

The Hesse Academy - Pupil Premium Strategy Statement (Hessle High School)

This statement details our academy's use of pupil premium funding for the 2024/25 and 2025/26 and 2026/27 academic years 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
Academy name	Hessle High School
Number of pupils in the academy Y7-11	23/24 1222 24/25 1226 25/26 1218 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	23/24 28.2% 24/25 27.0% 25/26
Academic year/years that our current pupil premium strategy plan covers	24-25, 25-26, 26-27
Date this statement was published	November 2024
Date on which it will be reviewed	9 December 2025
Statement authorised by	Mr Nixon
Pupil premium lead	Mr Willson
Governor / Trustee lead	Mr Frankish (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23/24 £344,655 24/25 £402,260 25/26 £353,765

Part A: Pupil Premium Strategy Plan 2024-2027

Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement.

We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Absence and persistent absenteeism of disadvantaged pupils is high
2	Limited aspirational educational goals for disadvantaged pupils
3	Limited life experiences outside immediate community
4	Prior progress for disadvantaged pupils is significantly below that of non-disadvantaged when they arrive

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
Challenge 1: To close the attendance gap between the disadvantaged pupils and the non-disadvantaged group.	<p>The attendance of disadvantaged pupils, at least, matches the national average and internal gaps are closing.</p> <p>The % of DA pupils with persistent absenteeism is falling by the end of the period</p> <p>Increase % of parents who are able to access & use the Arbor Parent App to engage positively with the school</p> <p>Increase attendance of DA students' parents/guardians at progress & information evenings</p>
Challenge 2: Raise the aspiration and ambition of DA pupils	<p>Provide all DA students in KS4 the opportunity to visit the 6th form</p> <p>Increase the number of disadvantaged pupils that attend our 6th form to 20% with the aim by the end</p>

	<p>of the period that 100% of all DA students will attend an appropriate 6th form/Post 16 provision.</p> <p>All DA pupils to have 2x appointments with a careers advisor and to have an appropriate destination for post 16</p> <p>Aiming Higher programme to raise the aspirations of students beyond their current level of ambition.</p>
Challenge 3: Increase the number of life experiences outside of immediate community	<p>Ensure % of DA pupils accessing extra-curricular activities is least in line with the proportion of DA students across the full cohort</p> <p>Ensure % of DA pupils attending school visits is at least in line with the proportion of DA students across the full cohort</p>
Challenge 4: Narrow the attainment gap and improve progress for disadvantaged pupils	<p>Progress 8 figure for disadvantaged pupils is improving towards being consistently above 0</p> <p>The Attainment 8 score of DA pupils to be increased towards an A8 score of above 40 consistently.</p> <p>Percentage of pupils achieving the strong basics is improving and above national figures for Disadvantaged Strong basics.</p> <p>Improvement in reading ages of DA pupils from their baseline</p>

Activity in this academic year

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

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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 academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and curriculum remains fully inclusive and accessible for all learners. Adapt the curriculum as appropriate to address knowledge gaps. Maintain a ten-form entry into Y7 and throughout KS3/4 to reduce class sizes (£80000)	EEF 10, 26	4
Use of WalkThrus to develop classroom practice to maximise Quality First Teaching (£1000)	EEF 6, 8, 9	4
Further CPD for teaching staff to improve practice in questioning, pace and challenge (£750)	EEF 9, 13	4
Further CPD for English, Maths and Science Learning Assistants to ensure small intervention group sessions are effectively delivered. (£1500)	EEF 23, 27, 29	4
Early Careers Teachers coaching	EEF 6	4
Utilise Reading Plus programme to ensure students reading ages continue to improve (£2500)	EEF 20, 22	4

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. 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.

Budgeted cost: £200000 (£164,125)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring facilitated by Specialist LAs in English, Maths and Science . Core subject support both within lesson and outside of lesson for DA pupils of all abilities (£115000)	EEF 23, 27, 29	1, 2, 4
Provision of Onsite Alternative Provision facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils (£35000)	EEF 29, 31	1, 2, 4
Investment in CGP Learning and Revision Guides for Year 11 to support independent learning with a focus on those with economic needs and/or attendance concerns (£7500)		2, 4
Small group tutoring for KS3 pupils as a result of NGT results	EEF 8, 30	4
Cultural Capital fund to support DA pupils with access to educational trip and cultural visits throughout the year (£3000)	EEF 16	2, 3
Nurture provision – lowest ability pupils in each year group in small specialist teaching groups, literacy and numeracy interventions across KS3 for low attaining DA pupils and provision of further nurture support ongoing in KS4.	EEF 14, 26, 27	4
One to one and smaller-group tutoring (1:2) for reading facilitated by LEAP LAs and Sixth Formers to improve confidence in reading aloud.	EEF 15, 22, 27	4
Providing every student access to a reading book to widen their reading experience & vocabulary through the launch of the Hesle Canon and 2x Eng groups (£11000)	EEF 15	4
Fieldwork paid for Geography KS4 students including DA to ensure better outcomes in controlled assessments. (£1625)	EEF 16	2,4

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phenix/Relax/Mable programme – Resilience, emotional and wellbeing support. (£4500)	EEF 2, 27, 29	1, 2
SMASH Programme – Emotional and wellbeing strategies and support for Year 7/8	EEF 2, 27,	1, 2
Tigers Trust programme – emotional, wellbeing and resilience support	EEF 2, 27,	1,2
Provision of Onsite Alternative Provision facility for c15 students returning to school from absence, partial and bespoke timetables etc, to support DA pupils	EEF 29, 31	1, 2, 4
Recognition and Rewards programme to promote motivation and attendance (£4500)		1, 2, 4
Additional Careers Advisor appointments to support disengaged pupils with aspirational goals	EEF 2	2, 3
Promotion of The Bridge Personal Development programmes to promote pupils' ambitions, healthy lifestyle and career choices (£5000)	EEF 29	1, 2, 3
Work Experience programme for Year 10 to build aspiration and establish career goals (£10000)		2, 3, 4
Raise attendance of key pupil groups especially DA with the targeted deployment of an attendance officer to make home visits (Part time) - (£3500)		
Continued support for Safeguarding team to ensure that vulnerable pupils are kept safe and supported to attend school		1, 2
Develop an Aiming Higher programme specifically to look at raising aspirations of students.	EEF 2, 8	2, 3, 4

Total budgeted cost: 353,765

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 2024 to 2025 academic year.

Quality first teaching											
Impact	Lessons Learned										
<ul style="list-style-type: none"> 24-25 Impact (30% of Y11 cohort where DA) In terms of A8 score, DA pupils achieved an average APS of 40.45 (just over a grade 4) with non-DA students achieving 45.98 with a gap of around 5 points in attainment (worth half a grade) In terms of attainment at the Basics 4+ measure, DA students outperformed non-DA students with 63% of the DA cohort achieving a Grade 4 in Maths & English. There was a positive attainment gap of 1.6% points to non-DA pupils. At the 5+ measure 37.1% of DA pupils achieved a Grade 5 in Maths & English, compared to 39% of non-DA pupils. All departments are effective in modelling, evidenced through departmental reviews. This is due to CPD walkthrus provided by leaders at school and trust level. This is now a strength of the QFT model and has been validated in our external curriculum review. Early Career Teachers (ECTs) have been well supported by school mentors and the Trust lead, with bespoke training sessions delivered where necessary. The % of ECTs/Previously NQTs that remain in teaching significantly exceeds the national average due to the support they receive from mentors and leaders 	<ul style="list-style-type: none"> High quality teaching is most effective face to face hence the importance of improvement in attendance needed for DA pupils More coordinated support from onsite alternative provision (OAP) and department LAs to reintegrate pupils into school after absence to ensure access to lesson content. HOY and AHOY to monitor attendance for DA and make regular parental contact to encourage high levels of attendance AHOY to monitor and meet with DA for one to one 'catch up' sessions to establish barriers to learning and where appropriate support with reducing these barriers. Department CPD to now focus on pace, challenge and questioning, still using self-selected strategies from the Walkthrus 										
Targeted academic support											
Impact	Lessons Learned										
<ul style="list-style-type: none"> The core subject support from departments in Science & Maths, the specialist LA support, teacher awareness and QFT improved the APS (average grade) outcomes for DA compared to December forecasts <table border="1"> <thead> <tr> <th>Subject</th><th>Dec. A8 forecast</th><th>APS Outcomes</th></tr> </thead> <tbody> <tr> <td>Combined Science</td><td>37.8</td><td>39.2</td></tr> <tr> <td>Maths</td><td>40.06</td><td>44.9</td></tr> </tbody> </table> <ul style="list-style-type: none"> English had a large period of the year without a specialist LA in place due to recruitment issues – this is now in place for 25-26 with the LA doing small group interventions during tutor and lesson time where appropriate. CGP revision guides were given to all DA students through a co-ordinated Y11 success event with high levels of attendance from pupils and guardians. 	Subject	Dec. A8 forecast	APS Outcomes	Combined Science	37.8	39.2	Maths	40.06	44.9	<ul style="list-style-type: none"> Subject specific LAs require regular bespoke support from leaders in maths, English and science to improve their subject knowledge on key topics of work to offer more targeted support to DA pupils of all abilities within lessons. Specifically middle ability DA. DA pupils need to be targeted for revision and intervention sessions led by subject specialists. DA target group to be selected after mock 1 for year 11. Parental engagement must be secured using the pastoral team to achieve this. Continue to provide payment for all DA students to attend coursework fieldtrips and other activities that can help to boost grades and improve progress. 	
Subject	Dec. A8 forecast	APS Outcomes									
Combined Science	37.8	39.2									
Maths	40.06	44.9									

- Use of Walkthrus was well established through the highlight night programme to enhance staff CPD.
- All DA students attended geography NEA fieldtrip. Further funding was provided for DA students to attend conferences in Maths/English and Geography
- A late bus was put in place during the academic year – funded through the PP budget – to enable DA students who accessed the school bus to be able to attend interventions.

Wider Strategies

Impact	Lessons Learned
<p>Impact</p> <ul style="list-style-type: none"> • Tigers Trust – Group and 1:1 work across KS3. Key projects around Aspiration, Body Image, Self Confidence, Communication Skills. Students have also been actively involved in Community Projects and Social Action. • CWW/CWP - Child Well Being Worker / Well Being Practitioners – High Levels of Anxiety, Emotional Well-being work. KS3/KS4. • TCAT – Well Being Support – Mental Health Workers working directly in the school supporting students who have been referred to the service by the pastoral team. <p>Impact on children and young people</p> <p>Positive Impact/s:</p> <ul style="list-style-type: none"> • Attendance in school – safeguarding and welfare concerns • Emotional Stability • Lower levels of anxiety & self esteem • Resilience • Levels of Confidence • Decreased levels of stress <ul style="list-style-type: none"> • Work experience was successfully launched with Y10, 90% of all of the year attended 3 days' work experience, with 76% of DA students attending. • As part of The Bridge Personal Development programme all students were involved in a Bridge Day. The off-timetable day consisted of tutor led sessions, assemblies and other activities related to personal development. 	<ul style="list-style-type: none"> • Support programmes are generally beneficial and there is an ever-increasing need for greater capacity to deal with high volumes of referrals • HOY and AHOY to encourage take up of enrichment activities for DA pupils. • Greater capacity is required in attendance teams to drive improved attendance across key cohorts including DA students. • The Bridge Personal Development programme was successful, and further activities to be planned for next academic year. • Continue to provide opportunities for students to undertake work experience, provide more structured help and support to DA students to find appropriate work placement. • Introduce CAMHS Early Intervention Team – previously SMASH. New Pilot Scheme working across KS3. Group work supporting younger students with resilience and self-confidence – to begin after Feb ½ term

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence			
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence			
3	Behaviour interventions Moderate impact for low cost based on limited evidence			
4	Collaborative learning approaches High impact for very low cost based on limited evidence			
5	Extending school time Moderate impact for moderate cost based on limited evidence			
6	Feedback Very high impact for very low cost based on extensive evidence			
7	Homework High impact for very low cost based on very limited evidence			
8	Individualised instruction Moderate impact for very low cost based on limited evidence			
9	Learning styles Unclear impact for very low cost based on insufficient evidence			
10	Mastery learning High impact for very low cost based on limited evidence			
11	Mentoring Low impact for moderate cost based on moderate evidence			

	Metacognition and self-regulation			
13	Very high impact for very low cost based on extensive evidence			
14	One to one tuition			
15	High impact for moderate cost based on moderate evidence			
16	Oral language interventions			
17	Very high impact for very low cost based on extensive evidence			
18	Outdoor adventure learning			
19	Unclear impact for moderate cost based on insufficient evidence			
20	Parental engagement			
21	Moderate impact for very low cost based on extensive evidence			
22	Peer tutoring			
23	Performance pay			
24	Low impact for low cost based on very limited evidence			
25	Phonics			
26	High impact for very low cost based on very extensive evidence			
27	Physical activity			
28	Reading comprehension strategies			
29	Very high impact for very low cost based on extensive evidence			
30	Reducing class size			
31	Low impact for very high cost based on very limited evidence			
32	Repeating a year			
33	Negative impact for very high cost based on limited evidence			
34	School uniform			
35	Unclear impact for very low cost based on insufficient evidence			
36	Setting and streaming			
37	No impact for very low cost based on very limited evidence			
38	Small group tuition			
39	Moderate impact for low cost based on moderate evidence			

	Social and emotional learning			
29	Moderate impact for very low cost based on very limited evidence			
	Summer schools			
30	Moderate impact for moderate cost based on limited evidence			
	Teaching Assistant Interventions			
31	Moderate impact for moderate cost based on moderate evidence			
	Within class attainment grouping			
32	Low impact for very low cost based on very limited evidence			

<http://educationendowmentfoundation.org.uk/toolkit/>

Appendix 2 – External Agency Support

External Support – Year to date	Y7	Y8	Y9	Y10	Y11	Total
SMASH	12	20	5	2		40
Tigers Trust	25	61	19	4		109
Mable (online therapy)	4	11	8		2	25
CWW/CWP			2	6	1	9
Phoenix Well Being				12	36	48
Well-Being Therapy Dog	7	2	4	2	2	17
Internal – OAP Onsite Alternative Provision	5	3	7	10	24	49
PCSO support / intervention (1:1)		4		8	2	14