

Pupil premium strategy 2021/22



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highlands School
Number of pupils in school	7 – 11:1402 12-13: 346
Proportion (%) of pupil premium eligible pupils	199 (14.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 to 2022/3 year 2 of 3 year plan
Date this statement was published	11/11/2021
Date on which it will be reviewed	1/9/2022
Statement authorised by	Vincent McInerney
Pupil premium lead	Christos Theodoulou
Governor / Trustee lead	Matt Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,880
Recovery premium funding allocation this academic year	£15,669
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,548

Part A: Pupil premium strategy plan

Statement of intent

Context

There have been a number of changes to the experience of disadvantaged students at Highlands School over the past two years and a continued relentless focus on this area is helping to shape an inclusive and exceptional experience for this group.

The school makes sure that disadvantaged students can fully participate in all aspects of school life. For example, at Highlands, access to extracurricular activities and the wider curriculum is a right not a privilege. All students, including all disadvantaged students, participate in the school's DARE days: 28 days of carefully curated trips, visits and activities that run from the start of year 7 to the end of year 13. These activities build cultural capital, character and provide memorable experiences that support the main curriculum at school. The year 7 Edextra programme, that runs on Wednesday afternoons, is attended by all students, so no child misses out on those experiences. All students participate in the reading for pleasure program which runs during tutor time and cultural capital by getting students to read novels from a carefully curated list of books. Disadvantaged students are also encouraged to take part in other extracurricular activities, for example the Duke of Edinburgh is fully funded for disadvantaged students and they are all contacted individually and encouraged to participate.

Attendance and exclusion data for disadvantaged students is carefully monitored. Attendance data for disadvantaged students (pre-Covid) was better than the national average. The attendance for disadvantaged students in the first term of 2021-22 is in line with all students nationally. The school has significantly reduced the number of exclusions received by disadvantaged students since 2018-19. All attendance and exclusion data analysis that leaders carry out contains disadvantaged students as a subgroup and leaders closely monitor this and shape policy and practice where appropriate to support this group.

The school closely monitors prior and current attainment data to ensure that setted subjects are not placing disadvantaged students in lower sets. The school 'overpromotes' disadvantaged students where possible.

Leaders have worked to make sure disadvantaged students make broad and academically rigorous choices with the GCSE options. The proportion of disadvantaged students taking Ebacc has doubled and the gap to non disadvantaged students has narrowed. The school has retained more disadvantaged students at the sixth form and has supported them to apply for ambitious university courses. This year the school sent its first disadvantaged student to Oxbridge.

The school's entire approach to curriculum planning and implementation is designed to develop long term memory, teach powerful knowledge, build cultural capital and address disadvantage.

School data sheets have disadvantaged students clearly highlighted on them and staff move underperforming disadvantaged students to the front of the room so they can be supported.

Disadvantaged students are overrepresented in the weekly student voice meetings that leaders conduct, this is to make sure that the teaching, learning and curriculum strategies the school is using meet their needs and are helping them make progress.

Key objectives

Our key objective is to reduce the gap between disadvantaged pupils and non-disadvantaged pupils in the following key measurables; Progress 8, Attainment 8, Ebacc entry and Ebacc average point scores.

We will aim to achieve our key objective by consulting a wide range of independent, high-quality reviews of evidence and use our school contextual data to apply the research.

We will also provide data-driven targeted support for students who are performing below their expected level, through small group intervention. We will also implement wider strategies which support disadvantaged students' well-being and mental health.

Principles

1. Quality first teaching

Each subject's taught curriculum at Highlands School is intended to facilitate and promote the highest quality teaching. The curriculum aims to give every student access to the highest quality knowledge that is sequenced in a way that promotes long term memory. Our curriculum is designed to be challenging. To support students further we have introduced procedures to support direct instruction to develop the effectiveness of teaching across the school.

2. Regular formative assessment

Our assessment and feedback policy promotes responsive teaching. This ensures that misconceptions are identified and corrected early. It also gives the opportunity for students to respond to feedback to demonstrate their understanding.

3. Intervene where and when it is required

Our intervention programs are carefully targeted using data to ensure that subjects are able to target support for the individual's needs. This ensures that groups remain small and intervention has an impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To provide support to students who are both disadvantaged and SEN
2	To continue to promote Ebacc subjects amongst disadvantaged students.
3	To support disadvantaged students in Ebacc subjects to achieve their potential
4	To put strategies in place to support disadvantaged students in completing their homework regularly.
5	To close the gap between disadvantaged pupils and non-disadvantaged pupils in Progress 8 and Attainment 8
6	To ensure disadvantaged students receive support with progression including options for Highlands School 6 th form

7	To further improve attendance for disadvantaged students
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress and Attainment To narrow the gap in Progress 8 and Attainment 8	The gap in Progress 8 to reduce to below 0.30 The gap in Attainment 8 to reduce to below 10 point difference.
Attendance and exclusion To close the gap in attendance	A reduction in the attendance gap compared to 2019 (pre Covid)
To continue a pattern of low FTE for disadvantaged students through alternative and preventative strategies	FTE as low for disadvantaged students as a proportion as for non-disadvantaged students.
Educational Entitlement To raise the number of disadvantaged students taking Ebacc subjects.	Proportionally disadvantaged students taking Ebacc are equal to non-disadvantaged students.
To ensure disadvantaged students participate in a range of enrichment activities	Participation in DARE day activities through financial support
Destinations Improved IAG support	All disadvantaged students having additional career advisor appointments and a destination plan. A greater proportion of disadvantaged students progress to sixth form at Highlands

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Curriculum sequencing. (THU) Ongoing development of the curriculum led by CML to support learning.	Pupil premium guidance - EEF 2021 Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 68, 75, 76, 89)	3, 5
CPD – Implementing Rosenshine’s principles (THU) Addressing gaps by embedding Rosenshine’s principles in all lessons through a comprehensive CPD programme.	Pupil premium guidance - EEF 2021 Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 68, 75, 76, 89)	1, 3, 5
CPD – SEND provision in subjects (MPH) To support the production of resources allowing better access to the curriculum. To review the allocation of SEND staff across the curriculum	SEND guidance report - EEF	1
CPD - Literacy (TDU) Literacy development as part of our curriculum sequencing. Partnering with nationally recognised experts in curriculum development to build a curriculum that builds cultural capital.	Literacy guidance - EEF	1, 3, 5
Staffing Appointment of literacy, numeracy and STEM coordinators to support the development of literacy, numeracy and destination access. Appointment of associate assistant headteacher with oversight of pupil premium attainment and a family liaison officer with oversight of pastoral agency engagement.		all

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Information, Advice and Guidance (SLA)</p> <p>Increased opportunities for engagement with careers advisors</p> <p>Ensuring clarity of the option process and monitoring the choices of students</p>	<p>Aspiration interventions - EEF</p>	<p>2</p>
<p>CPD – Engagement checks using data (CTH)</p> <p>Providing staff with timely data that supports intervention in the classroom</p>	<p>Pupil premium guidance - EEF 2021</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 78, 79)</p> <p>Potential for success - Sutton Trust</p>	<p>3, 5</p>
<p>Academic Intervention and one to one support (CTH)</p> <p>Developing the targeted support for disadvantaged students identified as performing significantly below expectations</p>	<p>One to one tuition - EEF</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.52)</p> <p>Potential for success - Sutton Trust</p>	<p>1, 3, 5</p>
<p>Summer School (CTH)</p> <p>To run this in August 2022 to support incoming year 7 and year 8 students</p>	<p>Oral language interventions - EEF</p> <p>Reading comprehension strategies - EEF</p> <p>Summer school - EEF</p>	<p>1, 3, 5</p>
<p>Lexia</p> <p>Continuation of Lexia intervention for students with below expected reading ages.</p>	<p>Literacy guidance - EEF</p>	<p>1</p>
<p>Academic mentoring</p> <p>Using staff and peer mentors to support engagement and monitor progress</p>	<p>Mentoring - EEF</p>	<p>2, 4</p>
<p>Easter revision (KTU, JOS, LEX, CTH)</p> <p>To target gaps in learning prior to exams</p>	<p>Extending school time - EEF</p>	<p>1, 3, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DARE Days (MWH) Ensuring participation and providing opportunities for enrichment	Potential for success - Sutton Trust	2, 7
Duke of Edinburgh Increasing the capacity of the award scheme and ensuring access by removing financial barriers	Potential for success - Sutton Trust	6
Financial hardship (MPH) removing barriers to school and learning through provision of resources particularly focussed on revision and practical subjects		
Behaviour policy (MPH) Ensuring consistency of approach and expectations, clearly articulated to students	Behaviour Interventions - EEF Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.77, 78)	3, 4, 5, 7
Whole school literacy Whole school reading improvements and targeted intervention	Literacy guidance - EEF	1, 3, 4, 5
Study skills (KTU) To support exam students and parents	Parental engagement guidance report - EEF	1, 3, 4, 5
University talks (AHU) Access through DARE day activities	Aspiration interventions - EEF	6
Securing attendance Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	7

Total budgeted cost: £ 230,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The Teacher Assessed Grades awarded in summer 2021 indicated that the performance of disadvantaged students was lower than in the previous year. Although the overall progress score for disadvantaged students shows positive progress, the gap between disadvantaged and non disadvantaged groups has remained at the level of 2019. The progress gap in English and Literature GCSEs was very small.

Our teaching priorities for year 1 were largely met, with CPD work continuing during lockdown to focus staff on developing the curriculum and embedding consistency in teaching and learning. Student feedback indicated that this had a noticeable effect. However, the wider school literacy development was impacted by the restrictions of remote learning.

Autumn term intervention was delivered as was the introduction of the Lexia reading programme for younger students. However, the ability to act on the assessments that took place at the end of the autumn term was limited with the reintroduction of remote learning. Our extensive use of Google Classroom as a learning platform supported by the deployment of chromebooks directly to disadvantaged students and the routine of lesson exit tickets went some way to mitigate this limitation. Analysis of data enabled the behaviour mentors to follow up non engagement with learning.

A graduate academic mentor employed for sixth form students proved successful and was a well used resource serving both disadvantaged and underachieving sixth form students.

The creation of additional posts to support the strategy was fully implemented and continues to add capacity to both delivery and monitoring. In particular, the additional AHT post enabled a summer school to run and the family liaison officer improved targeted communication with families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading	Lexia