

## Highlands School: pupil premium strategy 2020-21

### School overview

Metric	Data
School name	Highlands School
Pupils in school	1540
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£191,000
Academic year or years covered by statement	2020/21 and 2021/2
Review date	September 2021
Statement authorised by	Vin McInerney, Headteacher
Pupil premium lead	Christos Theodoulou
Governor lead	Matt Miller, Chair of Governors

### Disadvantaged pupil performance overview for 2019-20 academic year

Progress 8	0.29
Ebacc entry	53%
Attainment 8	46.2
Percentage of Grade 5+ in English and maths	40%

### Disadvantaged pupil performance overview for 2018-19 academic year

Progress 8	-0.17
Ebacc entry	35%
Attainment 8	43.7
Percentage of Grade 5+ in English and maths	48%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.30	Summer 2021
	+0.35	Summer 2022
Attainment 8	50	Summer 2021
	53	Summer 2022
Percentage of Grade 5+ in English and maths	50%	Summer 2021
	58%	Summer 2022
Ebacc entry	60%	Summer 2021
Attendance	96%	Ongoing

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Addressing gaps by embedding Rosenshine's principles in all lessons through a comprehensive CPD programme.
Priority 2	Literacy development as part of our curriculum sequencing. Partnering with nationally recognised experts in curriculum development to build a curriculum that builds cultural capital.
Barriers to learning these priorities address	School closure exacerbates the disadvantage gap. Assumption that all students have prior knowledge or will have equitably covered the curriculum whilst learning remotely. The 'Matthew effect' as a result of school closure.
Projected spending	£20,000.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted intervention before two assessment points for final year GCSE students.
Priority 2	Lexia intervention for students with below expected reading ages.
Barriers to learning these priorities address	Inequitable coverage of curriculum. Low reading ages as demonstrated through Lexia reading tests.
Projected spending	£29,604 Lexia intervention. £6000 Teacher led intervention (November exams).

### Wider strategies for current academic year

Measure	Activity
Priority 1	Appointment of literacy, numeracy and STEM coordinators to support the development of literacy, numeracy and destination access.
Priority 2	Appointment of associate assistant headteacher with oversight of pupil premium attainment and a family liaison officer with oversight of pastoral agency engagement.
Barriers to learning these priorities address	Low reading age and numeracy age of students. Whole school strategic approach to addressing our pupil premium gap.
Projected spending	£5,569 (Literacy coordinator). £12,502 (AAHT uplift). £5,569 (Numeracy coordinator). £76,602 (STEM leader). £32,192 (Family liaison officer).

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>- Students isolating</li> <li>- Year group closure</li> <li>- Staff absence</li> <li>- School closure</li> </ul>	<ul style="list-style-type: none"> <li>- Internal cover arrangements (lessons delivered in the hall)</li> <li>- Comprehensive CPD programme to ensure staff could deliver excellent lessons in line with Rosenshines principles, online.</li> <li>- Purchase of mini whiteboards to ensure teaching was responsive</li> <li>- Rigorous QA process to ensure online resources were adequately scaffolded.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>- Student absence/ attendance</li> <li>- Measuring impact (how do you know this is what 'worked'?)</li> </ul>	<ul style="list-style-type: none"> <li>- Parent text messages to increase parent engagement</li> <li>- Supplements including water and snacks to maintain concentration</li> <li>- Online revision resources</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>- School closure</li> <li>- Staffing issues</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of literacy intervention plan remotely</li> <li>- Review of whole school literacy strategy using subject experts in their field.</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged students achieving 'secure' in their DPR judgements to be in line with non PP students.	Due to Covid there was a delay in the reporting model. The second reporting window was during school closure. This data is currently unavailable.
Year 11 2020 to at least meet national average (65%) for non-disadvantaged students in English and Maths achieving level 4+.	<b>Achieved</b> 75% of disadvantaged students achieved English and Maths 4+.
Reduce the gap between Highlands disadvantaged and non-disadvantaged to less than 0.3 by achieving a Progress 8 score of above 0 and Attainment score above 50.	<b>Progress 8 - Partially achieved</b> Disadvantaged 0.30 (thus achieving the Progress 8 target of above 0) Non-disadvantaged 0.77 Gap is 0.47 down from 0.61 <b>Attainment 8 – Not achieved</b> Disadvantaged 46.2 Non-disadvantaged 57.3
At least 75% of disadvantaged pupils' parents attend parents' evening meetings and academic review day.	Academic review day was cancelled due to COVID-19 <b>Achieved</b> At year 11 parents' evening the attendance for PP parents was 94% and greater than non PP (6% non attendance for PP, 10% for non PP students).
To reduce the parents evening attendance gap of disadvantaged and non-disadvantaged parents to zero for all year groups.	<b>Achieved</b> See above
Attendance of disadvantaged students to be in line with national average and the gap between disadvantaged and non-disadvantaged to be less than 2%.	<b>Not achieved (compared with Autumn 2019/20 national data)*</b> Disadvantaged 90.9% (92.4%) Non-disadvantaged 95.6% (95.07%)

	Gap is 4.7%
Exclusions for disadvantaged students are not greater than those for non-disadvantaged students.	20 PP exclusions, 34 non PP.

\*difficult to compare national data as 2020/21 data has been distorted by the impact of the Covid pandemic.