

Pupil premium	
% PPG	433/1071 = 40.4%
% PPG ( SEND)	77/433 = 17.8%
<i>Spending Overview</i> <ul style="list-style-type: none"> <li>• <i>The level of PPG received in current year and levels of funding in previous year.</i></li> <li>• <i>Received 2020 - 2021: £420,595. Projected 2021 - 2022: £374377</i></li> <li>• <i>How the spending will be used (2021 - 22):</i></li> <li>• <i>Quality of teaching, resources and curriculum for all (£257,434.36)</i></li> <li>• <i>Targeted support (£102,224.97)</i></li> <li>• <i>Other Approaches (£41,982.89)</i></li> <li>• <i>For further information see also the school's PPG self-evaluation (2020-21), the School Improvement Plan (SIP) and the Resuming Education Plan (REP)</i></li> </ul>	

Planned expenditure						
Academic year		2021-22				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching, resources and curriculum for all.</b>						
Action and cost	Projected Cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Method of review and impact
Continued pastoral configuration of 5 x Year Group Progress Leaders, Assistant Head of Year and Student Support Assistant (increase from 4)	£51,506	Enhanced support and supervision of academic progress for all ages	Enhanced specialised support and supervision of academic progress for all ages. This allows pastoral structures to reflect the school's curriculum intent.	Line-Management meetings and data analysis	CDO	At each data drop actions and next-steps will be reviewed. End of year analysis will inform next steps.
Developing literacy skills - reading, vocabulary development, writing and oracy - to be the focus of KS3 Improvement plan and staff training	£14684.56 4 x LSA - 8-8.30	PP pupils' reading, writing and communication makes rapid progress whilst at HDHS.	Internal reading data; Reading age tests; KS2 prior attainment data.	Training sessions delivered by lead practitioners through development training and teaching and learning briefings e.g. explicit vocabulary teaching & developing reading across the curriculum KS3 Leaders in all Faculties to review and plan schemes of work ensuring that key knowledge and skills are identified and appropriately sequenced.	Teaching and Learning Team	Half-termly quality assurance through schemes of work reviews, , book reviews, students voice and Pupil Book Study
Deliver training programme to all teaching staff using a team of accredited Lead Practitioners and the 5 days allocated CPD time. HDHS Teaching and Learning Team	£70154.00 4 x LP time	Raise the quality of teaching across HDHS by ensuring all agreed lesson non-negotiables are embedded in all lessons including the quality of assessment. Classroom assessment processes, moderation and the data management system are aligned.	<u>Studies show that quality marking, planning, delivery and feedback are most cost-effective method of raising progress and attainment for all pupils and in particular PP Students.</u> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	See SIP  The impact of the training will be evident in all lessons.	Teaching and Learning Team	SLT reviews, Pupil Book Studies, External Scrutiny and QA
Fine-tuning HDHS: A Reading School (Reading for Purpose; Reading for Pleasure).	£3,964.74	Enhanced reading culture in the school including positive publicity.	Students reading surveys show a negative response to reading from some PP students	Standing item on SLT agenda	RGA	Reading age analysis
Provision of smaller teaching groups.	£50103 1 New teacher	Raise pupil progress through opportunities for greater "bespoke" input including pre-teaching prioritising English, Maths, science and humanities at Key Stage 4.	<u>Sutton Trust Teaching and Learning Toolkit (Link)</u>	Intensive support groups in Year 7 and 8.	SLT	All data-drops Case Studies

Subject knowledge enhancement programmes in place where needed for teaching staff (eg Massolit). Identifying and dealing with student misconceptions to form part of an ongoing scheme of work review.	11444.65	Teachers demonstrate strong subject knowledge.	Sutton Trust: What Makes Great Teaching?	Work Scrutiny PMR Process Book Looks Climate Walks	LGE/ SGA	On-going through PMR, Learning Walks and Book-looks
Retrieval practice to inform classroom practice and the development of schemes of work. Knowledge organisers provide effective student support.	£6672.30 TLR Time	Marked improvement in quality of instruction, which includes using strategies like effective questioning and the use of assessment	Sutton Trust: What Makes Great Teaching?	Work Scrutiny PMR Process Book Looks Climate Walks	LGE/ SGA	On-going through PMR process, learning walks and book-looks
Whole School Reading Book.	£544.46	Create a culture of shared pleasure in reading	<u>Reports by the National Literacy Trust show the benefits of REading for Pleasure <a href="https://literacytrust.org.uk/information/what-is-literacy/">https://literacytrust.org.uk/information/what-is-literacy/</a></u>	SLT monitoring	RGG	SLT meetings weekly. Reading age analysis Pupil Voice
Issue reading books to all KS3 readers.	£2,775	Create a culture of shared pleasure in reading	<u>Reports by Juniper Education show the benefits of Whole School Reading <a href="https://junipereducation.org/wholeschool-reading/">https://junipereducation.org/wholeschool-reading/</a></u>	SLT monitoring	RGG	SLT meetings weekly
Subscription to "Let's Think in English"	£150	Increased confidence, resilience, reasoning skills and understanding of English.	Kings College London research <a href="http://www.kcl.ac.uk/ecs/research">www.kcl.ac.uk/ecs/research</a>	Observations and data analysis	RGG	After English assessment periods using SMID data
"Bedrock" subscription continued as part of whole-school Tier 2 Vocabulary Drive	£4,178.00	Reading ages, communication skills and extended writing show better than national average improvement	Addressing Educational Disadvantage in Schools and Colleges: The Essex Way. Marc Rowland.	Data analysis of reading and spelling ages	RGG/ SGA	Half-termly Sep 18 24% Year 7 reading age of 9.5 or less Dec 18 16% Year 7 reading age 9.5 or less Mar 18 10% Year 7 reading age 9.5 or less Jul 18 4% Year 7 reading age 9.5 or less
Subscription to Tute and/ or CCHS Virtual School	£3,069	Core lessons can be taught even when a child is being temporarily educated at home for health reasons	<a href="http://www.tute.com">www.tute.com</a>	Tute send written reports on a weekly basis showing progress	SGA	Weekly whilst students are enrolled
Subscription to SMSC for Schools including Thought for the Week	£345	Improved Tier 2 Language skills. Enhanced SMSC awareness	<a href="http://www.smsc4schools.co.uk">www.smsc4schools.co.uk</a>	Tutor checks daily	SGA	Daily
Provide a wide-range of quality learning support materials (eg SAM Learning/ Tassomai/ reading books/ musical resources/ revision materials) including extra-curricular support (eg Easter Revision).	£17167 Subscriptions & LSA Time	Learning within and outside the classroom is enhanced for all.	All studies show that high quality "Wave 1" provision is the most effective whole-school initiative	In-school quality assurance. External/ Sigma-wide quality assurance	KFI/ SGA	Reports are generated daily by the platforms used.
Implementation of proven literacy interventions eg Lexia, one-to-one support, Catch-up reading lessons Read-Write-Inc support	£18,829.91	Targeted pupils will improve their reading ages in line or above the rate of their peers.	Average reading ages required for GCSE Papers = 14 years 8 months and rising. Some year 11s have reading ages below this. Functional literacy not achieved until 9 Years 6 months. Some KS3 pupils have lower than this	Observed as part of internal reviews Progress data at KS3 Reading age data	RGG/ SGA	Data analysis and tracking
Struggling PP Pupils are assigned a mentor to support their learning, attendance, behaviour and safeguarding	1857.3	Targeted PP students are better engaged, better behaved and securing strong pathways into post-16 education	One-to-one key worker acts as a key link between school and home. Supports with 'advocacy' in school. Aids application process for FE and supports with learning and revision habits.	Year Heads and Assistant Year Heads act as mentors for key pupils. Tracking of key attendance, behaviour and progress data	SGA	NEET and Pathways data

**Total budgeted cost £257,444**

**ii. Targeted support**

<b>Action and cost (est = estimated approx = approximate)</b>	<b>Projected Cost</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continuation of pre-teaching groups for core lessons for a selected cohort of under-achieving pupils	4293.75	To increase rates of progress for under-achieving pupils in core subjects.	In core subjects, some pupils make lower than expected progress in comparison to their peers.	Data analysis. Staff and Student Feedback.	CMA	Fortnightly via Line-management meetings.
Flexible and regularly assessed groupings	2 X SLT TIME £8917.25	Support is as inclusive as possible. Progress is incentivised. All students (especially those from disadvantaged backgrounds) have work which fits their specific needs	The Sutton Trust Best in Class 2018. Prevent "sink" groups in lower ability and complacency in more able.	Termly achievement boards	CMA/ SGA	Half-termly
Breakfast clubs for all and revision-specific breakfast club/ Period 0 for exam cohorts	8232.80 LSA x 4 & breakfast	Reduce lates and absences. Reduce absenteeism at exam time.	HDHS attendance is broadly in line with national average but needs to exceed.	Supervision by Assistant Heads of Year and where relevant by Heads of Faculty	SGA	Half-termly
Provide more and better opportunities for parental engagement	4198.23	Parents/ carers of PPG pupils are better able to support their children's learning	Sutton Trust/ Educational Endowment Fund: Teaching Toolkit	Parent/ carer feedback. Liaison with partner schools. HEP Coffee morning and parenting courses	SGA	Half-termly
Running homework club and staffing with 2 experienced members of staff every night	£11,466	Supporting PP students with out of school learning	Student and parent voice overwhelmingly supportive and positive	Continue to monitor attendance figures	SGA	Termly
Social skills/ Cultural Capital courses (ie Risk Avert/ Outward Bounds/ Boys Club/ Girls Club/ "Club with no name"/ gardening club, Colchester United Football and Fun), lunch clubs (Boys/ Girls/ Sports)	£21015 3 x LSA	Pupils	Improvement in attendance and morale for pupils	Supervision Student voice Attendance Data	JLO/ SGA	Half Termly
Exam support programme for Year 11 PPG pupils	SLT time £5356.05	Bespoke support where required to enhance GCSE outcomes	Some pupils have gaps in their knowledge which can be closed with specific revision resources and support.	ELT Meeting Agenda Items	KTu	Fortnightly
Training for staff in Trauma Perceptive Practice, Pivotal Behaviour, Mental Health First Aid, Positive Psychology and other support for pupils	£2430	Enhanced support for vulnerable pupils	Support, coaching and mental wellbeing intervention programmes improve outcomes for pupils with specific needs	Supervision Data analysis	CDO CMA	Weekly

Employment of Attendance Solutions (part cost)	5200	Increased attendance figures and reduced persistent absenteeism	HDHS attendance data is at or slightly below national average. Attendance Solutions have a good track record of improving overall attendance % and reducing numbers of PAs	Line-Management and data analysis. Standing SLT agenda item.	JLO/ CDO	Weekly attendance review
Employment of Children in Care Keyworker with enhanced salary	29699.8	Enhanced support for Children in Care	With a second care-home in the town, HDHS has seen increasing numbers of troubled CIC and increasing numbers of CIC mid-year admissions	Personal Education Plan reviews via County Virtual Schools	SGA/ Sue Helm	Half-termly In 2019 all 7 Children in Care from year 11 left HDHS to go onto employment, education or training.
Every year 10 student to have an independent 1-to-1 CEIAG meeting	£416.09	Students to have an awareness and understanding of next steps in their education.	Each student will receive an interview. Relevant paperwork, with targets, will be supplied.	Co-ordination with Tracy Laney (careers advisor from Stanway School)	CHe	April/May 2022
Every year 10 and 11 student to attend a relevant CEIAG conference in academic year 2021/22	£1,000	Year 11 students to attend Suffolk careers fair. Year 10 students to attend SIGMA careers fair.	All PPG students to attend the event(s)	Co-ordination with relevant providers. Parental support gathered.	CHe	Review as part of PMR Process
<b>Total budgeted cost</b>						<b>£102,225</b>

### iii. Other approaches

Action	Projected Cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality extra curricular activities. In particular aspirational activities and boosts to "cultural capital" (eg Speakers for Schools/ Youth Speaks/ Young Citizens Mock Trial/ Theatre visits (An Inspector Calls, Romeo and Juliet, West End Musicals)/ performing arts/ chess club/ Outward Bounds/ University Outreach projects/ London "Extravaganza"/ Year 8 Orford Trip/ Half Term Food and Fun/ Poetry Live). Ensure fair representation of PP Pupils.	£12,000	Boost to essential life-skills that facilitate academic outcomes and future success	Rebecca Montacute: "Potential for Success" shows that high achieving disadvantaged pupils are much more likely to fall behind high achieving other pupils between KS2 and KS4 but that tutoring and access to further and higher education can prevent this gap occurring.	Coordination with JBA and the 7Up programme. Review of Behaviour Reform data to inform review of extra-curricular activities. Are pupils involved in extra-curricular activities (eg Chelsea Foundation/ Boys and Girls Clubs of Essex/ Outward Bounds/ NCOP) seeing reduced instances of anti-social behaviour?	JBA/ SGA	Half-termly in SLT

Support for pupils in financial need (eg through purchase of uniform, resources, travel costs, equipment including food for Food Tech, Ballet shoes for Dance and Art resources for Design, Graphics and Art)	7302.99	Boost to wellbeing and confidence	Barriers to attendance and to concentration in lessons can include hunger, inadequate uniform, inadequate equipment	Close coordination of pastoral and academic teams to ensure recommendations, referrals and resources are appropriate	SGA	On-going: daily Student Voice Survey Term 1 Student Voice Survey Term 2 Student Voice Survey Term 3 Pupils are being supported with free places on Outward Bounds (or equivalent 2022) and a number of other extra-curricular activities. Taxis have been provided throughout the exam period for Year 11 pupils in financial need. 3 Chrome Books have been purchased this year for pupils who have been evicted from their family housing and are struggling to keep up with school work. Travel has been paid to the value of £1185 for pupils such as these who may have spent some time out of catchment area due to family circumstances. See CUP/ Resuming Education for further details
Support for pupils with alternative provisions (eg Fresh Start@Colchester Institute, NEECA, CTP Witham, Rally Sport)	17084.25	Provide pupils with appropriate curriculum and enhanced outcomes.	Local providers with specialist knowledge allow a bespoke provision and facilitate best possible outcomes.	Close scrutiny and liaison with fortnightly visits (including to parents/ carers) and weekly reports from providers.	CHE	Weekly via WIB
Support for Performing Arts initiatives including individual peripatetic music lesson	664	Enhanced "cultural capital", confidence and self-esteem leading to increasing academic outcomes	Some students engage better with school via the arts	Student-voice following (for example) the school performance	SPA/ SGA	Termly
Increasing PP representation on student leadership bodies	£200	Raise pupil aspirations and self-belief. More than half of student leadership team will be FSM/ Ever 6.	Some pupils express little faith in their own abilities and life-chances	Support from outside bodies specialising in student aspiration (eg NCOP, Make-it-Happen, National Citizen Service, Outward Bounds, Speakers for Schools) as well as robust all-inclusive leadership within HDHS	SGA	After selection process for Head Students/ Student Leaders.
Run "Risk Avert" programme for selected Year 8 pupils Free course. Staff costs: £4700	4731.65	Pupils are less at risk of falling into criminality and dangerous behaviours. Pupils emotional health and resilience is improved. Pupils feel better connected to school and better equipped to make safe choices.	Liaison with local police, crime stoppers and Harwich Crime Prevention Panel confirms that "County Lines" are a significant risk in Harwich and Dovercourt. A number of pupils have been exposed to criminality, such as cannabis use.	Risk Avert is run in-house by Assistant Heads of Learning Community under the guidance of The Training Effect (TTE), Essex University and Essex County Council.	SGA	
						<b>Total budgeted cost: £41,982.89</b>