

## Pupil premium strategy statement

### School Overview

|  |                                     |
|--|-------------------------------------|
| School name                                  | The Highfield School                |
| Pupils in School                             | 970                                 |
| Proportion of disadvantaged students         | 29%                                 |
| Pupil premium allocation this academic year  | £240,295                            |
| Academic year and years covered by statement | 2018-19 and 2019-20                 |
| Publish date                                 | Dec 2019                            |
| Review date                                  | Oct 2020                            |
| Statement authorised by                      | Caitlin Macrae                      |
| Pupil Premium Lead                           | Jo Garthwaite and Charlotte Norwood |
| Governor Lead                                | Adam Nichols                        |

### Disadvantaged pupils performance overview last academic year

|  |       |
|--|-------|
| Progress 8                               | -0.59 |
| Ebacc entry                              | 2.44% |
| Attainment 8                             | 29.86 |
| Percentage Grade 5+ in English and maths | 4.88% |

### Strategy aims for disadvantaged students

| <b>Aim</b>                                  | <b>Target</b>  | <b>Target date</b> |
|---|--|--------------------|
| Progress 8                                  | Achieve progress score of 0 for those students who attend school.<br>P8 to be above national for disadvantaged students (-0.44 in 2018). | August 2020        |
| Attainment 8                                | Improve Attainment 8 up to national average for disadvantaged students.  | August 2020        |
| Percentage of Grade 5+ in English and maths | Improve percentage of 5+ EM up to national average for disadvantaged students.   | August 2020        |
| Attendance                                  | Improve attendance up to national average for disadvantaged students.  | August 2020        |
| Ebacc entry                                 | Increase Ebacc entry up to national average for disadvantaged students.  | August 2020        |

Teaching Priorities for current academic year

| <b>Measure</b>                                | <b>Activity</b>   |
|---|---|
| Priority 1                                    | Focus on challenging passivity. AHT in charge of Teaching and Learning running staff CPD on quality first teaching with a focus on challenging passivity. Leadership team walking lessons to monitor. Student voice used to get their feedback. |
| Priority 2                                    | Catch-up club offered every lunchtime and 3 days after school. Teaching staff to staff these sessions, HOYs and HOF/HODs to encourage students to attend and AHT to monitor attendance to sessions. HOY to have close contact with parents.     |
| Barriers to learning these priorities address | Low support from some parents. Lack of organisation and time management. Low motivation towards education. Gaps in knowledge.   |
| Projected spending                            | £24,282   |

Targeted academic support for current academic year

| <b>Measure</b>                                | <b>Activity</b>  |
|---|--|
| Priority 1                                    | Literacy and numeracy support given to disadvantaged students via small additional group running in Year 7. Maths and English tuition for disadvantaged students in Y11.                                 |
| Priority 2                                    | Motivation and mind-set work to be carried out with Year 9 disadvantaged students and their parents followed by Maths and English peer tutoring to ensure they are prepared to start their GCSE courses. |
| Barriers to learning these priorities address | Poor literacy and numeracy skills. Low motivation towards education. Gaps in knowledge.  |
| Projected spending                            | £116,710   |

Wider strategies for current academic year

| <b>Measure</b>                                | <b>Activity</b>  |
|---|--|
| Priority 1                                    | Enhance use of shorter term attendance rewards. HOY to have an attendance target group of disadvantaged students and to work closely with parents.         |
| Priority 2                                    | Even more robust approach to absence, 2 weekly data provided to tutors with HOYs meeting with DH every fortnight to discuss their year group's attendance. |
| Barriers to learning these priorities address | The attendance of disadvantaged students. The complex needs of some families.  |
| Projected spending                            | £89,135  |

## Monitoring and implementation

| Area               | Challenge  | Mitigating action  |
|--------------------|--|--|
| Teaching           | Engaging students and parents in the importance of catching up on work missed and HW, preparation work and revision. | Continued work on parental engagement by the HOYs, HT and the leadership team.   |
| Targeted support   | Motivation of students and parents to fully engage and get the most out of programs.                                 | Careful staffing of sessions to ensure key staff are delivering to these students and building strong relationships with students and parents. |
| Wider strategies   | Improving attendance of those with complex circumstances, including CP and mental health issues.                     | Work with external agencies on multi agency approach. Use of AIO.  |
| Projected spending |  | £13,128  |

## Review: Last year's aims and outcomes

| Aim  | Outcome  |
|--|--|
| Improved attendance and punctuality                            | The gap was wider last year than it was in previous years. PP absence was 10.1% compared with the whole school absence of 5.8%.  |
| Improve progress and attainment compared with non PP students. | The whole school P8 score was average but the PP P8 was significantly below average. Comparing the PP P8 score with the national like for like figure show we have similar progress to national PP students. |