school	789
Proportion (%) of pupil premium eligible pupils	33.7% (266)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three Years (2021/22 – 2024/25)
Date this statement was published	February 2022
Date on which it will be reviewed	May 2022
Statement authorised by	Val Masson, Headteacher
Pupil premium lead	Stuart McConnell, Deputy Headteacher
Governor / Trustee lead	Rohan Alexander, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,155
Recovery premium funding allocation this academic year	£34,945
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	£265,100

Part A: Pupil premium strategy plan

Statement of intent

At Hornchurch High School we want all of our students to aspire to achieve their potential, irrespective of their demographic context. This should partly be reflected in the academic progress that students make and in the GCSE grades with which they continue to post-16 study or employment. It should also be reflected in an equivalence between disadvantaged and non-disadvantaged students with regard to data on attendance, rewards, behaviour, participation in extra-curricular activities, aspirations and general student wellbeing. We classify disadvantaged students as those eligible for the pupil premium.

Our strategy is directed at securing our objectives by addressing barriers to learning while taking remedial action on areas which require attention. The difficulties associated with some of these areas have become more acute following the impact of the pandemic. The key strands of our strategy are (i) ensuring we deliver high-quality teaching (ii) providing a range of targeted interventions for those students who are identified through a rigorous system of tracking.

Challenges

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

Challenge number	Detail of challenge
1	Lower progress for many PP students in each year, when compared to their non-disadvantaged peers (A pupil premium attainment/progress gap is discernible to some extent in all year groups.
2	PP students benefit from fewer cultural capital opportunities and experiences.
3	Higher incidence of anxiety/mental health concerns amongst PP students. This is demonstrated in our wellbeing survey and in records and data collected by our welfare team.
4	PP students often have lower levels of reading comprehension than their non-disadvantaged counterparts.
5	Poorer attendance/punctuality amongst pupil premium students.
6	PP students have a higher incidence of behavioural issues in some year groups
7	PP students have lower aspirations for post-16 study or employment.

8	PP students have more limited access to study-related resources at home (parental engagement, study space, access to IT resources)
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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
Improve academic outcomes	PP students to make progress in line with the national average Progress and attainment gaps are reduced in all subjects, particularly in English and maths.
Improved participation in cultural capital opportunities through extra-curricular and student leadership provisions	Improve PP attendance at extra-curricular provisions. Facilitators of trips and clubs must ensure a quorum of PP students participate. PP students feature on the student leadership body proportionately.
Robust support is in place for mental health and general welfare	Internal and external support has a positive impact on pupils' ability to learn. Reduction of mental health concerns in pupil surveys
Improved literacy levels	Reduced gap in age-related literacy expectations between disadvantaged students and their peers Improved engagement with reading opportunities (evidenced in literacy lessons and uptake in library borrowing).
Improved attendance and punctuality	Attendance and punctuality figures for PP students are in line with their non-disadvantaged peers
Improved behaviour amongst a small minority of PP students	Reduced behaviour-point incidence for PP students Behaviour point average for PP students commensurate with their non-disadvantaged peers.
Improved aspirations amongst PP students	0% NEET figure for PP students. All students participate in work experience PP students prioritised on careers-related initiatives and trips Year 11 intentions data reflect a broader and more aspirational range of destinations (proportion progressing to Level 2 and 3 post-16 courses in line with non-disadvantaged peers. PP students prioritised in assistance for post-16 applications and interviews



<p>All students have some access to quiet study spaces and have internet access at home</p>	<p>All PP students have access to a PC or laptop at home, with internet access Increased participation at homework club amongst PP students Pupil/parent surveys return a reduced incidence of non-access to technology at home Improved homework return amongst PP students</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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a two-year CPD programme	<p>EEF research demonstrates that the best resource for improving academic outcomes for PP students lies in continuously improving teaching expertise. Our programme focuses on the provision of effective formative feedback for students. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback and https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment Programme designed and resourced by the SSAT. See https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</p> <p>The programme is led by a newly-appointed Deputy Headteacher. Teaching staff have also been trained on Cognitive Load theory to help improve student outcomes</p>	1
Literacy & Reading Support	<p>See also the EEF's guidance on improving literacy in secondary schools, which emphasises the need for disciplinary literacy (literacy across all subject areas)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Whole-school reading policy: All students, including PP students engage in at least 25 minutes of silent reading each week in registration.</p> <p>Literacy lessons have been placed on the school curriculum in years 7, 8 & 9 (one hour per week), during which pupils read and discuss what they have read together.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,3,4
Purchase of standardised	<p>Standardised tests allow for reliable insights into student strengths and weaknesses. These will be put to use in benchmarking in September 2022</p>	1

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and reading support</i>	<p>PP students, who are significantly behind in their reading are prioritised in a literacy/reading programme, conducted by our librarian. Groups for high ability readers also take place. These interventions are carried out in groups of three or four pupils. The EEF also provides guidance for assisting those students with the weakest literacy (recommendation 7) and reading/comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>We have invested in improving the quality of our library resources</p>	1, 3, 4
<i>Provision of curriculum resources</i>	<p>These are directed at ensuring disadvantaged pupils do not have barriers to their learning outside of the classroom. Provisions include free revision guides in each subject and the provision of a laptop to those who do not already have such access at home. Provision of these resources together with guidance on revision, can have a positive impact on pupil progress. See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Set English texts, cooking ingredients and art supplies are purchased for pupil premium students</p> <p>PP students are also eligible for school-funded uniform and shoes</p> <p>Homework club is open to all students (in the school library). It benefits some PP students disproportionately</p>	1, 3, 4, 5, 7, 8

	<p>because of the lack of a quiet space at home for some students. The Nuffield Foundation reports that study after the formal school day can help close the attainment gap between disadvantaged students and those with more resources at home. See https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf</p> <p>All students in year 7 are provided with free one-to-one music lessons on a range of instruments. This service is bought in from Havering Music Services. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<i>Improved engagement with pupils and parents through support mentors</i>	<p>The EEF suggests that direct communication with parents and pupils by a specific member of staff can improve engagement levels https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3, 5
<i>Appointment of English and maths intervention teachers</i>	<p>From September 2022 we will have employed one additional teacher in maths (and from Easter 2022 in English) whose timetable will be solely made up of small-group intervention classes. This will consist of three groups of up to ten pupils in each subject and in each year group.</p> <p>The classes will be primarily composed of PP students and will be taken from their non-core lessons on a rotational basis.</p> <p>Each class will be made up from students for whom similar shortcomings have been identified in diagnostic testing. Classes will be composed from students across the range of ability. Investment on improvement in core subject performance will allow for incidental improvement in other subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 4
<i>After-school and holiday intervention sessions for year 11</i>	<p>Year 11 students, including PP students, benefit from three days of after-school intervention per week (a one-hour period 6). They are taught in small groups of between three and ten students. They are selected based on analysis of student attainment data, and are taught by subject specialists.</p> <p>See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 8

	Revision sessions are provided by some subjects for year 11 students, over the Easter holidays in preparation of GCSE examinations	
<i>Brilliant Club</i>	PP students are prioritised (so that they do not negatively feature disproportionately) in the Scholars Programme on progression to Russel Group universities	7

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Summer Camp</i>	A one-week summer camp is organised in late August of each year (if funding continues) to assist year 6 students with transition to year 7. These camps are directed at encouraging fun and problem-solving activities for new students and encouraging them to socialise and familiarise themselves with each other and the school environment.	3, 5
<i>School Ethos</i>	<p>This year we have launched a renewed effort to encourage our students to aspire (the school's mantra is <i>Aspire, Believe, Achieve</i>). This mantra features consistently in assemblies, in our extended curriculum provision and in tutor time activities.</p> <p>We ensure that a proportionate amount of students on our student leadership teams/programmes are eligible for the PP.</p>	7
<i>Extended curriculum</i>	<p>All subject areas provide an extended curriculum of some sort. For some subject areas this consists in part, of after school clubs. We have a high uptake in the Duke of Edinburgh Scheme. The Nuffield Foundation reports that participation in learning activities after the formal school day can help close the attainment gap between disadvantaged students and those with more resources at home. See https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf</p>	1, 2, 7, 8
<i>Subsidised cultural trips</i>	<p>EEF research demonstrates that aside from the intrinsic value in ensuring disadvantaged students access a rich and varied arts education there is some evidence to suggest a link between this and overall educational attainment. See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>PP students have the costs of any extended curriculum trips subsidised.</p>	1, 2, 7



<p><i>Mentoring and support by Pastoral Support Workers (PSWs)</i></p>	<p>We have increased our PSW team to five non-teaching members of staff who work alongside Heads of Year. They have a range of support functions including behavioural and emotional interventions (ELSA). There is some evidence that behaviour interventions can produce moderate improvements in academic performance and decrease problematic behaviours. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Some PSWs also have an explicit mentoring function for students with behavioural difficulties (Thrive) or for those who struggle with academic motivation. The EEF suggest mentoring by a trusted adult is more beneficial for some disadvantaged students. See https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 3, 5, 6, 7</p>
<p><i>Attendance Support</i></p>	<p>Evidence from the EEF suggests that bespoke pastoral support (including attendance) helps cultivate better parental engagement. One of our two attendance officers' sole function is to communicate with families and pupils to encourage attendance. PP students are prioritised in the attendance team's efforts. They work closely with our Educational Welfare Officer. We work on DFE guidance which can be found at https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>1, 5</p>
<p><i>Counselling Services</i></p>	<p>EEF research suggests schools should use targeted approaches to support students with additional social or emotional needs. The school employs an in-house experienced counsellor.</p> <p>https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/ See also https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>We also have a full-time non-teaching Child Protection Officer</p>	<p>3</p>
<p><i>Whole-school approach to mental wellbeing</i></p>	<p>Attention to social and emotional learning (SEL) has a beneficial effect on children's wellbeing. Our PSHE (wellbeing) curriculum has been updated to include topics on mental health and wellbeing. Some initiatives are also delivered during tutor time in the morning and in assemblies.</p> <p>See</p>	<p>3</p>

	<p>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</p> <p>Resilience (harvard.edu)</p>	
<i>Careers programme</i>	<p>EEF research demonstrates that PP students are more likely to have career aspirations which are not matched to their educational goals. See https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Our careers programme ensures that PP students are prioritised</p>	2, 7
<i>Breakfast Club</i>	<p>PP students have access to free breakfast. DFE research suggests that aside from relieving hunger, breakfast clubs can help improve concentration in class, facilitate friendship groups and improve punctuality</p>	1,3, 5
<i>Rewards system</i>	<p>Our school-wide rewards system centres on the allocation of achievement points which can be earned by a wide range of activities. At the end of each half-term students receive vouchers. We ensure that a proportionate amount of those recipients are PP students.</p>	7
<i>Hardship Fund?</i>	<p>We have a hardship fund which parents can apply to for help with financing trips, equipment or uniform.</p>	3, 5

Total budgeted cost: £ 265,000

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 2021 to 2022 academic year.

The outcomes we had hoped to realise in our pupil premium strategy plan for 2019-22, including the 2021-22 academic year, were not fully realised. This was largely due to the impact of the pandemic which meant that many of our PP-oriented interventions were difficult to run. It is commonly acknowledged that the negative effects of the pandemic have had the greatest impact upon the development of disadvantaged students.

While we delivered live lesson throughout the second and third lockdowns, many struggled to engage with their learning to the extent that we had hoped.

Average attainment for pupil premium students continued to be below non-disadvantaged students.

Attendance figures for pupil premium students continue to be below that of non-disadvantaged students.

Student wellbeing and mental health continues to be a concern.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

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