

Pupil Premium Strategy Statement – Highlands School (October 2019)

1. Summary information					
School	Highlands School				
Academic Year	2019/20	Total PP budget	£202,240	Date of most recent PP Review	Jan 2019
Total number of pupils	1533	Number of pupils eligible for PP	243	Date for next internal review of this strategy	October 2020

2. Current attainment		
2019 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	59%	64.4% (2018)
Progress 8 score average	-0.17	0
Attainment 8 score average	43.54	46.4

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Achievement - particularly in Science and non-core subjects
B.	Behaviour for learning including mental health
C.	Low aspirations and lack of FE/HE/career planning
D.	Lower ability PP students in Maths and English not achieving
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance of identified pupils

4.	Desired outcomes	Success criteria
A.	Pupil Premium students achieving 'secure' on their DPR statements	In each year group the % of PP students achieving secure DPR judgements in interim reports is in line with non PP students and also on application and homework grades (Good/Outstanding)
B.	Year 11 2020 to at least meet National average for non-pupil premium students and to reduce The gap between Highlands PP And non PP students to less than 0.3	Year 11 2020 closing the gap with achievements on non-pupils students nationally with 65%+ achieving level 4 in Both Maths and English Achieving a P8 score above 0 and attainment 8 above 50 (Current - 2019 - P8 gap 0.43/-0.17)
C.	Greater involvement of pupil premium parents in the education of their children	At least 75% of invited parents attend evening meetings and Academic Review Day. To reduce the attendance gap of PP and non PP parents to zero for all year groups.
D.	Improvement in attendance and behaviour of learning of PP students	Attendance of PP students is at national average for non PP students and the gap between PP and non PP students for all year groups is less than 2%. Exclusions for PP students are not greater than those for non PP students

5. Planned Expenditure

Academic Year: 2019/20 Pupil Premium Allocation £202,240

The 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.

i. Quality of teaching for all

DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE?	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL ?	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
Improvement in quality of feedback and response to feedback	Staff development through INSET days, staff meetings and the QA teaching and learning process	Education Endowment Foundation found that this provided a large gain for little cost (+8 months per annum) based on moderate evidence	Through routine monitoring by middle leaders through T&L QA process and book looks. Seating plans should identify PP students and books should have as much if not more NSF than non PP students. DPR statements will indicate PP students' progress across the curriculum	Tom Hurst Anne Stothers	As part of our annual self-evaluation Summer 2020. GCSE results August 2020 Final DPR update Summer 2020
Implementation of knowledge is power programme promoting the most effective revision/learning strategies and Mindset/DARE programme promoting new application criteria and encouraging improved learning attitudes.	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 provides a large gain for little cost (Meta cognition and self-regulation 7 months +) based on extensive evidence	Through routine monitoring by middle leaders and SLT through T&L QA process October 2019, Jan 2020 and March 2020. Google docs Mindset/DARE surveys and questionnaires.	Anne Stothers Mike Couzin	As part of our annual self-evaluation Summer 2020 and after each set of learning walks, Oct, Jan and March 2020.

DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE ?	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL ?	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
<p>Intervention strategies in the classroom including joint practice activities built into every lesson</p> <p>Homework gap PP and non PP is zero</p>	<p>Development of the new curriculum and 65 min lessons to incorporate retrieval practice and independent learning</p> <p>Staff Inset Autumn 2019</p> <p>Separate DPR assessment for quality of homework introduced.</p> <p>Staff INSET</p>	<p>Found that this provided a large gain for little cost (collaborative learning +5 months)</p> <p>Education Endowment Foundation found that this provided a large gain for little cost (homework +5 months)</p>	<p>Middle leaders and through teaching and learning QA process by SLT and CML</p> <p>DPR data analysis</p> <p>Book looks</p> <p>DPR homework grades. No gap between PP and non PP students (proportion of G/O grades)</p>	Anne Stothers	<p>Evaluation</p> <p>Summer 2020 as part of our annual review of outcomes</p>
<p>Attendance gap PP and non PP is less than 2% per year group</p>	<p>New SOL attendance system. Staff INSET. Regular agenda item on HOY line management meetings. HOYS meet with attendance officer (Androulla) weekly with PP students prioritised</p>	<p>Attendance report (DFE 2016) low attendance severely affects attainment at KS2 and KS4</p>	<p>SOL attendance system introduced</p>	HOYS	<p>Summer 2020</p>
<p>80%+ attendance for PP students. Easter Revision School and May Half term intervention sessions for years 10 and 11 in lead up to GCSE exams Summer 2020</p>	<p>Targeting of underachieving PP students following PPE exams in December 2019. Organisation of Easter Revision School and May half term intervention sessions.</p>	<p>2019 GCSE results showed PP students who attended all days of ERS achieved higher P8 scores than those who did not attend.</p>	<p>Employment of admin support to facilitate attendance (20 hours)</p>	Anne Stothers	<p>Following GCSE exam results in August 2020.</p> <p>Summer 2020</p>

DESIRED OUTCOME	CHOSEN ACTION/ APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE ?	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL ?	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
Key Stage 3 PP Literacy and Numeracy Progress in line with non PP students	Key Stage 3 Maths/English subject support programme	2017/18/19 Maths programmes year 11/12 with year 7 and 9 support programmes improved PP outcomes (reduced BTs) (LSA support required 1 hour per week per subject)	DPR data and Maths/English test data analysed.	Anne Stothers	
Key stage 4 students have access to revision resources	KS4 PP students have revision resources provided for them when required	EEF evidence shows secondary homework is beneficial (+5 months) to PP achievement	Resources bids to go through and be monitored by Karl Tuton	Karl Tuton	Following GCSE exam results in August 2020
			TOTAL BUDGETED COST		£46,500

TARGETED SUPPORT					
DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE?	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
<p>Improved performance in Maths/English/Science of PP students</p> <p>Improved performance in other subjects (of PP students)</p>	<p>Through a coordinated approach working with Heads of core subjects in Maths/English/Science who are asked to include the PP students in their target focus on these students. The principle is to ensure high quality teaching for all.</p> <p>Intervention groups (held after school and on Wednesday afternoons) and line management meetings CML INSET</p>	<p>Intervention groups have provided evidence of raising achievement of PP students (Maths/English/ intervention 2018/19). Carefully targeted groups with experienced staff have worked best in conjunction with the class teacher. Particularly when based on solid evidence (tests and assessments)</p>	<p>Termly review of progress captured on DPR data and meetings with DHT and HODs to ensure prompt action where required.</p> <p>Termly QA samples of teachers' intervention records.</p> <p>Interviews with PP students with high rates of E or D DPR's</p> <p>Faculties record termly attainment by indicating whether students are E/D or secure on DPR statements</p> <p>This is monitored half termly by DHT and AHT with responsibility for PP achievement.</p>	<p>Karl Tuton Anne Stothers</p>	<p>Spring / Summer 2020 as part of our annual review of outcomes</p>
<p>Support for PP parents/carers</p>	<p>Behaviour Mentors and Heads of Year</p>	<p>Need for intensive support with a small number of PP parents/carers re external factors and attendance at school meetings</p>	<p>Line managed directly by Assistant Headteacher</p>	<p>BMs Caron Fitzgerald Yasmin Gray</p>	<p>As part of our annual self- evaluation</p>

DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL ?	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
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.	PP students have a clear idea of options for the future and qualifications needed when interviewed	Silvana Laurenzi Karl Tuton	Shared audit of interviews and annual self-evaluation
Increased participation of PP students in Extra Curricular Activities and trips and visits	Drop down days summer 2020 to include all students. Year 7 Ed extra programme	Monitoring of PP participation in Ed Extra, trips and visits and drop down days	Registers and google survey at end of year for students in years 7,8,9	Mike Whelan Anthea Orfanos	End of academic year June 2020
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 prepared for examination independently.	Implementation is monitored by HODs and AHT (with responsibility for PP achievement)	Anne Stothers	End of academic year June 2020
			TOTAL BUDGETED COST		£78,500

OTHER APPROACHES

DESIRED OUTCOME	CHOSEN ACTION/APPROACH	WHAT IS THE EVIDENCE AND RATIONALE FOR THIS CHOICE ?	HOW WILL YOU ENSURE IT IS IMPLEMENTED WELL ?	STAFF LEAD	WHEN WILL YOU REVIEW IMPLEMENTATION ?
Rapid identification and support for bullying, emotional and mental health issues	Introduction of CPOMS system. Provision of School Counsellor. Whole staff INSET on CPOMS	Many PP students have their progress affected by mostly external factors that have a negative impact on emotional and mental health	Regular review of CPOMS use and effectiveness (AHTs, DHTs) through LM of HOYS. Minutes recorded on google docs pro forma. CPOMS records throughout the year.	Michele Phillips	CPOMS Evaluation July 2020
Strategic coordination of PP strategy Whole school intervention prioritises PP students	Assistant Headteacher (Pupil Premium Achievement)	Clear coordinated strategies are more likely to lead to improved outcomes EEF research indicates one to one or small group tuition has a benefit (5+ months) as does peer tutoring	Overseen by Deputy Headteacher PARS registers showing attendance and GCSE results years 10 and 11)	Anne Stothers David Feldman	As part of our annual self-evaluation
Improvement in basic skills		Weak numeracy and literacy	Lead by Assistant Headteacher and Head of Maths and English	Anne Stothers Stuart McMillan Tom Duce	As part of our annual self- evaluation
Support for more vulnerable students and their families including enabling links to external agencies	Employment of Family Liaison Officer	Research shows that when schools, families and community work together to support learning, children tend to do better in school, stay in school longer and like school more (mne.foundation.org)	Line management of FLO, pastoral and academic achievement of students and attendance in line with their peers	Michele Phillips	As part of our annual self-evaluation
			TOTAL BUDGETED COST		£77,240

Outcomes 2019:

KS2 Achievement Group PP of total in cohort	2018 Performance measures	Highlands Pupil Premium	Highlands All students	National Non-Pupil Premium	National 2019 All (LA Schools)
Higher (13 of 107)	Progress 8	-0.13	0.58		-0.01
	Attainment 8	57.58	66.09		60.4
	% achieving 4+ in Eng and Maths	92%	98%		92.2%
Middle (22 of 105)	Progress 8	-0.14	0.39		-0.08
	Attainment 8	39.34	44.0		39.3
	% achieving 4+ in Eng and Maths	41%	69%		52% ^s
Lower (5 of 15)	Progress 8	-0.40	0.31		-0.21
	Attainment 8	21.4	26.28		20.3
	% achieving 4+ in Eng and Maths	0%	20%		7.8%