

Pupil premium strategy statement – Sir John Hunt CSC

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, 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	Sir John Hunt CSC
Number of pupils in school	776
Proportion (%) of pupil premium eligible pupils	43.96%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Julie Bevan
Pupil premium lead	Julie Bevan
Governor / Trustee lead	Cathy Jane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323,269
Recovery premium funding allocation this academic year	£21,114
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	£344,383

Part A: Pupil premium strategy plan

Statement of intent

Outcomes

The Governors have apportioned the funding to Curriculum Support and to the Personal Development and Support of individual students and their parent/carers. This will build on existing provision as well as providing new provision.

Direct Curriculum Support

Actions focused on learning in the curriculum include:

- Small group teaching and intervention.
- Smaller class sizes.
- Focus on literacy and Oracy particularly in Years 7 & 8.
- Reading is prioritised to ensure students are fluent and are on or above age expected levels for Yrs. 11 – 13.
- Working towards 100% independent homework completion through the provision and monitoring of online learning platforms for core subjects across KS 3&4. Fully staffed study support sessions available to all students from 3 – 4 pm.
- Alternative Learning Pathways focus on Years 9, 10 & 11 including off-site provision.
- Period 7 Learning for Year 11.
- Year 11 Champions Hour staffed from 4 – 5 pm with a focus on independent revision and study skills.
- KS5 period zero and Champions Hour for all KS5 students.

Personal Development

Activities to engage students to enable them to take responsibility, play an active role within the community and to widen their horizons and to experience to develop their Character. This includes:

- An Alternative Curriculum pathway.
- Intervention at KS3 – handwriting, decider skills & reading intervention.
- Intervention at KS4 – Learning Café, small group intervention for the bottom 15 students.
- Intervention at KS5 – dynamic and reactive PD programme that is age specific and delivered against local need, e.g. supporting Plymouth’s “Keeping Women Safe” campaign as well as awareness of risk taking behaviours (delivered by external speakers).
- Before & After School Learning Club.
- Specific budget allocations to support Character Education and Enrichment offer.

Pastoral Support

The college has invested in a well-resourced pastoral team to support our students with the non-educational issues that they have in their young lives. This team has a real focus on ensuring good attendance, dealing with issues that prevent barriers to learning by working with individual students and families and providing a range of support including:

- External Counsellors & MAST provision including access to Educational Psychologists
- Supporting in-house resident social worker with EWO mentoring time
- Health workers, including locality team working
- Dedicated EWO and Attendance Officer employed in-house provision
- Review and restructure of Pastoral/SEND support to introduce a triage system
- Dedicated Student Support worker to provide early help to increase student learning time and reduce the lost learning due to medical and behaviour concerns

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the school, in particular in reading, writing and mathematical knowledge. The KS2 average PP gap over last 5 years is -2.22 (PP 100.24 Non-PP 102.83).
2	Yr. 7 PP students starting points from baseline data shows gaps in learning and subject knowledge
3	Reconnecting with students, families and communities post Covid as attendance levels and the “value” that external partners place on education
4	Significant number of PP students present with emotional and social difficulties. Attendance is below national and is an area of key focus to improve.
5	PP students in particular lack resilience and will often give up at the first step if they perceive that they have “failed”. Families lacking resilience to engage in education and society in general.
6	Lack of aspiration to achieve potential, especially in yr 11 when they will “accept a grade 4” if they pursue a vocational pathway.
7	PP pupils outcomes at KS4 to be in-line or above national data.

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
<p>High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils</p>	<p>PP pupils in KS3 make equal progress in English compared to non-PP students.</p> <p>Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for this.</p> <p>Book Buzz launch with Yr 7 to drive a sense of love of reading. Adopt Sparx online learning platform for all English homework at KS 3 & 4.</p> <p>Review impact of the curriculum changes to English following introduction of GLT KS3 SOL.</p> <p>Development of the use of NGRT data, DI to identify the correct interventions required for all students.</p> <p>Ambitious English curriculum developed alongside GLT. Full Literacy & Oracy review undertaken by GLT to inform whole school practice based on EEF pillars, resulting in dedicated pathways for poor readers and the introduction of direct instruction, phonics and handwriting interventions.</p> <p>Whole school reading strategy embedded; 30 minutes dedicated daily reading time.</p> <p>TLR holder in post to support Oracy and Reading.</p>
<p>High levels of progress in mathematical knowledge for all pupils eligible for PP and equality of progress for all pupils</p>	<p>PP pupils in KS3 make equal progress in Maths compared to non-PP students.</p> <p>Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this. Use baseline data to identify and address gaps</p> <p>Review impact of the curriculum changes to Maths following subject review</p> <p>Embed Sparx online learning platform for all Maths Key Stages. Adopted the Sparx curriculum at KS3 & 4</p>

	<p>Compulsory homework for all students with additional support via staffed homework clubs.</p> <p>Targeted Direct Instruction for lower attaining students.</p>
<p>A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that ensures they have knowledge, skills and attributes that support future learning and employment.</p>	<p>Bi-annual curriculum reviews by GLT.</p> <p>Zero NEET target for end of KS4.</p> <p>Low absence rates for PP students further supported by the in-house EWO role. Introduction of new initiatives to encourage higher attendance levels.</p> <p>Equal participation for OSHL and enrichment.</p> <p>Build upon the Character Quality award.</p> <p>Introduction of the Behaviour Curriculum to support students Character development.</p> <p>Relaunch of the Praise initiatives including termly trips and rewards. Attendance of PP students monitored to ensure equity. Introduction of dedicated Personal Development lesson for all students.</p> <p>Introduction of IT lessons for Yrs. 7 – 11 to support IT literacy. Ambitious curriculum offer resourced and introduced following the outcome of curriculum audit against student needs that fulfils the National Curriculum.</p> <p>Development of Careers coordinator to raise students’ ambition to promote college values.</p> <p>Implement a year 10 employability programme with priority targeting PP students to ensure a high-quality work placement/mentoring.</p>

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: £ 124,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes across all core subjects</p> <p>Recruited Teach First teacher in English</p> <p>Provide extended school day for years 11 – 13 from 15.00 – 16.00</p> <p>Fully staffed support sessions 15.00 – 16.00 for years 7 – 10</p>	<p>Education Endowment Foundation Toolkit suggests +3 months progress.</p> <p>Smaller class sizes allow more intervention and modified teaching strategies to be in place</p>	<p>1,2,3 & 6</p>
<p>Improve outcomes in English:</p> <p>Evaluate impact of GLT English review</p> <p>Baseline data to identify starting points for Yr. 7 via NGRT to ensure appropriate interventions are in place</p> <p>Embedded tutor reading programme for years 7-10 & 13</p> <p>Introduction of Sparx Reader to support students independent reading</p> <p>Use of NGRT data for years 7 – 10 to identify students for interventions.</p> <p>Appointment of English Specialist to lead Literacy & Oracy across the college.</p>	<p>Education Endowment Foundation Toolkit suggests +6 months progress.</p> <p>Opportunity to better identify gaps in language, reading and writing to ensure students are secure.</p> <p>Full review of reading and the 7 key areas across the school.</p> <p>Leaders to identify where to focus core priorities as a result of data and case studies.</p> <p>Subject leads to plan the most effective teaching of reading across the curriculum with a focus on activating key vocabulary.</p> <p>Target of all students to be at least chronological reading age</p> <p>Introduction of “Turn & Talk” as a strategy to support Oracy in the classroom</p>	<p>1, 2, & 6</p>

<p>Embed Direct Instruction programme to targeted students in KS3 in Maths and English</p>		
<p>Smaller class sizes for lower ability students in Maths & English to help provide a structured curriculum offer tailored to their needs.</p>	<p>Education Endowment Foundation Toolkit suggests +6 months progress for reading and comprehension strategies, +4 months for phonics intervention and + 4 months for small group tuition.</p> <p>Direct instruction for targeted students in both Maths & English.</p>	<p>2, 4 & 6</p>
<p>Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”</p> <p>Calendared CPD sessions to focus on Principles or Teaching</p>	<p>Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.’ EEF Guide to PP Sept 2024.</p> <p>Teachers use Principles of Teaching and have regular DDI’s to support their development.</p> <p>Dedicated more CPD time to support curriculum development and Pedagogy.</p> <p>Introduction of Middle and Senior leaders learning walks to ensure Consistency for disruption free learning.</p>	<p>2, 5, 6</p>
<p>Direct Instruction delivered by dedicated Higher Level Teaching Assistants. Specialist teachers to deliver Maths and English DI.</p>	<p>Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 67,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision to support students in after school learning opportunities via the Learning clubs for KS4 & Homework Club for KS3.</p> <p>Introduction of Champions hour 4 – 5 p.m. for students to have a quiet, safe place to work.</p>	<p>Increased attendance to homework support and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support.</p> <p>Good attendance to Champions hours and all Yr 11 – 13 attend period 7 sessions as part of college day.</p>	<p>3, 4, 5, 6, 7</p>
<p>To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence.</p> <p>Establish OSP offer to support the most vulnerable students to avoid suspensions or permanent exclusion</p> <p>Dedicated School based EWO & Attendance Officer to provide a daily support mechanism to reduce student absences, specifically targeting PA's</p> <p>Alternative provision in place to support vulnerable students to engage with their learning</p>	<p>Health Survey 2021 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>Working with Whitleigh Big Local to clearly identify needs (Big Local analysis 2023-24).</p> <p>Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (SHEU report July 2024)</p> <p>Appointed lead MH coordinator for the school</p> <p>Targeting disengaged PP/SEN students to re-engage including target family support work</p> <p>Early identification of students at risk of non-engagement with suitable targeted support from a range of strategies, both internally and externally delivered.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

KS3 & 4 Interventions	<p>Specific curriculum-based platforms to support learning including Sparx (Core), Uplearn & Seneca support students out of school hours learning.</p> <p>Revision guides purchased for all students in year 11.</p> <p>Masterclasses run during school holidays.</p> <p>Parent engagement events.</p>	3, 6, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 223,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Careers Support</p> <p>Careers fayre to raise aspirations</p> <p>HE visits to support ambition</p> <p>Improving links with local businesses to provide high quality work placements for Yr 10</p>	<p>Fulfilling GATSBY benchmarks, achieving 6 from 8 @100% & 2 @90%</p> <p>Working with Teach First - careers leader programme</p> <p>Careers HUB partnership as part of LEP board</p> <p>Low NEET Figures (<2% post 16, 0% post-18) for school against locality baseline</p> <p>Increased number of PP students accessing level 3 provision</p> <p>Unifrog provided to all students</p> <p>High percentage of YP accessing high quality work placements, some of which have led to apprenticeships and further training for disadvantaged students in particular.</p>	3, 5, 6
Provision of Pastoral Team	Established a triage system to support the most vulnerable and reduce number of suspensions using a graduated response approach. Aiming for a 20% reduction in suspensions year-on-year.	3, 4, 5, 6, 7

<p>Restructure of Pastoral Support team to upskill Inclusion Leads.</p> <p>Increase in number of Pastoral Leaders to one per year group with allocated inclusion support off timetable.</p>	<p>All staff have received MH training to support a trauma informed approach to supporting childhood ACE's.</p> <p>Trained staff to deliver "Decider Training" including whole staff CPD.</p> <p>Specialist SEN leads for key areas of SEN need.</p> <p>Engagement with MAST/EP to identify and support the most vulnerable students, especially post-covid where there has been an increase in need.</p>	
<p>Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing</p>	<p>SHUE Survey 2024 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>26+weeks waiting list to support vulnerable learners for external providers</p> <p>High proportion of Young Carers supported by specific after school activities</p> <p>Emotional health & wellbeing issues have a detrimental effect on attendance.</p>	3, 4, 5, 6 & 7
<p>OSHL support including Enrichment & Character Education</p> <p>Catering provision costs offset by PP contribution to ensure affordable for all students</p> <p>Curriculum field trips are fully funded to ensure full participation and barriers are removed</p>	<p>Many students' do not have the opportunity to develop their cultural capital outside of college life.</p> <p>Values Week is a vehicle to provide opportunities to all students to enrich their experiences</p> <p>Maximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students via various internal and external clubs and activities. Developing an international offer to support aspirations, e.g. Italy Ski 2025, Gran Canaria 2025 (Turin finding) 100% of PP students attending.</p>	3, 4, 6 & 7

	<p>Key role in supporting attainment challenge and health and wellbeing of students.</p> <p>Appointed an Enrichment lead to support this key area.</p> <p>Achieved the Character kitemark, now working to fully embed</p>	
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Total budgeted cost: £ 416,252

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.

Outcomes 2023 vs 2024

	2023			2024			Change
	PP	Non-PP	Gap	PP	Non-PP	Gap	Change
Attainment 8	34.79%	42.84%	-8.05%	41.99%	46.38%	-4.39%	+3.66
English/Maths 9-4	39.2%	52.5%	-13.3%	58.5%	69.9%	-11.4%	+1.9

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
Big Local Engagement	Whitleigh Big Local
Gran Canaria Trip	Turin Project – Eat my frog
AP Provision	City College Plymouth / Poles Apart/Moor to Life / Hamoaze House/Academy 21
Careers Development	UniFrog, Careers Southwest, Careers Enterprise Company, Caerus, Superkids
Personal Development	The Zone Plymouth, Plymouth Medical School, Plymouth Dental School, Schools Health Education Unit, Intercom Trust, Racial Equality Council, Devon and Cornwall Police, Rainbow Flag Award, PSHE association
Mental Health	Boxhall Profile, Progeny, Mental Health Support Team (MHST), Social Prescriber

	team, Plymouth Learning Partnership (MAST), Young Devon, Jeremiah's Journey
Safeguarding	CPOMS, Andrew Hall, Smoothwall monitoring/reporting, staff safeguarding supervision, staff counselling support
Food Equality Project	Plymouth University
Dartmoor Zoo	Superkids
Pathfinder Project	Sport England / Pathfinder