

Pupil premium strategy statement

School overview

Metric	Data
School name	Hundred of Hoo Academy
Pupils in school	1405
Proportion of disadvantaged pupils	27.55%
Pupil premium allocation this academic year	£305,600
Academic year or years covered by statement	2020/21 - 2022/2023
Publish date	April 2021
Review date	September 2021
Statement authorised by	Mr C Guerin-Hassett
Pupil premium lead	Mrs M Whyte
Governor lead	David Craggs / Keith Morrison

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.08 (2019)
Ebacc entry	17.78% (2019)
Attainment 8	40.42 (2019)
Percentage of Grade 5+ in English and maths	25% (2019)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve parity between disadvantaged and non-disadvantaged students	September 2023
Attainment 8	Achieve parity between disadvantaged and non-disadvantaged students	September 2023
Percentage of Grade 5+ in English and maths	Achieve parity between disadvantaged and non-disadvantaged students	September 2023
Other	Raise aspirations of disadvantaged students and improve destinations	September 2023
Ebacc entry	Achieve parity between disadvantaged and	September 2023

	non-disadvantaged students	
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Professional development of teaching staff so that all are rated at least Effective and 45% rated Highly Effective.
Priority 2	Recruitment of additional English and Maths teachers to enhance team capacity.
Barriers to learning these priorities address	COVID disruption
Projected spending	£169,090

Targeted academic support for current academic year

Measure	Activity
Priority 1	Dedicated mentoring team to support students.
Priority 2	Dedicated HLTA in maths department
Barriers to learning these priorities address	COVID disruption
Projected spending	£121,618

Wider strategies for current academic year

Measure	Activity
Priority 1	Introduction of programmes to increase resilience, including Strengthening Minds programme
Priority 2	Recruitment of Professional SLA to support attendance.
Barriers to learning these priorities address	COVID disruption
Projected spending	£14,892

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff in need of development have enough time to observe best practice of other teachers.	Use of Iris technology to record best practice, which can be shared.
Targeted support	Disadvantaged students more likely to have struggled to	Chromebooks supplied during closure, support for students in

	access curriculum from home during school closure.	lesson and from mentoring team.
Wider strategies	Ensuring re-embedding of routine following COVID disruption.	Reinstatement of high expectations by teaching staff and strategic deployment of bought-in programmes.

Review: last year's aims and outcomes

Aim	Outcome
To ensure that the most disadvantaged and SEN pupils consistently benefit from our wider curriculum opportunities to develop individual interests and talents	While additional clubs were offered from September 2019 and Sports Forms were established and forums commissioned to develop further opportunities, the COVID crisis did cause disruption to our extra-curricular provision.
To ensure that a significant proportion of teaching is highly effective (mastered) and never less than effective (secure) in implementing a curriculum that reinforces long term memory and effective application of knowledge	Over the course of the academic year (until closure in March) the teaching and learning leadership saw the proportion of teaching judged to be effective and highly effective increase significantly.
To ensure the Impact of the curriculum enables pupils to develop detailed knowledge and skills across the curriculum and, as a result achieve well, with a particular focus on: P8 at KS4, Sixth VA, reducing in-school variation, Males, DHAPs, disadvantaged, SEN K.	<p>Progress that pupils are making clearly demonstrates that they are more knowledgeable, retain and remember a larger quantity of learning and are able to successfully apply this knowledge. This is reflected in our performance in the Summer Outcomes.</p> <p>Bespoke mentoring support is provided for a number of our vulnerable pupils. This enables pupils to better manage their own learning behaviours by raising their behavioural awareness and providing them with strategies to manage themselves when they face challenges. It supports pupils with developing home-study and revision strategies by providing opportunities to develop these skills at school first.</p>