

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding 2024-25 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 | Humphrey Perkins School |
| Number of pupils in school | 844 |
| Proportion (%) of pupil premium eligible pupils | 20.9% (176) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2025 |
| Date this statement was published | 13/12/24 |
| Date on which it will be reviewed | 30/11/25 |
| Statement authorised by | Della Bartram |
| Pupil premium lead | Rikki Khakhar |
| Governor / Trustee lead | Helen Robberts |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £175,335 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £175,355 |

Part A: Pupil premium strategy plan

Statement of intent

We want to ensure that disadvantaged learners have the support, motivation, and access to achieve in line with their non-disadvantaged peers.

This strategy document lists, in order of significance, the challenges our disadvantaged learners face and details strategies to mitigate against these challenges.

The key principles of this strategy plan are that every member of our staff is responsible for the day-to-day learning experiences of disadvantaged pupils, as such the strategies are woven into other school strategies such as literacy, teaching and learning, extra-curricular, etc. These strategies are measured for their effectiveness through regular reviews of impact.

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, particularly in EBacc subjects.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Impact of absence and (family) ill health means there will be gaps in threshold knowledge concepts and a widening of the disadvantaged – non-disadvantaged gaps across the school |
| 2 | Attendance of disadvantaged learners is below that of non-disadvantaged learners – this negatively impacts progress and attainment. |
| 3 | Disadvantaged HAPs/MAPs learners do not achieve in line with HAPs/MAPs non-disadvantaged learners |
| 4 | Learners who are SEND and disadvantaged make less progress than their peers |
| 5 | Context of school means that some disadvantaged learners have a lower aspiration for university/higher education |
| 6 | Literacy and numeracy – disadvantaged learners come in below national – do not live in text-rich households and limited access to tier 2 vocabulary |
| 7 | A greater number of disadvantaged learners struggle with their application of metacognition skills. |
| 8 | Disadvantaged learners are more likely to have FTE and more likely to have behaviour points and consequences than their non-disadvantaged peers. This is more likely to lead to disruption in their learning. Also, less likely to accumulate as many reward points than their non-disadvantaged peers. |

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 |
|--|--|
| Raise the overall attainment and progress of disadvantaged learners so that it is more comparable with 2024 non-PP cohort | Y11 progress 8 for disadvantaged = 0 |
| Improve overall attainment and progress of HAPs/MAPs disadvantaged learners so that it is at least comparative to equivalent non-disadvantaged peers | Attainment/progress of HAPs/MAPs disadvantaged learners in line or exceeding HAPs/MAPs non-disadvantaged |
| Improve overall attendance of all disadvantaged learners | Majority of disadvantaged learners to secure 96% attendance or higher over the course of the year |

| | |
|--|---|
| with a significant reduction in PA disadvantaged learners | |
| All staff and learners are aware of intervention and support available to them | SLT PP conversations will show learners identifying support and intervention available. Active involvement in clubs and participation in enrichment activities where disadvantaged ratios are indicative of our whole school proportion (20.9%) |
| All staff are aware of the barriers that disadvantaged learners face and have strategies to address them | Identified barriers are monitored and interventions are reviewed to ensure they are having impact in reducing the disadvantaged/non-disadvantaged gap in all year groups |
| Increased opportunity for disadvantaged learners to experience: cultural capital experience; careers experience; a university experience | Robust options and careers guidance given for disadvantaged learners; opportunities assembly, STEM ambassador opportunities embedded into curriculum schemes. Learner voice will reflect the impact of these opportunities and show that learners know the pathways available to them, along with entry criteria required |
| Each disadvantaged learner will have access to an adult who will be their active champion | Barriers are identified and remedied by key adults with regular reviews. |
| No disadvantaged learner to be a NEET or to receive a U in their 2022 GCSE results | 100% of disadvantaged with grades 1 or above and in education, employment and training |
| Disadvantaged learners can articulate and demonstrate their own metacognitive understanding | Improved progress and increased: <ul style="list-style-type: none"> • attendance to intervention • reduced behaviour points • increased attendance to school • increased reward points |

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: £87,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continue to ensure quality-first teaching for all disadvantaged learners through very clear staff and learner expectations | Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom. Therefore, we need to ensure this is consistently at a high standard. The Learning Scientist outlines key approaches which have a strong evidence base in fostering good pupil outcomes. | 1 3 4 6 7 |
| Continue to provide opportunities for high-quality CPD sessions and materials | Staff retention & recruitment | 1 8 |
| To embed metacognition approaches are fully embedded within teaching pedagogy at the school (so that learners can articulate and demonstrate) – in particular the consistent strategic use of low-stakes retrieval, mid stakes formative assessment and high-stakes summative assessments. | The Learning Scientist outlines key approaches which have a strong evidence base in fostering good pupil outcomes. SLT have outlined the expectation that all staff therefore use these key approaches. Evidence (EEF) suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF | 7 |
| Expectations of all learners are consistent and to the highest degree; ensure that LET schemes of work, along with SHAPE, SLANT, & STEPS, are consistently challenging throughout all subject areas and year groups. (QA of LET schemes of work) | Evidence strongly suggests (e.g. 'Making kids Cleverer' – D Didau) that high expectations, consistency and a knowledge rich curriculum leads to improved outcomes for all learners, and in particular those from a disadvantaged background. Both whole-school and in terms of disadvantaged demographic. Research (the Education Hub) shows that teachers' beliefs about their students and what they can achieve have a substantial impact on students' learning and progress. | 1 3 7 |
| SLT and Subject Leaders to undertake regular work | Evidence from marking scrutinies suggests that there is some discrepancy between expectations | 1 3 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| samples that focus on challenge, expectation and progress of disadvantaged learners' books/folders in comparison to non-disadvantaged learners. HoDs to drive and lead with SLT to feed back to pupil premium leads | of non-disadvantaged verses disadvantaged learners; this needs to be addressed. Last year, there were more opportunities for disadvantaged vs non-disadvantaged mark scrutiny comparisons, and this will continue to be built upon and embedded this year. Research also suggests that specific, targeted feedback, followed up by a response and or improvement by the given pupil leads to increased progress over time. Improving Literacy in Secondary Schools | 4 6 8 |
| Increasing the profile of disadvantaged learners (including double disadvantage). T&L staff sessions; agenda point on all Line Management meetings all SLT meetings; in all Action Planning and in Middle-leader meetings | Evidence (EEF) suggests the strongest impact on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom. T&L briefings and discussions with staff suggest that a proportion of staff were unaware of DD learners, long-term FSM learners and how to support these. | 3 4 |
| Tracking of individual learners to ensure intervention has impact and is attended. Underperforming learners will be provided an individualised support plan. | It is well documented (EEF, for example) that the disadvantaged – non-disadvantaged gap can be exacerbated by a change in circumstances (e.g. extended period at home, not school) and limitations with access to technology. | 8 |
| Ensure all learners (including disadvantaged) have access to the appropriate equipment (both physical and digital) in order to ensure the VLE and other learning platforms can be accessed and utilised by all, especially in light of new 'blended learning' opportunities. Ensure all learners including disadvantaged are aware of and can access all learning platforms. | With an increasing dependency on digital access for supporting learning, limited (or no) access to this will significantly disadvantage individuals. | 1 3 6 |
| Tutor time policy has been launched with all staff: Tutor reading | There is a growing body of evidence (cited in Clark and Rumbold, 2006) which illustrates the importance of reading for pleasure for both | 6 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| programme; Year 7s and 8s receive library inductions and tutor groups in each year to have at least one tutor time spent in the library; Teachers are modelling good reading practice; Reciprocal Reading is being used across all subjects and is being rolled out more widely across the school this year. | <p>educational purposes as well as personal development.</p> <p>Evidence (Clark 2011; Clark and Douglas 2011) suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment</p> <p>Reading enjoyment has been reported (OECD, 2002).as more important for children's educational success than their family's socio-economic status</p> <p>Evidence (Clark and Rumbold, 2006) suggests that reading for pleasure is an activity that has emotional and social consequences</p> <p>Other benefits (Clark and Rumbold, 2006) to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge</p> | |

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

Budgeted cost: £43,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Some additional capacity in maths, science and English has been built in to increase small group work opportunities throughout the academic year This ensure that subject specialists are able to identify and remedy knowledge gaps with key learners (with a focus on disadvantaged) | Evidence (EEF) indicates that feedback, one to one tuition and small group tuition all have a positive impact on learner progress (between 4 and 8 months additional progress). | 1 3 6 |
| Two whole-school Y11 'Big Revise' events to ensure all disadvantaged learners are given access to bespoke sessions, targeted directly to their needs (SISRA MLGs) | Attendance and progress/attainment strongly correlated – as demonstrated in a wide range of educational research and literature (EEF, DFE). | 1 3 4 |
| HoYs/PP Champions and UPS PP Stars carry out termly one-to-one meetings with all disadvantaged learners across the school year to ensure they | In continuation from 2023/4, disadvantaged learners will continue to develop a relationship with a key member of staff over the year who will be an additional support, providing instant | 2 5 7 8 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| are being challenged academically and supported pastorally (vital in identifying and addressing emerging barriers). | feedback and remedy to any potential barriers and to ensure increased holistic provision for all disadvantaged learners. | |
| Individual (£75) allocations provided to every disadvantaged learner to provide bespoke support. | Data continues to show that the majority of disadvantaged learners and their families utilised the individual allocation to access educational opportunities such as trips and clubs. Others used the allocation for uniform expenses, equipment and revision guides. | 1 3 4 |
| The library is staffed with two PP Champions that provide wellbeing and emotional support. Specific tracking to be introduced in order to more effectively track disadvantaged learners who are referred to and access this service. | Last year many disadvantaged learners accessed the library for a range of needs, including anger management and managing stress/anxiety. | 3 4 7 |
| Increased number of careers and options guidance, including longer guidance meetings, for disadvantaged students within HPS. | Evidence suggests that disadvantaged and disadvantaged may require additional support in order to ensure parity of opportunities with their non-disadvantaged peers. | 5 |
| Encouraging reading for each pupil premium learner by purchasing a more diverse range of texts. | Research (e.g. Closing the Vocabulary Gap – A Quigley) indicates that language and literacy gaps significantly impact learner progress; disadvantaged and disadvantaged learners are particularly susceptible here. The love and encouragement of reading, along with the nature of the content in this book in terms of strategies for success and goal setting, will support a goal-driven, problem-solving approach to their time at school. | 5 6 |
| Purple Ruler sessions to be given to key disadvantaged learners across the course of the academic year. | Research (e.g. EEF toolkit) shows that bespoke, one-to-one [and one-to-three] tuition can have a moderate to high impact on learner outcomes. Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1 3 4 6 |
| The Chromebook offer is HP/LET providing a secure device to students for their life in school (Y7 to Y11). The device can be used at home for homework but will require a | School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced | 1 3 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| wireless internet connection, all content is filtered by the schools content filter ensuring that the students have safe access to the internet. | support from parents/carers compared with their peers (Parliament UK). | |

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

Budgeted cost: £43,485

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Increased guidance and information for disadvantaged parents – specific PP parent forums/meetings | Parent and learner voice shows that often there is uncertainty amongst parents about what the allocation can be used for. Previous under and overspend exists which suggests added clarity would be beneficial. | 2 5 6 |
| Development and implementation of a “soft landing” initiative to holistically support students when returning from absences which may make integration into school difficult for them. | Data shows that recidivism and persistent absence is high among PP students vs their non-PP peers. Academically, students who are persistently absent or who have high levels of suspensions from school underperform academically. | 1 2 3 8 |
| Targeted use of revision sessions to focus on the “how to” of revision, to build confidence and skill in being able to revise effectively. | Data suggests that although work has been done to close the attainment gap, more can be done. Student voice has also demonstrated that some students do not feel they know how to revise effectively. | 3 4 7 |
| Targeted support and monitoring of all PLAC students. | Evidence suggests that students who are PLAC are more likely to experience lower academic outcomes and are more likely to experience needs under the SEMH umbrella. | 3 5 |
| Targeted use of online booking system for all PEs to ensure all disadvantaged parents are contacted and 80% of | Evidence suggests that one key barrier to disadvantaged outcomes is parental engagement with the school. Increased focus and | 1 3 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| disadvantaged parents attend each PE. | targeted phone calls home will ensure that more disadvantaged parents attend vital PE events, or where they cannot, key information regarding their child is disseminated. | |
| Music lessons bursary | Taken directly from the DfE's 'Importance of Music' report: "It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most" | 5 7 |
| Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 2 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £175,335

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 2023 to 2024 academic year.

Our internal assessments during 2023/24 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Previously, the in-school gap had narrowed for a third successive year (0.90 to 0.36) and key attainment measures had also improved significantly – therefore improving the opportunity for our disadvantaged learners to access better life-changing future options. In 2023 outcomes slipped back significantly – hence why we re-focussed our efforts at all levels. For 2023 PP P8 was – 0.97, non-PP was -0.10 (gap widened to 0.87 – slightly narrowed from the last pre-covid exam data 0.90 in 2019).

But in 2023-24 all measures significantly improved (see below).

| | | | Progress 8 | | | | | | | | | |
|-----|----|-----|------------|-------|------|-------|------|-------|------|-------|------|-------|
| | | | 2019 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | | | No. | P8 | No. | P8 | No. | P8 | No. | P8 | No. | P8 |
| HUM | PP | Yes | 25 | -1.12 | 34 | -0.36 | 24 | -0.78 | 32 | -0.97 | 30 | -0.51 |
| | | No | 141 | -0.22 | 105 | 0.18 | 108 | -0.42 | 123 | -0.10 | 120 | -0.37 |
| | | GAP | 116 | 0.90 | 71 | 0.54 | 84 | 0.36 | 91 | 0.87 | 90 | 0.14 |

| | | | Attainment 8 | | | | | | | | | |
|-----|----|-----|--------------|-------|------|-------|------|-------|------|-------|------|-------|
| | | | 2019 | | 2021 | | 2022 | | 2023 | | 2024 | |
| | | | No. | A8 | No. | A8 | No. | A8 | No. | A8 | No. | A8 |
| HUM | PP | Yes | 25 | 26.62 | 36 | 40.97 | 24 | 40.75 | 33 | 28.96 | 30 | 33.66 |
| | | No | 141 | 46.64 | 109 | 52.28 | 108 | 48.19 | 127 | 50.99 | 127 | 43.73 |
| | | GAP | 116 | 20.02 | 73 | 11.31 | 84 | 7.44 | 94 | 22.03 | 97 | 10.07 |

The in-school progress gap has narrowed from 0.87 to 0.14 and key attainment measures have also improved significantly – therefore improving the opportunity for our disadvantaged learners to access better life-changing future options.

In the academic year 2023-24 the PP P8 improved by +0.46 of a grade and attainment by +0.47 of a grade. PP students achieving grade 9-4 in English and Maths improved by 13% and the PP students achieving 5 standard passes including English and Maths improved by 12.1%.

Our assessment of the reasons for these outcomes points primarily to a renewed focus on PP students and a more targeted approach to support and intervention in deploying our highly skilled and experienced Pupil Premium Champions. They had a targeted focus on attendance, behaviour, reward and overall academic interventions.

Where students did not do so well we can see a strong relationship between persistent absence and outcomes. PP students that had a greater than 90% attendance achieved a

P8 of -0.30, those with less than 90% attendance had a P8 of -1.25 overall. This disrupted the teaching of all subject areas and had a negative impact on these pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Although overall PP attendance in 2023/24 was lower than in the preceding 2 years at 84.0%, it was higher than the PP national average. The gap is larger (8.9%) than last year (8.0%), which is why attendance remains a key focus of our current plan.

Humphrey Perkins School Pupil Premium Review – 2023/24

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 |
|------------------------------|--------------|
| 1:1 and 3:1 near-age Tuition | Purple Ruler |
| | |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a bi-annual Trust led pupil premium review to get an external perspective. This review process is informed by Derby Research School in collaboration with Marc Rowland.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. Especially evidence and work led by Marc Rowland <https://vimeo.com/537159174/9dcffaf80a> , <https://www.johncattbookshop.com/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way>

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.