

Pupil premium strategy statement

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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	The Hathershaw College
Number of pupils in school	1070
Proportion (%) of pupil premium eligible pupils	438 (40.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr M. Giles
Pupil premium lead	Mr R. Logan
Governor / Trustee lead	Mrs L. Astbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,342
Recovery premium funding allocation this academic year	£65,050
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	£493,392

Part A: Pupil premium strategy plan

Statement of intent

Our commitment to the students of Hathershaw is that irrespective of background all our learners have the opportunity to experience further and higher education, with high quality teaching at the heart of our approach.

Using evidence-based research to inform practice, our local knowledge and working in partnership within and beyond the trust 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.

Our high expectations, aspirations and optimism to ensure that all learners make outstanding progress is rooted in an ambitious curriculum offering breadth and depth with an ability to study as many subjects as possible for as long as possible, with an appropriate balance between academic and vocational subjects to inspire, engage and accelerate progress and secure students' progression.

Our strategy embraces the importance of skills and qualities for our learners, with self-regulation and metacognition fundamental in the ongoing ambition to develop independent, confident, resilient and reflective students aspiring for better outcomes.

In partnership with Greater Manchester Schools plans focusing around the 3P's of presence, participation and progress have been adopted including through the National Tutoring Programme and Academic Mentors for students those education has been worst affected, including non-disadvantaged students.

To achieve the most impact from our Pupil Premium Grant we will:

- deliver the highest quality teaching
- ensure disadvantaged students are challenged every day by the work they receive
- intervene based on robust diagnostic assessment, not assumptions based on disadvantage
- ensure evidence informed practice informs our strategy and interventions
- set the highest expectations for all learners, focusing particularly on raising the expectations of what our disadvantaged student can achieve
- be responsive to the common challenges but also individual needs
- 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 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>Closing the gap for students with lower than national prior attainment on entry</p> <p>The attainment of disadvantaged students although in line or above the national pupil premium averages we aspire to improve outcomes further and close the gaps with non-disadvantaged. Outcomes for disadvantaged students has improved since 2019 however the lowest attainment and largest gap in core subjects for disadvantaged students is in mathematics while the gap in Science is also an area of focus.</p>
2	<p>Low reading ages, literacy (and numeracy) on entry</p> <p>The reading comprehension of disadvantaged pupils are generally lower than the national average on entry compared to our non-disadvantaged intake who have reading ages in general above the national average. Removing the barriers of language (reading, writing and oracy) development and motivation fatigue as a result of language comprehension.</p> <p>The number of students arriving who are below 100 for reading ages for our disadvantaged learners is year on year approximately 15% of our cohorts.</p>
3	<p>Poor self-regulation and metacognition to be effective independent learners</p> <p>EEF Evidence highlights the importance of self-regulation and metacognition and our observations suggest that greater self-reflection for learners following assessments and strategies to be resilient when faced with new or challenging task will improve outcomes. It is especially important with some of our white British students and some boys.</p>
4	<p>Lower attendance for disadvantaged students</p> <p>High quality first teaching has the greatest impact on outcomes and although attendance throughout the pandemic at Hathershaw has remained in line or better than national the gap in 2021 between disadvantaged and non-disadvantaged widened to -3.2%. Disadvantaged attendance in 2021 was 89.1% compared to 93.6% in 2020. Both of these levels are below our pre-pandemic rate of 95.5%, a position we are committed to achieve.</p>
5	<p>Families and students with complex needs including poor mental health</p> <p>Our observations and assessments have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. These concerns are partly due to concerns over lost learning, lower self-esteem/confidence on returning to learning, lack of structure and routines and missing out on enrichment and socialising opportunities. Eighty-eight students requested counselling (up on previous years) and 55% of these referrals were disadvantaged students.</p>
6	<p>Reduced exposure to wider cultural capital experiences</p> <p>With restrictions on activities and visits alongside lowered confidence/concern from parents and carers about group activities schools and external organisations have seen a decline in participation numbers. The importance of socialising and physical activity will be essential so re-establishing the opportunities we have historically provided and growing the offer is essential. Targeting disadvantaged students and</p>

	removing barriers to their engagement with arts, sports and academic opportunities is a priority.
7	<p>Disrupted learning from the pandemic including a digital divide</p> <p>The data published by the Department of Work and Pensions shows Oldham tops the list of boroughs where young people under the age of 16 are living in both relative and absolute poverty. In Oldham, 33% of children are living in absolute poverty where household income is below the necessary level to maintain basic living standards like food, shelter and housing. Remote learning is for many families a serious barrier and therefore we will continue to improve access to hardware and data packages to close the digital divide for in the first instance our disadvantaged 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.

Intended outcome	Success criteria
Increase attainment for disadvantaged students	We are aiming for the disadvantaged students to close the gap further with the national non-disadvantaged students. With disadvantaged attainment in line with national disadvantaged our aim is to achieve an attainment 8 of 50 to close the gap with national non-disadvantaged.
Improving language (reading, writing and oracy) development and a removal of motivational fatigue as a result of poor language comprehension.	The assessments on Bedrock, Fresh start, Lexia and NGRT Tests will show improvements in disadvantaged students and their non-disadvantaged peers. Through our Monitoring and improving the quality of Teaching and Learning programme (MiQTL) the confidence with reading, written and oral responses will be evidenced.
Develop self-regulation and metacognition	Verbal and written reflections will be embedded in learning and captured through MiQTL. Students will be monitoring and regulating their own learning as seen through improvements in effort and homework grades on reports.
Improve the attendance of all students with an unrelenting focus on disadvantaged students.	National attendance in 2019 pre-pandemic was 94.8% and at Hathershaw attendance was above this at 95.4%. Our aim is to return to above national attendance or better and no gap between the disadvantaged students and their non-disadvantaged peers.
Remove barriers to learning especially focusing on social, emotional and mental health.	Further improve the well-being of students demonstrated by; <ul style="list-style-type: none"> • Positive student voice, student and parent surveys • Students accessing counselling and able to end counselling when able • attendance to extra-curricular and enrichment opportunities increases including trips and visits, particularly among disadvantaged students.

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: £300,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standard tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instructions. EEF Assessment & Feedback	1, 2
Developing metacognitive and self-regulation skills in all pupils. This will involve five ongoing teacher training.	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent learners. Becoming more reflective and organised around knowledge acquisition, assessments and being able to verbalise how to progress. EEF Metacognition and self-regulation	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We are fully participating in the Oldham Literacy underpinning the curriculum project.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. EEF Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why Closing the Word Gap Matters – Oxford Language Report	1, 2
Reducing class sizes by retaining greater staffing in Maths and English	Reducing class size is an approach to managing the ratio between students and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of students per teacher becomes smaller. An impact of 2 months gained. EEF Reducing Class Size	1
CPD on the adoption on the principles of good feedback specific to subject areas and student's	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF Teacher Feedback to Improve Learning	1, 2, 3

The achievement leader for mathematics focuses on Key Stage 3 and catch-up from Key Stage 2 for those not 'secondary ready'	The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. EEF Improving Maths in Key Stage 2 and 3	1, 2
To retain the expertise of 3 Advanced Skills Teachers in English and maths to offer expertise in teaching and learning and supporting colleagues	There are many great schools in this country, but schools can only ever be as good as the people that work in them. Over a number of years, it has become increasingly difficult to recruit and retain staff of the calibre required. Dfe Teacher Recruitment and Retention Strategy	1, 2
Using seating plan software to identify underperforming disadvantaged students to target intervention	There's more to a student's academic success than just great teaching and great content; the environment in which they learn has a major impact on their progression. Effective classroom management plays a huge role in this and includes class seating plans. How and where students are seated can have a positive impact on student behaviour, academic performance and class participation. The Benefits of Seating Plans	1, 2
Using data tracking software to identify the progress of disadvantaged students and target intervention	SISRA Analytics is the ultimate flexible school data analysis solution for KS3 and KS4. It allows you to track and analyse your achievement data easily, quickly and accurately, Analytics directly enhances the day-to-day working life of you and your colleagues, whilst helping to drive school performance and improvement.	1, 2

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

Budgeted cost: £ 75,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: EEF One to One tuition	1, 2, 3

significant proportion of the pupils who receive tutoring will be disadvantaged, English, maths and Ebacc subjects.	And in small groups: EEF Small group tuition	
Targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Fresh start, Lexia and Bedrock are packages delivered with the support of an NTP mentor. EEF Reading comprehension strategies	1, 2
SORA Online Library software	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Dfe Research evidence on reading for pleasure	2
Achievement Leader Maths Numeracy Ninjas Intervention	Numeracy intervention is designed to fill in students' basic mental calculation strategies and also empower them with the numeracy skills and fluency required to fully access GCSE maths concepts when they move to Key Stage 4 study. Numeracy Ninjas	1, 2
Pupil Premium Champion leading on Academic Support Plans to support Year 11 disadvantaged boys impacted most by the pandemic	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring	1, 3
Extending the school day for all Year 11 students including those who are disadvantaged for revision and/or intervention	Extending the school day to include a 'period 6' involves increasing learning time onto the end of the school day. This includes extending core teaching and learning time. EEF Extending School Time	1, 3
LSA in classrooms focusing on Special Educational Needs students who are disadvantaged and underachieving.	LSA and classroom teachers work closely to identify students who are disadvantaged and underachieving particularly if identified as having Special Educational Needs. Additional care needs to be taken that class teachers don't interact less if a LSA has been assigned targeted students for intervention. EEF Teaching Assistant Interventions	1, 2, 3
Guarantee every disadvantaged family has IT hardware and data infrastructure, including training for students in the use of google classrooms	Disadvantaged students are less likely to have devices and internet connections. A survey of over 7,000 teachers by the Sutton Trust found that 15% of teachers in the most deprived schools said that their students would not have adequate access to an electronic device for home learning and 12% felt their students would not have adequate internet access. Education Development Trust - Bridging the digital divide	1, 3, 7

All disadvantaged students to have relevant GCSE revision materials for their learning.	To remove the financial barrier to revision materials all students are provided with revision materials in core subjects including revision guides, flash cards and quiz packs. In addition, the school Virtual Learning Environment (VLE) is being completely redesigned to improve the quality and accessibility of revision materials. Learning Ladders	1, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £118,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principle of good practice set out in the DfE's Improving School attendance advice including raised awareness with students, rewards, return to school meetings and home visits.</p> <p>Returning to free breakfasts to encourage attendance and punctuality.</p>	<p>The impact of the pandemic including multiple closures and student isolations. By 15 July 2021, 14.3% of pupils were absent for a reason relating to coronavirus – for example, because they were self-isolating owing to close contact with a confirmed case, or had tested positive themselves.</p> <p>House of Commons – Coronavirus and schools DfE's Improving School Attendance</p>	1, 4
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 5
<p>Increase the participation of disadvantaged students in creative activities, such as painting and music as part of the extra-curricular activity.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>EEF Arts Participation</p>	1, 6

Increase the number of extra-curricular opportunities including sport, arts, music and DofE for students, but in particular target disadvantaged students	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Physical Activity	1, 6
Careers Service additional provision	The DfE urges senior leaders to back their careers team, especially their Careers Leader, and to invest in personal guidance provided by a qualified careers adviser. This will allow the continued delivery of high-quality, progressive careers programmes that support all students to acquire the knowledge, skills and confidence to fulfil their potential. DfEs Careers guidance and access for education and training providers	1, 6
Further provide social and emotional support as students return to school following the pandemic including counselling and other pastoral support.	As teachers and leaders, we are aware of the complex issues students may be dealing with as a result of the pandemic. The need for pastoral support, safeguarding and well-being services in school has increased. Mental Health Foundation	1, 5
Provide alternative programmes to support behaviour and engagement with learning including work placements and SEL e.g Teens and Toddlers	The school will direct students off-site for education to help improve behaviour, improve motivation towards school and reduce the likelihood of further suspension or permanent exclusion. In addition, programmes to improve the social and emotional needs of students are targeted to students to improve engagement with learning.	1, 5
Provide a tangible reward for students complying and promoting the school's values for Responsible, Respectful and Ready to Learning.	Under the right circumstances, targeting the right things, rewards can have a positive influence. E-Praise, postcards, letters home and meeting students to acknowledge their achievements are targeted to engage and motivate learners.	1, 3
A contingency fund is available for acute issues including barriers to attendance for example uniform, food or stationary.	Research has shown that for some children, not having the right uniform and missing breakfast, things that we take for granted, were barriers to children setting foot in school. One child support worker reported that children are having to take days off school due to unwashed, ill-fitting or shabby clothes. Attendance Matters	1, 5

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

In 2021, the outcomes of disadvantaged students improved and closed the gap on national outcomes estimated by SISRA using collaboration data. The disadvantaged attainment remains in line or above national disadvantaged peers. The three-year trend shows improvement over time for disadvantaged learners.

In comparison to FFT 50 estimates all buckets are in line with expected outcomes with English, Maths and Ebacc Buckets all achieving higher attainment than previous years. Our open bucket after two years decline has seen a recovery in 2021. Our priority continues to close the gap on school and national non-disadvantaged peers.

As evidenced in schools across the country, partial closures and multiple periods of self-isolation has impacted the experience achieve from quality first teaching and adapting to 'teaching behind the line' has taken time for teachers to adjust that could have had greater impact in the Spring and Summer terms.

The impact could however have been worse, but the rapid closing of the digital divide using funding for laptops and data packages, training students on the use of google classrooms and the continuation of our high-quality curriculum through asynchronous and once fully trained synchronous lesson it resulted in many significant home learning barriers being removed.

Our ambition to improve attainment in English and mathematics for all but particularly the disadvantaged was bolstered by our voluntary participation in hybrid tutoring targeting year 11 students while NTP tutoring focused firmly on years 7, 9 and 10. School led tutoring further broadened the catch-up offer and disadvantaged students were supported in English, mathematics, Ebacc subjects, sport and the arts.

Outcomes for boys in English improved from 54% to 58% for 9-4 grades. In addition, the percentage of grades 9-4 EM decreased from 56% to 54%, however more positively the percentage 9-5 EM increased from 31% to 35%.

The impact of the pandemic on wellbeing and mental health significantly affected students and this was particularly acute for disadvantaged students. The impact was an increased demand for counselling with 55% of referrals from disadvantaged students. As a result, we used the pupil premium funding to increase our capacity for counselling and in turn reduced the waiting time for students.

Attendance of disadvantaged students in 2020-2021 was 89.1%, compared to NPP students 92.3%. In 2019-2020 disadvantaged attendance was 93.6% compared to NPP students with 95.9%. The impact of pandemic on disadvantaged students has been greater than others with a decline of 4.5% and therefore recovering to pre-pandemic attendance will be a priority but still a major challenge as disruption continues into 2021-22.

The advancement of remote learning using google classroom rapidly developed the disadvantaged and their non-disadvantaged peer's skill set of using ICT but even more valuable was the evolution for many

in their self-regulation one our key priorities for now and the future. All students had to 'online' daily manage their workload, attendance, completion of work and submission to online deadlines without the direct presence of adults for many.

In conclusion, facing adversity that is unprecedented the college found opportunities to deliver positive outcomes on our main priorities by outcomes in English improving for the disadvantaged, the percentage of disadvantaged students achieving 9-5 in English and maths, maintaining our commitment to cultural opportunities and experiences, offering the professional support increasing numbers of students requesting counselling while finally making progress and using the pandemic to our advantage in developing our digital strategy including the skill set of students and adults.

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further information (optional)

Further to the strategies to address our key priorities our pupil premium actions are complemented by other actions and strategies to improve engagement and outcomes. Not an exhaustive list but includes;

- Retrieval practice and interleaving development was fundamental in the development of our curriculum sequencing, knowledge and skills evolution in 2020/21
- The strategic change to a three-year Key Stage 3 and enable students to study subjects deeper and for longer would benefit all students, but particularly those disadvantaged
- To provide equal opportunity and essential life skills including healthy lifestyles food technology ingredients are provided for all students removing barriers for those most disadvantaged
- Advanced Skills Teachers in English and math lead on the standing item regarding pupil premium progress
- In preparation for summer examinations the college engages disadvantaged students with a personalised appointment the 'Exams doctor' who has marked an exam paper and provides feedback in the form of a 'prescription'.
- Bedrock Mappa Software uses algorithms in the software to teacher tier 3 subject words and repeat where students have still not mastered their meaning
- The purchase of the online library software SORA has been deployed to monitor disadvantaged reading patterns
- The tutor time reading programmes expose students to interesting and challenging text with the support of a teacher increasing the exposure of disadvantaged students to reading
- To enhance home/school communication disadvantaged students are prioritised for attendance including making appointments and engaging on the evenings.
- Home visits and newly introduced 'return to school meetings' set high expectations for attendance with home and students
- In addition to free breakfasts, a free breaktime snack and drink has been made available to ensure all students, but especially disadvantaged have access to food to improve concentration
- Disadvantaged students are targeted to participate in the Duke of Edinburgh Award
- Ambitious residential trips abroad (academic and sporting) are subsidised by the pupil premium fund making the trips accessible to disadvantaged students who might otherwise not participate
- To commitment to creative subjects' arts and music culture experiences have purposefully increased to complement their growing position on the curriculum
- The ambition for disadvantaged to access music have focused on peripatetic lessons focusing almost entirely on pupil premium students with lessons to learn guitar, drums, piano, violin and singing
- Our commitment to independent learning provides homework guidance and a space to learning in school and targeted disadvantaged students who face adversity completing work at home