

# The Highfield School



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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

Metric	Data
Number of pupils in school	987
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023 (annual review and update)
Statement authorised by	Mrs L Miles (Headteacher)
Pupil premium lead	Roisin Cosgrove
Governor / Trustee lead	Dan Nearney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (adjusted June 22)	£211,755
Recovery premium funding allocation this academic year	£31,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£242,755</b>

# Pupil premium strategy plan

## Statement of intent

The Highfield school is an ambitious school where all are encouraged to achieve their full potential. This is based on a culture of high expectation, challenge and the support needed, so that by working hard together, we can all achieve our goals. We have high expectations of our disadvantaged students. Through our ethos of challenge and support, we aim to ensure that our disadvantaged cohort fulfil their potential and take advantage of the many educational opportunities we provide. We aim to close the gap for those in receipt of Pupil Premium funding and ensure all our students are well placed for success in the next stage of their education.

We draw on research from the EEF, the Sutton Trust and internal analysis of the specific barriers faced by groups and individuals within the Pupil Premium cohort. We are clear that Pupil Premium students are not a homogenous group. Groups within the cohort and individual students require responses that meet individual need.

Following advice from the EEF, 2022 guidance document, <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>, we implement a three tiered approach to our work:

### **1. High quality teaching**

A significant proportion of the Pupil Premium budget is allocated to staffing. Our teaching and learning focus emphasises responsive teaching, based on Rosenshine's Principles.

### **2. Targeted academic support**

Our academic support looks first at students arriving below expected levels in Literacy in Numeracy and aims to address these barriers with evidence based intervention programs coordinated by the Learning Development Department.

We have also invested in Tute online tuition, Academic Learning Mentors, an in school mentoring programme and study club targeted at disadvantaged students.

### **3. Wider strategies**

Our wider strategies are working towards focusing on ensuring students have the resources to make the most of education and have excellent attendance. We aim to build cultural capital not just in the classroom but with our wider curriculum programme.

## Challenges

Disadvantaged students can experience a range of barriers to learning. Through analysis of in house data (progress reports, conduct, student voice and attendance) a detailed picture of need has been identified. We tailor our interventions to address the needs of our students and enable focused evaluation of the impact of interventions.

Challenge number	Detail of challenge
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1	<p>Literacy and Numeracy skills (low prior attainment).</p> <p><i>Disadvantaged pupils arrive at Highfield with a lower KS2 SATs score for reading (an average of 100.6 compared to 106.1). This is a wider gap on entry than is the case nationally. Our disadvantaged students are significantly weaker than disadvantaged students are on average, and our non-disadvantaged students are (slightly) stronger.</i></p> <p><i>Disadvantaged pupils have lower reading ages than non-disadvantaged pupils do when they arrive at Highfield (an average of 12.0 years compared to 10.6).</i></p> <p>Numeracy skills (low prior attainment)</p> <p><i>Disadvantaged pupils typically also arrive at Highfield with a lower KS2 SATs score for Maths (an average of 100.1 compared to 104.5).</i></p>
2	<p>Attainment and Progress</p> <p><i>The attainment and progress of our disadvantaged cohort is less than our non-disadvantaged cohort. The impact of the pandemic has created further risk to disadvantaged students and our priority is to ensure that this gap closes</i></p>
3	Behaviour for learning. Disadvantaged students have a disproportionate number of behaviour points
4	Social and emotional needs, following the pandemic, have widened and exacerbated the academic gap in outcomes
5	Aspirations and careers: Fewer disadvantaged students attend the sixth form; work experience and career opportunities impacted by the pandemic
6	Attendance rates are lower for our disadvantaged cohort.
7	Material and cultural barriers to learning

## **Strategy aims:**

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.

Target area	Intended outcome	Success criteria
<b>Improved Progress and attainment (2)</b>	Narrow the progress and attainment gaps between disadvantaged and non-disadvantaged pupils	<p>The gap narrows between PP and non PP students, in line with or better than national average.</p> <p>Academic performance of PP and non-pp students in other year groups shows evidence of the gap narrowing</p> <p>Percentage of disadvantaged students securing a grade 4/5+ in English and maths to demonstrate a narrowing attainment gap.</p>
<b>Reading (1)</b>	To provide a suite of appropriate reading interventions that ensure that those students entering below age related reading levels make progress to close gaps and read at age related level.	<p>80% of students will demonstrate progress evidenced by the GL assessments.</p> <p>Significant progress demonstrated in individual programmes</p>

<b>Attendance (6)</b>	To reduce the number of disadvantaged students who are persistent absentees and improve this figure so it is at least in line with the national average.	Gap between PP and non PP attendance to be significantly reduced
<b>Curriculum (2/5)</b>	To ensure that all of our disadvantaged students take challenging courses in KS4 and KS5 that are well matched to individual needs.	Scrutiny of option choice data in year 9 with associated feed through to Departmental Evaluation and Development Plans. More high prior attainment disadvantaged students take triple science and an MFL.
<b>Wider curriculum (2/5)</b>	Disadvantaged students engage as well with the wider curriculum programme as their non-disadvantaged peers.  Percentages of students taking opportunities in extracurricular activities and the school council will be representative of our disadvantaged school percentage.	80% of students to attend trips or extra- curricular activities  80% of Y7 PP students to take part in a residential  Representative percentages
<b>Pastoral support, behaviour and conduct (3)</b>	Disadvantaged students are supported to thrive in the secondary school setting with a particular focus on closing gaps in conduct data, supporting those with mental health needs, students who are Young Carers and those who have barriers to learning around organisation and equipment.	Analysis of behaviour points and rewards will demonstrate proportionality in awards and sanctions issued.  Increased engagement with external services and internal offers of pastoral support.  Increased availability of mental health support in line with growing need Proportionate attendance to events including: parents' eve, curriculum evening, rewards events.  100% of disadvantaged families to be on the Class Charts App.
<b>Tutoring and academic mentoring (2)</b>	In place, with planned programme of intervention for targeted students that shows demonstrable impact on the progress and attainment of targeted students.	Narrowed gap between PP and non PP students, in line with or better than national average.
<b>Access to equipment (1/2/7)</b>	Fully embedded use of online platforms (GCSEPod, Bedrock, Sparx Maths and Educake) supports closing the gaps because disadvantaged students engage as well with these platforms as non-disadvantaged pupils.  100% disadvantaged students to have access to one to one device to be able to access these apps.	100% of students access digital technologies to enhance learning with a 1-1 device Engagement data from apps will demonstrate high levels of engagement in line with overall school levels.  PP students will have all the equipment/text books and resources required for all courses.

<b>Aspirations (5/7)</b>	Disadvantaged students report high aspirations for their futures, in line with their non-disadvantaged peers.	Destination data demonstrates a proportionate percentage of students entering 6 <sup>th</sup> form and higher education.  100% students in further education/training at KS5.  Y10 and 12 disadvantage pupils undertake work experience
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## **Activity in this academic year (2022-2023)**

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

### **High Quality Teaching and access to Workforce Resources (\*\*)**

**Budgeted cost: £177,643**

(\*\*) cost absorbed from Workforce Resources

### **Teaching priorities for the current year**

**Budgeted cost: £32,556**

<b>Activity this academic year</b>	<b>Barriers to learning these priorities address Challenge number(s) addressed</b>
CPD focus on evidence-based approach to development of high-quality teaching with a focus on Rosenshine's principles: modelling, questioning and review. **	1. Literacy and Numeracy skills 2. Attainment and progress
To share and develop good practice through our Learning Leaders programme. **	
To close the digital divide through our one-to-one device programme	
To subsidise technology and physical resources to support high quality teaching	
To ensure recruitment and retention of high-quality teaching staff including leadership around the support of disadvantaged students **	

## Targeted academic support

**Budgeted cost: £16,278**

<b>Activity this academic year</b>	<b>Barriers to learning these priorities address Challenge number(s) addressed</b>
To use GL diagnostic assessments to effectively identify pupil needs in English (including reading) and Maths	1. Literacy and Numeracy skills 2. Attainment and progress 7. Material and cultural barriers to learning
To implement interventions to support literacy and reading development	
To implement interventions to support numeracy development	
To provide academic mentor support in small groups (or one-to-one if there are more specific needs) to overall progress at both KS3 and KS4 (or in other subject areas) for disadvantaged students **	
To ensure that disadvantaged students have access to both the revision resources recommended by staff alongside any additional enrichment activities that are offered to enrich learning and understanding.	
To maintain contributions to support disadvantaged students in accessing expert subject specialist revision days organised by departments to support progress and attainment	
To maintain contribution to lunchtime supervision for afterschool and homework clubs to support lunchtime **	
To ensure staff are fully informed regarding the needs of disadvantaged students with SEND and that resources are available to support this	

## Wider strategies

**Budgeted cost: £16,278**

<b>Activity this academic year</b>	<b>Challenge number(s) addressed</b>
To maintain contribution to retain key pastoral support staff and develop their roles. **	3. Behaviour for learning 4. Social and emotional needs 5. Aspirations and careers 6. Attendance rates 7. Material and cultural barriers to learning
To maintain contributions to CPD costs for staff in line with pupil premium priority areas- in particular around behaviour cultures. **	
To maintain contributions towards funds that subsidise disadvantaged students in accessing off site educational visits	
To support students' SEMH by Widening therapeutic offer	
To subsidise music tuition for disadvantaged students	
To engage motivational speakers to support in raising aspirations for disadvantaged students	
To maintain contribution to key roles including attendance management and administration and behaviour support **	

To continue to support extended schools through summer school for transition	
To provide breakfast daily	
To enhance communicating with and supporting parents	

**Total budgeted cost: £65,112**

## 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 2021 to 2022 academic year.

In 2017-18 and in 2018-19 the gap at Highfield between PP and non PP has been in line with the disadvantaged gap nationally. This gap increased during 2021-2022. This was also the case across Hertfordshire where the performance of disadvantaged pupils has slipped relative to their peers in Hertfordshire post pandemic.

#### **Attainment and Progress:**

As experienced nationally, disruption from Covid-19 played a significant role in the outcome of disadvantaged students and this remains a key focus for us. To help mitigate this the attainment and progress of all disadvantaged pupils versus non disadvantaged students was and is regularly monitored. Numerous interventions were put in place to support the attainment made by students. These included:

- Study club targeted particularly at PP students in need of mentor support with studying and revision. Attendance was tracked and encouraged and support offered with revision techniques and time management.
- In 2021-2022 - Summer Holiday Tutoring Programme: 51 PP or students with gaps in learning took part in Tute Online Summer School Programme. This involved small group tutoring for four weeks. 10 students attended 80% of their planned sessions (four 45 minute sessions per week, for four weeks); a further 17 students attended between 50-80% of their planned sessions. A further 8 students attended for between 40 and 50% of their planned sessions. Expanding and improving engagement with academic tutoring has remained a focus throughout this academic year.

Whilst this remains a key focus, Art demonstrated good progress and attainment for PP students. Sharing of good practice demonstrate that interventions such as the supply of key materials and equipment contributed to this.

Disadvantaged entrance into the 6<sup>th</sup> form has increased by 2% this year and we continue that focus going forwards.

#### **Attendance:**

This remains a core focus. The attendance of PP students was lower than our school target. However, the gap between national average absence data and ours showed narrowing in KS3. During the academic year a number of interventions took place to support our students with attendance. This included one to one meetings with parents, phone calls home and home visits. The school also provided pastoral support to students.

Pastoral leaders worked hard throughout the year to reduce impact of PP persistent absence rate and the impact of this, whilst lagged is beginning to show in attendance figures in Autumn 2023. The school recognises that the level of persistent absence and the gap between PP and non-PP students remained too high during the academic year. This continues to be an important area for development and remain a key focus for this academic year.

#### **Teaching and learning:**

The teaching strategy in 2021-2022 was focused on three main areas as follows:

Closing the digital divide - all students in the school now have a paid for 1:1 iPad to support classroom and home learning with apps provided focussed not only on general T&L support but also literacy and numeracy support. A whole school strategy towards the completion of this is in place.



Planned CPD sessions were delivered around Quality First Teaching, with an emphasis on teaching Reading as part of Wave 1 provision. The staff body, through regular CPD from a range of staff (including the PP co-ordinator) were well equipped to use a range of Wave 1 strategies to support all learners.

A planned roll out of Class Charts commenced with the result that from September 2022 onwards, barriers to learning for individual children are more explicit for teaching, to aid planning and support Quality First Teaching. This included a focus on using Person Centred Profiles for SEND students and sensitive seating to allow focused support in the classroom for Students with Pupil Premium status.

In addition, departments were given ownership to bid for extra resources to support the disadvantaged students and this included art equipment, extra revision guides, flash cards, and general classroom equipment for specific learners. All reasonable requests were funded for departments.

### **Behaviour for learning:**

Following Covid-19 lockdowns, there has been a rise in fixed term suspensions. This rise was due to a number of factors. The school worked robustly and supportively with students whose behaviours and boundaries, post lockdown, needed re-setting. This was also accompanied by the significant work of external agencies to work with individual students and their families to ensure all students were given the most appropriate support and provision. This continues to be an important area of development and part of our 3-year planning.

In 2021-22 55% students who received a fixed term suspension were from the PP cohort. Reducing these figures remains a focus during the current academic year. 67% of suspensions in 2021-22 resulted in a positive change to student behaviour or facilitated further appropriate support being put in place for example, 79% of these students now have alternative provision and support strategies in place; including ESC, outreach, Wednesday programme, forest school, Mentoring, Therapeutic input, SEND investigation or specialist provision being investigated, inclusion panel referral.

Promoting a rewards driven culture was a key focus of the behaviour for learning policy at Highfield throughout 2021-2022. In 2021-2022 pupil premium students received approx 25% of the total reward points awarded. This is broadly in line with the proportion of our cohort that attract PP funding and indicates the focus on rewards has had a positive impact. In addition, other out of lesson rewards programmes such as the Progress Breakfasts (celebration with parents and students) have been designed and delivered to ensure full representation of our student body and at least proportional representation of our PP cohort. This was the case in all Progress Breakfasts held in 2021-2022 (one per year group).

**Literacy:** this continues to be one of the key areas of focus for all subject areas.

In 2021-2022, a range of CPD was provided to support teachers with wave 1 intervention in the classroom, for example, training on teaching reading and vocabulary in the classroom.

In addition to this, funding was used effectively to support wave 2 intervention such as the Lexia Reading Intervention Programme. Current year 8 - 29 students completed the Lexia Power Up programme when they were in year 7 (2021-2022). 16 of these students made very significant progress in Reading Age. Of the 16 the impact on average was 24.5 months increase in Reading Age within a period of one academic year. Of the 15 students who did not progress sufficiently under this programme, we have reallocated them into alternative Reading Interventions this academic year to meet their specific needs. For example, on the basis of Lexia diagnostic data & staff judgement we have allocated students to either Reading Fluency or Rapid Reading to ensure we continue to close the gaps.

Current year 9 - 41 students completed the Lexia Power Up programme when they were in year 8. 70% of students on the programme made good progress - an average of 28.3 months progress in Reading Age. The remaining 30% of students have been redirected onto the Rapid reading KS4 intervention programme or the KS4 Reading Fluency Intervention Programme. Which was chosen has been on the basis of our knowledge of individuals. Reading Fluency requires a level of outward confidence to have been achieved whereas Rapid Reading can provide this. Both programmes target Comprehension. We continue to assess Reading Ages to assess progress.

### **Wellbeing & mental health:**

Our internal assessments demonstrated that students' attainment attendance and behaviour were negatively affected by Covid-19. This impact was particularly felt by disadvantaged students. To address this, the school introduced early help for mental health through the introduction of Brief Therapy and through significant investment in our Nessie Therapy. During the academic year 2021-2022 83 individual students were referred to Nessie with a total of 474 sessions being delivered. These took the form of:

- Music or Drama Therapy
- Humanistic counselling
- Integrative counselling
- Art Therapy

Mental health remains a key focus in school with concerns having increased in line with the national trend.

### **Wider strategies/Extra Curricular:**

77% of the PP cohort in current year 8 attended the year 7 Camping Trip compared to 82% of the year group as a whole. Clearly there is still a gap but intensive work with students and families continues this year to further reduce the gap in uptake of the wider curricular offer. This has had some success. For example all year 7 PP students qualified for and attended the Autumn Term Rewards Trip in 2022.

A number of PP students are involved in the expanded D of E programme for y9 that now includes Bronze award. In addition, a number of PP students successfully obtained Arts Award Bronze. Many have moved to silver.

All participating PP students receive subsidised music lessons.

PP students get reduced trips rates resulting in higher uptake.

## **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.*

<b>Programme</b>	<b>Provider</b>
GCSEPod	GCSEPod
Sparx Maths	Sparx
Educake	Educake
Bedrock Vocabulary	Bedrock