

Pupil premium strategy statement

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	Hove Park School
Number of pupils in school	958 (Y7-11)
Proportion (%) of pupil premium eligible pupils	34.84%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 3 year plan is recommended
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kevin Alexander (Deputy Head Teacher)
Pupil premium lead	Estelle Sorensen (Assistant Head Teacher)
Governor / Trustee lead	Paul Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,300 £23,343 PP Plus
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	£365,643

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to help us to continue to improve and sustain outcomes for disadvantaged students at our school, ensuring that the attainment and outcomes for disadvantaged students is comparable with that of non-disadvantaged students nationally especially in English and maths. The school is committed to ensuring they can access a high-quality academic curriculum alongside a range of enrichment and extra-curricular opportunities through our Every Child Should strategy.

Using the research of the [Educational Endowment Fund \(EEF\)](#) as a guide, our pupil premium strategy is based on a three-tiered model that focuses on:

- 1) high quality teaching and learning;
- 2) targeted academic support; and
- 3) wider strategies.

Our approach will focus on the key challenges that are preventing students from higher attainment. Our approach will be responsive to both common challenges and individual students' needs, rooted in robust analysis of a range of data and diagnostic assessment, rather than assumptions about the impact of disadvantage.

At Hove Park School, the heart of our pupil premium strategy and whole school approach is one in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what students can achieve. This will focus on ensuring all disadvantaged students receive high quality teaching and learning in the classroom; the Educational Endowment Fund (EEF) has shown that this has the greatest impact on closing the gap in outcomes between disadvantaged students and non-disadvantaged students.

All students will have access to a broad and balanced curriculum, providing a rich and academic knowledge base. No student's learning or progress will be hindered due to barriers or challenges they might have, such as reading levels, vocabulary deficits or other additional needs.

In addition, we also provide a range of targeted academic support, as research by the Educational Endowment Fund (EEF) has shown the positive impact that these interventions can have, including on those who are not making expected progress.

The approaches we will adopt complement each other to help all students excel and thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and develop a greater awareness of their own learning, being able to identify their personal strengths and areas for improvement.
- act early to intervene at the point specific 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	<p><u>Literacy: reading, oracy and vocabulary development</u></p> <p>KS2 data, Sparx Reader data, internal assessments and observations clearly show that our PP students are more likely to have below chronological reading ages, below age-related reading and writing attainment and have a deficit in tier 2 and 3 vocabulary. This will affect their ability to access certain parts of the curriculum. Internal observations and student voice identify that more opportunities need to be planned to support students spoken language and communication.</p>
2	<p><u>Attendance and Punctuality</u></p> <p>Attendance and punctuality to both school and lessons highlights a concern regarding below average attendance and punctuality percentages. There are wider issues that must be considered including SEND/SEMH needs, IYA and students perceived value in the school.</p>
3	<p><u>Sense of belonging to the school community</u></p> <p>Student questionnaires and contextual data indicate that PP students have a lower sense of belonging in the HPS school community than non-PP students, this disproportionately affects their identification that <i>'people from families like mine do well at school.'</i> This is significantly impacted by the high number of IYA. The current contextual data, September 2024, indicates that 23.65% of the whole cohort are IYA: 3.4% in KS3 and 33.9% of KS4. The number of IYA significantly increases at KS4: 30.5% in Y9; 27.4% in Y10 and 46.5% in Y11.</p>
4	<p><u>Lower cultural capital and broader opportunities</u></p> <p>Student questionnaires and observations have identified that some PP students lack background knowledge of the world around them, as a result some students lack clarity and confidence about post 16 opportunities and how to achieve them. They are not less ambitious, but what they believe is possible is limited due to life experiences to date.</p>
5	<p><u>Independence learning and self-regulation skills</u></p> <p>Observations and internal data collection have identified that a significant number of PP students lack skills to support their own learning and effectively study independently. This is a particular</p>

	challenge in KS4 when it comes to preparing for mock and GCSE examinations.
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This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve reading ages, vocabulary deficit and spoken language communication skills	<ul style="list-style-type: none"> All students will engage with Sparx Reader to improve reading comprehension and fluency. All students will engage with Bedrock Vocabulary and be explicitly taught vocabulary in lessons which will lead to students being able to use appropriate tier 2 and subject specific vocabulary in writing and discussions across all subject areas and phases. All students will be provided with and engage in multiple opportunities to improve spoken language and communication skills in all subjects and across all phases. <p><i>Internal T and L QA process, student questionnaires, student attainment and Sparx/Bedrock data</i></p>
Improve overall attainment	<ul style="list-style-type: none"> Achieve national average for attainment of all pupils , as well as having a positive P8 score. Raise attainment of PP students to equal national PP A8 score (50.3 in 2024) <p><i>Internal tracking data, GCSE results</i></p>
Improve student sense of belonging and engagement with the school community.	<ul style="list-style-type: none"> All students record an average score of 4.5 out of 5, currently 3.1 out of 5 by the end of the current strategy plan. Student's responses will be gathered at the end of every academic year. <p><i>University of Sussex Social Psychologies Project, University of Sussex Inspire 3 Programme and widening participation programmes.</i></p>
Improve student self-regulation and independent learning	<ul style="list-style-type: none"> Students will be more aware through the tutor programme in Y9-11, MADE workshops and targeted Inspire-3 programmes of how to plan and evaluate their own learning, to identify personal strengths and weakness and how to be more independent in their studies. <p><i>Observations, student questionnaires, pre/post Inspire 3 surveys.</i></p>
Higher attendance for all our disadvantaged students.	<ul style="list-style-type: none"> 95+ % attendance – currently 84.8% PP and 91.1% Non-PP (November 2024)

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: £114,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development</p> <p>Teacher professional development and support staff training will focus on the following:</p> <ul style="list-style-type: none"> • Questioning • Active reading strategies • Improving spoken language and communication (active student participation) • Vocabulary instruction (implicit and explicit strategies) <p>Particular focus will be on embedding successful strategies across all subject areas and use experts to provide coaching.</p> <ul style="list-style-type: none"> • Faculty Champions Group. • Review of curriculum. 	<p>See EEF 'Effective Professional Development' poster: EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom'</p> <p>Internal data and teaching and learning QA will inform strategies and coaching.</p>	1, 3, 4
<p>Literacy</p> <ul style="list-style-type: none"> • Ensure all staff are directly teaching tier 2 and tier 3 vocabulary in all lessons (using the Frayer model template) • Ensure all staff are using a range of active reading strategies to support comprehension and inference. 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools EEF</p>	1,3

<ul style="list-style-type: none"> Ensure all teachers are using a range of oracy strategies to improve students' spoken language and active engagement in learning (e.g Think-Pair-Share, Pose/Pause/Pounce/Bounce) Ensure all students are actively engaged with Sparx Reader and Bedrock Vocabulary 	<p>Research and attendance at LA/Durrington Research School project – Literacy – The Key to Social Equity</p> <p>Research reports National Literacy Trust</p> <p>Why Closing the Word Gap Matters – new research finds evidence of a significant word gap in UK schools Department of Education</p> <p>Oxford University Press - Word Gap - Oxford Language Report</p>	
		1, 2

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

Budgeted cost: £ 114,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Programmes</p> <ul style="list-style-type: none"> Small group tutoring focusing on English, maths and science to improve 4/5 grades Action Tutoring Y10 English and maths Y10/11 MADE workshops to improve independence and study skills Y11 Mentoring – prioritising disadvantaged students KS4 attendance focus groups 	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF</p> <p>Metacognition and Self-regulated Learning EEF</p> <p>Supporting attendance EEF</p>	1, 2, 4,5

<ul style="list-style-type: none"> • Y7 and Y8 inference programme • Y9 and Y10 Inspire-3 programmes with University of Sussex 		
Alternative provision programme <ul style="list-style-type: none"> • The Hut provision for Y10/11 PA students • STEPs provision for those at risk of PE 	Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

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

Budgeted cost: £ 114,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
iPads-FSM pupils [Digital strategy] <ul style="list-style-type: none"> • Disadvantaged students have their iPads subsidised by the school 	<p>Technology can supplement class teaching outside lesson time by enabling pupils to continue their learning at lunchtime, after school or at home. As well as being motivational, evidence suggests that using iPads to supplement standard teaching rather than replacing it with technology interventions can have the most positive impact.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using Digital Technology to Improve learning Evidence Review.pdf</p>	1, 2, 3, 4
Well being <ul style="list-style-type: none"> • School counsellor 	EEF recognise the importance of supporting students' well-being in school and recommend a range of approaches. Employing a school counsellor is part of our wider well-being strategy: 'Social and emotional	2, 4, 5

<ul style="list-style-type: none"> • Year Teams – HoY and AHoY • SEND and SEMH Reams • Cullum Centre to support students with specific autism needs • Y10/11 MADE workshops to support exam preparation and managing stress • Y11 tutor programme aimed at developing exam strategies and managing self • Careers programme • Pastoral triage to identify need for early intervention • Free porridge Innovate scheme for all students • Trips and visits subsidised (DoE and Big Camp etc) 	<p>skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole class approaches as well as targeted interventions. Links to further details can be found here: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Nurturing a sense of belonging at school: what helps pupils feel connected?</p> <p>The Knowledge. Why belonging matters and what it looks like</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p>	
<p>Attendance</p> <ul style="list-style-type: none"> • EWO employed 3 days a week • Pastoral triage to identify need for early intervention • First hour attendance calls by AHoY • Attendance Focus Student groups • PA attendance strategy • Alternative provision offer extended – internal and external providers 	<p>Supporting attendance EEF</p>	<p>2, 5</p>
<p>Behaviour</p>	<p>Improving Behaviour in Schools EEF</p>	<p>4, 5</p>

<ul style="list-style-type: none"> • Review and update school's behaviour policy and procedures • Improve tackling of behaviour and attitude to learning to provide earlier targeted interventions • Provide coaching for teachers and other adults in the school • Use SEND/SEMH and AHoY to understand specific contexts and behaviours 	<p>Internal data and analysis from the University of Sussex Social Psychologies research.</p>	
<p>University of Sussex – Social Psychologies Project</p> <ul style="list-style-type: none"> • Improve sense of belonging • Y8 to Y9 Transition • Induction of IYA • Improve communication skills and confidence to express yourself appropriately 	<p>Student questionnaire and internal data – July 2024 report from University of Sussex.</p>	<p>2, 4, 5</p>

Total budgeted cost: £

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.

2023-24 Review

The school strategies were implemented across all the areas in both phases with varied success and effectiveness. The newly appointed SLT lead attended a 3 day CPD course run by Durrington Research School and was part of a LA/EEF and Durrington Research School project. This CPD, networking with other secondary school PP leads and review of the 2023-2024 activities and interventions ensured that the whole strategy has been rigorously evaluated and impact measured to ensure that the 2024-2027 strategy has been modified and adapted to meet the specific needs of the school's context and cohort.

The teaching strategy was well implemented and class teachers were all aware of who the disadvantaged students are in their classes. The Faculty Champions group, using Rosenshine's Principles of Instruction and Lemov's Teach Like A Champion, trialled a range of pedagogical strategies that fostered increased active student participation, improved oracy and overall attainment. These strategies were shared with all teachers in faculty meetings and the introduction of PP pupil profiles. Despite the overall fall in attainment, outcomes for PP students improved overall and in all main subject areas. This reversed the widening of the gap in 2022-2023. Initial indications are that the gap with national non-PP students will narrow this year when the final data is published in the performance.

	2023			2024		
Headline	HPS PP 2023	National non-PP 2023	Gap w/national non-PP 2023	HPS PP 2024	National non-PP 2024	Gap w/national non-PP 2024
P8	-0.69	+0.17	-0.86	-0.49	+0.16	-0.64
A8	32.9	50.3	-17.4	34.5	50.0	-15.5
EM 5+	22%	52%	-30%	26%	53%	-27%
EM 4+	45%	73%	-28%	44%	73%	-29%

Subject Areas	PP 2023	PP 2024
English P8	-0.47	-0.34
Maths P8	-0.43	-0.29
EBacc P8	-0.61	-0.38
Other P8	-1.08	-0.59
Science VA	-0.64	-0.11
Humanities VA	-0.32	-0.29

Whilst there was an improvement in the outcomes for PP students, the positive trend has not been sustained in successive years. The focus for the teaching approach to the strategy has been modified to reflect the specific contextual needs of the cohort based on internal data, questionnaires and research.

Targeted academic support was well attended, especially Y10 Action Tutoring with an increase in attendance from 40% to 72%. This intervention will continue in 2024-2025 in Y10 only in English and maths. Specific tutor time intervention in core subjects were well attended, but had little impact on overall results. This year a smaller, targeted group will receive intervention in six week blocks to promote improved independence and mitigate intervention fatigue. Attendance to the broad range of after school revision was high until February, then gradually declined to April. This year after school revision will be targeted to individual students and a more holistic independent study model provided for the majority of students. The independent study and revision workshops attended by 75% of Y10/11 PP students were well received by students, teachers and parents. The next stage is to ensure that there is earlier intervention and that independent learning skills are built upon and taught directly across both phases to ensure that the gap continues to close across successive years.

The wider strategies for both well-being, attendance and accessing learning inside and outside the classroom have shown an improvement. Attendance to the AP provision improved and the number of places and curriculum offer has been extended in 2024-2025. A clear policy to support trips and visits was established to ensure equity and opportunity for all. The Every Child Should initiative is free to all PP students, including Big Camp in Y7 and DoE in Y9. Attendance on trips and visits, as well as engagement in enrichment activities, is monitored and tracked to ensure all students access provision and benefit from the experiences. PP students continue to benefit from subsidised iPads, which allows students to access the range of online learning platforms such as Bedrock Vocabulary, Sparx Reader and maths, which support and improve literacy and numeracy. Attendance remains a challenge, although PP PA (below 90%) is lower to date than 2023-2024 PP PA 27.6% compared to 25.4%, there is still a significant gap between PP and Non-PP attendance. The strategy amendments reflect the need to update and modify our approach to support students with regards their attendance.

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
Action Tutoring – Y7 and Y10	Action Tutoring
Bike Maintenance	Bike for Life
Mentoring and well-being support	Nudge
Alternative Academic Provision	Russell Martin Foundation, One Church
Get Career Confident	University of Sussex