

## Pupil Premium Strategy Statement – Highlands School (January 2019)

1. Summary information					
School	Highlands School				
Academic Year	2018/19	Total PP budget	£218340	Date of most recent PP Review	Nov 2017
Total number of pupils	1547	Number of pupils eligible for PP	225	Date for next internal review of this strategy	2019

2. Current attainment		
2018 Year 11 Cohort 40 PP students of 233 students)	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
% achieving level 4+ in En and Ma	<b>48%</b>	<b>Not Yet Available</b>
Progress 8 score average	<b>-0.07</b>	<b>Not Yet Available</b>
Attainment 8 score average	<b>42.1</b>	<b>Not Yet Available</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Achievement - particularly in Science and non-core subjects
<b>B.</b>	Behaviour for learning including mental health
<b>C.</b>	Low aspirations and lack of FE/HE/career planning
<b>D.</b>	Low attendance of identified pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Parental/Carer involvement in student learning and skills working with adolescents

4. Desired outcomes		Success criteria
<b>A.</b>	Pupil Premium students achieving their target grades	In each year group the % of Below Target grades for PP students in interim assessments is in line with non PP students.
<b>B.</b>	Year 11 2019 at least meet national average for non-pupil premium students	Year 11 2019 closing the gap with achievements on non-pupils students nationally in % achieving level 4 in Maths and English, progress 8 and attainment 8 and achieving a P8 score above 0.
<b>C.</b>	Greater involvement of pupil premium parents in the education of their children	At least 75% of invited parents attend evening briefings
<b>D.</b>	Improvement in attendance and behaviour for learning of PP students	Attendance of PP students is at national average for non PP students. Reduction in internal and external exclusions of PP students

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19 Pupil Premium Allocation: £218340</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improvement in quality of feedback and response to feedback	Staff development through INSET days, staff meetings and Performance management	Education Endowment Foundation found that this provide a large gain for little cost	Through routine monitoring by middle leaders through increased learning walks, and through annual faculty reviews by the Senior Leadership Team.	Mike Couzin David Feldman	As part of our annual self-evaluation
Implementation of knowledge is power programme promoting the most effective revision/learning strategies	Development through shared understanding of Knowledge is Power programme at INSET days and morning briefings  Staff training to inform classroom practice and revision skills	Education Endowment Foundation found that this provide a large gain for little cost	Through routine monitoring by middle leaders and SLT and through annual faculty reviews by the Senior Leadership Team.	Mike Couzin  Karl Tuton	As part of our annual self-evaluation
More effective intervention strategies in the classroom	Development of the PIXL Classroom model that builds in effective intervention in every classroom as opposed to many additional classes, with a focus from all teachers on pupil premium pupils	Evaluation of this classroom model through Partnership in Excellence (PIXL)	Through routine monitoring by middle leaders and through annual faculty reviews by the Senior Leadership Team.	Karl Tuton	As part of our annual self-evaluation
<b>Total budgeted cost</b>					<b>£49,000</b>

<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Improved performance in Maths/English of PP students	Raising Achievement Coordinators	Through Raising Achievement Coordinators in every Faculty who are asked to include the PP students in their target groups, we ensure that there is a whole school focus on these students. The principle is to ensure Quality First Teaching for all.	Half-termly review of progress captured on interim data and meetings with DHT and RACs to ensure prompt action where required. Termly QA sampling of teachers' intervention records Interviews with PP students with high rates of BT	Karl Tuton Anne Stothers	Spring/Summer 2019 as part of our annual review of outcomes
Improved performance in other subjects of PP students	Intervention groups and Faculty monitoring spreadsheets (OT/BT)	Intervention groups have provided evidence of raising achievement of PP students. Carefully targeted groups with experienced staff have worked best in conjunction with the class teacher. Particularly when based on solid evidence (tests and assessments).	Faculties record half termly attainment and whether students are OT or BT. This is monitored half termly by DHT and AHT with responsibility for PP achievement. A report is generated each half term and discussed as a single agenda item at an SLT meeting. Faculties submit monitoring spreadsheets when requested at AHT.		
Support for PP parents/carers	Employment of Parent Support Worker	Need for intensive support with a small number of PP parents/carers re external factors and attendance at school meetings	Line managed directly by Assistant Headteacher	Sacha Ray Caron Fitzgerald Yasmin Gray	As part of our annual self-evaluation
Students have earlier opportunity for careers advice	Introduce careers 1-1 meeting (with parent/carer invited) during KS3	Many of these students either have no or too low an aspiration for the future. Some are not able to draw on support network.	Careers manager line managed by DHT	Silvava Laurenzi Karl Tuton	Shared audit of interviews and annual self-evaluation

Increased participation of PP students in Extra Curricular Activities	Designated responsibility for Extra Ed. And subsidised participation.	Feedback from parental meetings and reviews indicates motivational benefit from these activities	Line managed by Assistant Head Teacher	Anthea Orfanos	As part of our annual self-evaluation
Provision of learning resources and curriculum related activities	Faculties bid for resources for PP students when required. PP students are given revision resources in year 11 for core subjects (and lower years when required)	In previous years PP students have not all purchased revision resources when offered (significantly less uptake than non PP students). They are now given resources for Maths, English and Science to help them prepare for examinations independently.	Implementation is monitored by Faculty heads and AHT (with responsibility for PP achievement).	Anne Stothers	End of academic year. June 2019
<b>Total budgeted cost</b>					<b>£82,527</b>
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
Rapid support for emotional and mental health issues	Provision of School Counsellor	Many PP students have their progress affected by mostly external factors that have a negative impact on emotional and mental health	Close line management of post by Assistant Headteacher	Lori Charles Caron Fitzgerald	As part of our annual self-evaluation
Strategic coordination of PP strategy	Assistant Headteacher (Pupil Premium Achievement)	Clear coordinated strategies are more likely to lead to improved outcomes	Overseen by Deputy Headteacher	Anne Stothers	As part of our annual self-evaluation
Improvement in basic skills	Increase in number of LSA's in the school	Weak numeracy and literacy adversely affect PP pupils progress across the curriculum	Lead by Deputy Headteacher in coordination with Assistant Headteacher and Head of Maths and English Faculties	Karl Tuton	As part of our annual self-evaluation
<b>Total budgeted cost</b>					<b>£86,813</b>

Outcomes 2018:

KS2 Achievement Group PP of total in cohort	2018 Performance measures	Highlands Pupil Premium	Highlands All students	National Non-Pupil Premium	National 2018 All (LA Schools)
Higher ( 8 of 110)	Progress 8	-0.1	0.31		
	Attainment 8	61.0	63.8		
	% achieving 4+ in Eng and Maths	88%	98%		
Middle ( 25 of 88)	Progress 8	0.04	0.58		
	Attainment 8	41.9	47.1		
	% achieving 4+ in Eng and Maths	48%	69%		
Lower ( 7 of 27)	Progress 8	-0.42	-0.28		
	Attainment 8	21.2	22.2		
	% achieving 4+ in Eng and Maths	0%	15%		