

## Pupil premium strategy 2023/24

This statement details our school's use of pupil premium funding to improve the attainment of our disadvantaged pupils.

This paper outlines the following:

- Highlands School's pupil premium strategy, 2023-2026
- How Highlands School intends to spend pupil premium funding for 2023/24.
- The impact of the 2022/23 spending / strategy.

### School overview

Detail	Data
School name	Highlands School
Number of pupils in school	7 – 11: 1,231 12-13: 372
Proportion (%) of pupil premium eligible pupils	234 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019/20 to 2022/23 year 3 of 3 year plan
Date this statement was published	18 Dec 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Vincent McInerney
Pupil premium lead	Mia Lloyd
Governor / Trustee lead	Matt Miller

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,623
Recovery premium funding allocation this academic year	£ 64,148
Pupil premium funding carried forward from previous years (enter £0 if not applicable).	£0
<b>Total budget for this academic year</b> If your school is an academy or in a trust that pools this funding, state the amount available to your school this academic year.	£274,771

## Part A: Pupil premium strategy plan

### Statement of intent

Highlands School has a relentless focus on improving the school experience of disadvantaged pupils. Whilst the proportion of pupils considered disadvantaged is in line with pupil premium grant criteria, we do not consider this as a rationale for a difference in aspirations. We have high expectations for all our pupils irrespective of their vulnerabilities and are delighted that pupil premium students entering our sixth form are securing places at top destinations such as Oxford and Cambridge. As part of our ambitious offer we ensure pupils who receive the pupil premium are enabled to access destinations and pathways that match, or exceed, those achieved both nationally and by their peers within the school. Working collaboratively with Marc Rowand, the DfE special advisor, we have devised a pupil premium strategy which invests heavily in robust attendance systems; a knowledge rich curriculum, a comprehensive wider enrichment offer, a tailored careers programme and targeted intervention.

Our pupil premium strategy works towards the first objective through investment in rigorous attendance processes. This includes effective tracking systems, additional resources and a systematic pastoral approach to ensuring our disadvantaged students attend school.

The strategy works towards the second objective through investment in our curriculum. All our students are offered a broad, knowledge rich and well sequenced curriculum which is deliberately designed to build their long term memory and expose them to the very best of what is thought and said. Our CPD offer is fundamental to the effective implementation of our curriculum. This aims to improve the quality of teaching and learning- the greatest lever we have in making a difference to the outcomes of students with pupil premium.

Thirdly, our strategy enables our wider enrichment and careers programme. This is carefully planned and resourced to ensure that disadvantaged students have the knowledge and cultural capital they need to succeed in later life. We work to raise the aspirations of our disadvantaged students and their knowledge and understanding of their career options after attending Highlands School so that our disadvantaged students are equipped to excel in their post-16 or 18 goals.

Finally, our pupil premium strategy recognises the individuality of need. We recognise that the barriers our pupil premium students face are diverse and extensive. We seek to understand who our pupil premium students are and identify the barriers they face using, updating and reviewing internal data. We use evidence-based research and collaboration with outside agencies to identify the most effective methods for meeting the needs of identified students. We carefully implement strategies with a clear plan for reviewing effectiveness at each stage. Such strategies include small group subject specialist tuition, welfare support and our targeted literacy intervention, Lexia.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and data suggest that pupils who are SEN K and disadvantaged do not make consistent progress.</p> <p>Disadvantaged SEN make up 14% of the disadvantaged group. From 2022-2023 pupils who were SEN had an average progress of -0.25. Within this category SEN E students achieved above the school's average progress score with a progress score of 0.62. SEN K underachieved at -0.15. Whilst both groups achieved a higher progress score than our non-SEN disadvantaged group (-0.38) we want to ensure that our SEN students collectively and consistently make progress in line with the school's average progress score.</p>
2	<p>Our assessments and data show that our higher attaining, male, disadvantaged students in maths and English underachieve in comparison to other disadvantaged groups in maths and English.</p> <p>Higher attainment, boys' progress score in maths is -0.81. They underachieved in relation to other PP groups. The average PP score in maths for all groups is -0.64. They have also underachieved significantly in comparison to the school's average progress score +0.53.</p> <p>Higher attaining boys' progress score in English is -0.48 They have underachieved in relation to other PP groups whose overall score is -0.03. They have also underachieved significantly in comparison to the school's average progress score +0.53.</p>
3	<p>Our assessments and data show that our higher attaining, disadvantaged students are achieving a lower progress score in the EBACC qualification, in comparison to and other PP groups.</p> <p>Higher attaining disadvantaged students scored an average EBACC progress score of -1.2. This is in middle attaining and lower attaining PP groups whose average PP progress score is -0.23 and 0.26 respectfully.</p>
4	<p>Our internal data collection shows trends that disadvantaged pupils do not engage with homework to the same level as non-disadvantaged pupils. This is particularly prevalent in maths, our lowest PP bucket measure.</p> <p>The introduction of SPARKs maths will provide us with clear metrics to track engagement with maths homework and intervene to narrow gaps where necessary.</p>
5	<p>Our internal measures show that while our pupil premium groups are represented fairly in our student leadership programme and compulsory enrichment programmes,</p>

	<p>fewer pupil premium students participate in voluntary wider enrichment activities as a proportion of the school population than non PP groups do.</p> <p>This is particularly relevant in optional trips, visits and STEM related activities.</p>
6	<p>Our sixth form retention data shows that disadvantaged pupils are less likely to continue on an academic pathway post 16 at Highlands School, than cohorts in previous years.</p> <p>In 2023 30% of our PP students chose to continue their post 16 studies at Highlands. This is a 20% drop in comparison to 2020.</p>
7	<p>Our school attendance data shows that disadvantaged pupils have cumulatively lower attendance than the whole school population.</p> <p>Figures at the end of the autumn term show PP student attendance is at 89.8% . Cumulative attendance for the whole school population stands at 94.23%.</p>

### 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
<p><b>Progress and attainment</b></p> <ol style="list-style-type: none"> <li>To narrow the gap in progress and attainment by focussing particularly on higher attaining boys in maths and English.</li> </ol>	<ol style="list-style-type: none"> <li>The gap in progress to reduce to below 0.30.</li> <li>The gap in attainment to reduce to below 10 point difference.</li> </ol>
<p><b>Attendance and suspensions</b></p> <ol style="list-style-type: none"> <li>To close the gap in attendance.</li> <li>To continue a pattern of low suspension for disadvantaged pupils through alternative and preventative strategies.</li> </ol>	<ol style="list-style-type: none"> <li>A reduction in the attendance gap compared to 2019 (pre Covid).</li> <li>Suspensions are as low for disadvantaged pupils as a proportion as for non-disadvantaged pupils.</li> </ol>
<p><b>Educational Entitlement</b></p> <ol style="list-style-type: none"> <li>To increase engagement in homework.</li> <li>To ensure disadvantaged pupils participate in a range of enrichment activities.</li> </ol>	<ol style="list-style-type: none"> <li>The gap between PP and non PP students engaging with their maths homework will narrow significantly.</li> <li>Representation of disadvantaged pupils in enrichment activities is proportionate to the school population.</li> </ol>

<b>Destinations</b> 1. Improved IAG support.	1. All disadvantaged pupils having additional career advisor appointments and a destination plan. 2. A greater proportion of disadvantaged pupils progress to sixth form at Highlands.
---	---

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD - Rosenshine's principles and cognitive science (LMC)</b> <ul style="list-style-type: none"> <li>Regular CPD which continues to build staff's awareness of the principles of the science of learning and how to apply these in the classroom.</li> <li>Production of the Highlands 'toolkit' which ensures consistency of practice by codifying and sharing best practice.</li> </ul>	The EEF Guide to the Pupil Premium Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 68, 75, 76, 89).	1,2,3
<b>CPD - Monitoring (THU)</b> <ul style="list-style-type: none"> <li>Introduction of a responsive QA system codelivered with external partners which identifies the provision for PP students and provides targeted feedback for teachers.</li> </ul>	The EEF Guide to the Pupil Premium Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 68, 75, 76, 89).	1, 2, 3
<b>CPD – SEND provision in subjects (MLL)</b> <ul style="list-style-type: none"> <li>To support the production of resources for SEN K students including an SEN K pupil profile allowing better access to the curriculum.</li> <li>To appoint an SEN lead practitioner to work with teachers to develop quality first teaching.</li> </ul>	SEND guidance report - EEF	1

<ul style="list-style-type: none"> <li>● Appointed a deputy KS3 maths leader with oversight of SEND.</li> <li>● Pupils identified as below their reading age are put onto the Lexia program.</li> </ul>		
<b>Recruitment and retention</b> <ul style="list-style-type: none"> <li>● Whole school staff listening exercise carried out by a governor to understand how we can retain our staff.</li> <li>● Appointment of an ECT lead to oversee PGCE placements 1 and 2 which will support our recruitment drive.</li> <li>● Recruitment of an assistant headteacher responsible for teaching and learning.</li> </ul>		1,2,3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Information, Advice and Guidance (MLL)</b> <ul style="list-style-type: none"> <li>● Introduction of the Highlands alumni network built to enable a closer proximity to success for our disadvantaged students.</li> <li>● Increased opportunities for engagement with careers advisors including 1 to 1 meetings for all pupil premium students.</li> <li>● Ensuring clarity of the option process and targeted guidance for pupil premium students.</li> <li>● Improving tracking of pupil participation with CEIAG.</li> <li>● Introduction of the Highlands alumni network.</li> </ul>	Aspiration interventions - EEF. Research for education inspection framework.	6
<b>Classroom level, student specific support (MLL)</b> <ul style="list-style-type: none"> <li>● Providing staff with timely data which is held in a purple folder. This supports responsive, targeted teachers in the classroom.</li> </ul>	The EEF Guide to the Pupil Premium Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.10, 78, 79) Potential for success - Sutton Trust.	1,2,3

<b>Form time reading</b> <ul style="list-style-type: none"> <li>Pupils who are on or above their reading age, read novels of a sufficient level of challenge to improve their reading age.</li> </ul>	Literacy guidance - EEF	1, 2,3,4
<b>Academic Intervention and small group support at KS4 (AHU)</b> <ul style="list-style-type: none"> <li>Targeted support delivered by teachers for disadvantaged pupils identified as performing significantly below expectations.</li> </ul>	One to one tuition - EEF Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.52) Potential for success - Sutton Trust.	1, 2, 3, 4
<b>Easter revision at KS4 (AHU)</b> <ul style="list-style-type: none"> <li>To target gaps in learning prior to exams.</li> </ul>	Extending school time - EEF.	1, 2, 3, 4
<b>Raising achievement plan at KS3</b> <ul style="list-style-type: none"> <li>Targeted support for pupil premium students identified as below expected progress in their KS3 mid-year assessments.</li> </ul>	Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.52) Potential for success - Sutton Trust.	1, 2, 3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Universal - all students benefit</b>		
<b>Attendance</b> <ul style="list-style-type: none"> <li>Robust attendance procedures which tracks, monitors and intervenes with attendance on a weekly basis.</li> <li>Appointment of in-house EWO.</li> </ul>		7
<b>Behaviour policy (THU) - pastoral</b> <ul style="list-style-type: none"> <li>Ensuring consistency of approach and expectations, clearly articulated to pupils. A clear behaviour policy will ensure pupils are treated fairly and good behaviour in lessons will benefit all students.</li> </ul>	Behaviour Interventions - EEF Supporting the attainment of disadvantaged pupils: articulating success and good practice - Gov.uk (p.77, 78).	

<b>DARE Days (MLL)</b> <ul style="list-style-type: none"> <li>Providing all students with clear opportunities to enhance their cultural capital and deepen their curriculum thinking.</li> </ul>	Potential for success - Sutton Trust	5
<b>Homework policy(THU)</b> <ul style="list-style-type: none"> <li>To introduce a new homework policy that gives students the opportunity to practise, review and retrieve work that they have learnt in lessons.</li> <li>Introduction of SPARKS maths which will provide us with the data and metrics to ensure better participation.</li> </ul>	Homework   EEF	4
<b>Ed-extra (AJE)</b> <ul style="list-style-type: none"> <li>Appointment of an enrichment coordinator.</li> <li>Every student in year 7 and 8 participates in extracurricular activities on Wednesday afternoons. Students experience at least three different enrichment activities across each year designed to expose them to sports, music and STEM related pathways.</li> </ul>	Potential for success - Sutton Trust	5
<b>House system:</b> <ul style="list-style-type: none"> <li>Building self-efficacy and instilling a sense of belonging in all pupils by utilising a house system whereby there are opportunities to develop friendships, contribute to the wider community, and participate in competitions.</li> </ul>	Marc Rowland (DfE)	5, 6
<b>Student leadership programme:</b> <ul style="list-style-type: none"> <li>Appointment of a student leadership coordinator.</li> <li>Annual opportunities to apply for a range of house leadership positions to support the school's strategic objectives. These are open to all students and we ensure representation by all student groups within any final selection</li> </ul>		5
<b>Enhanced CEIAG process</b> <ul style="list-style-type: none"> <li>CEIAG policy which ensures all students regardless of background receive timely, targeted IAG, work experience, exposure to industry and our alumni network.</li> </ul>		6
<b>Whole school literacy (KHU) - academic</b> <ul style="list-style-type: none"> <li>Whole school reading programme designed to improve reading fluency and expose students to a wider canon of literature.</li> </ul>	Literacy guidance - EEF	1, 3, 4, 5
<b>Duke of Edinburgh (SWA) - enrichment</b> Increasing the capacity of the award scheme and ensuring access by removing financial barriers.	Potential for success - Sutton Trust	6
<b>Financial hardship (MLL)- pastoral</b> Removing barriers to school and learning through provision of resources particularly focussed on necessities.		
<b>Study skills (SHU) - academic</b>	Parental engagement guidance report - EEF	1, 3, 4, 5



To support exam pupils and parents through the organisation of webinars and revision booklets to support pupils' preparation for exams.		
<b>Student voice cycle (MLL)</b> To gain a deeper understanding of the challenges facing all students at particular points in the year. Feedback from parents and students are used to drive year team improvement strategies.	Metacognition and self-regulated learning - EEF	1, 2, 3, 4, 6, 7
<b>Targeted</b>		
<b>Brilliant Club</b> <ul style="list-style-type: none"> <li>Targeted PP intervention for year 10 students interested in science.</li> </ul>		
<b>Raising attainment resources</b> <ul style="list-style-type: none"> <li>Printed revision resources for all PP students made available in advance of assessments.</li> </ul>		1, 2, 3, 4
<b>Financial hardship fund (MLL)</b> <ul style="list-style-type: none"> <li>Removing barriers to school and learning through provision of resources particularly focussed on necessities.</li> </ul>		

### Total budgeted cost: £ 210,000

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 2022 to 2023 academic year.

<p>1. Our assessments and data suggest that pupils who are SEN and disadvantaged struggle to make progress.</p> <p>Disadvantaged SEN make up 25% of the disadvantaged group. From 2017-2019 pupils who were SEN had an average progress of -0.86, whereas the non-disadvantaged SEN group made -0.03 progress.</p> <ul style="list-style-type: none"> <li>Disadvantaged SEN E made 0.62 progress which is a significant improvement on previous academic years.</li> <li>Disadvantaged SEN K made -0.15 progress and though this is underperformance it is an improved score in comparison to all disadvantaged students (-0.25).</li> </ul>
<p>2. EBACC uptake of disadvantaged pupils was lower than non-disadvantaged pupils.</p> <p>Between 2017 and 2021 55% of non-disadvantaged pupils were entered into EBACC subjects whereas 35% from disadvantaged backgrounds were entered.</p> <ul style="list-style-type: none"> <li>64.7% of disadvantaged pupils entered into EBACC. 10% more disadvantaged students are undertaking the EBACC qualification. This is a significant improvement on the previous academic years.</li> </ul>

- This is still below the numbers of non-disadvantaged pupils taking the EBACC qualification which is 76.%.

3. Disadvantaged pupils are less likely to achieve EBACC.

Between 2017 and 2019 only 55% of the disadvantaged pupils entered into EBACC passed, whereas 74% of the non-disadvantaged pupils entered into EBACC passed.

- Of the 64% of disadvantaged students entered into the EBACC only 14.% achieved a standard pass and 11.8% achieved a strong pass. This is lower than non-disadvantaged where 48.5% achieved a standard pass and 35.5% achieved a strong pass.
- Disadvantaged students achieved a standard pass in the English element at 76.5% compared to a strong pass of 52.9%. These figures are lower than non-disadvantaged students at 89.5% (standard pass) and 83% (strong pass).
- However, this is significantly lower in the mathematics element where a standard pass is 52.9% (compared to 83% with non-disadvantaged) and a strong pass is 29.4% compared to 66.5%

4. Our internal data collection shows trends that disadvantaged pupils do not engage with homework to the same level as non-disadvantaged pupils.

- In 2020, there were 38 students who had been given a minus score for homework, from this group 28 were non-disadvantaged and 10 were disadvantaged.
- Disadvantaged students as a proportion of their group account for 25% compared to 14% who are non-disadvantaged, and therefore are over represented in this group.

5. Our GCSE performance data shows that there are gaps between progress 8 and attainment between disadvantaged pupils and non-disadvantaged pupils.

The gap in progress in 2019 was 0.54 and in attainment 9.1. In 2020 the gap in progress was 0.47 and in attainment 11.1.

- Our progress 8 measure for non-disadvantaged students is 0.65 and -0.25 for disadvantaged students. This is a gap in progress of almost a whole grade at 0.9.
- The gap in total attainment 8 has risen to 16.43.
- The gap in the attainment 8 grade is 1.64.

6. Our sixth form retention data shows that disadvantaged pupils are less likely to continue on an academic pathway post 16.

In 2021 from 38 disadvantaged pupils, 16 followed an academic pathway (pathways that are non-vocational) post 16.

- 12/40 (30%) of the disadvantaged cohort have remained in Highlands Sixth Form to complete a level 3 post 16 qualification. This is slightly below the previous academic year where 16/40 (40%) of the disadvantaged cohort remained at our sixth form.

7. Our school attendance data shows that disadvantaged pupils have lower attendance than non-disadvantaged pupils.

- Attendance for disadvantaged year 11 students was 83% and non-disadvantaged was 92%.

- The disadvantaged figure for year 11 was the lowest figure for disadvantaged attendance in comparison to every other year group.

By the end of term 1 the difference between disadvantage and non-disadvantaged students was 6%.

### 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
Maths	Sparks
EAL	Flash Academy