

The Highfield School



Pupil premium strategy statement

Please also see the COVID-19 Catch Up Premium 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	976
Proportion (%) of pupil premium eligible pupils	24% (24% in the 2021 year 11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs L Miles (Headteacher)
Pupil premium lead	Roisin Cosgrove
Governor / Trustee lead	Duncan Painter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,055
Recovery premium funding allocation this academic year	£31,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£242055

Outcomes overview

KS4 - 2021	Disadvantaged cohort	Non-disadvantaged cohort
Progress 8	-0.36	0.5
Progress 8 English Language	-0.26	0.48
Progress 8 Maths	-0.17	0.52

% entered for Ebacc	6%	13%
Attainment 8	3.8	5.2
Attainment 8 English Language	4.0	5.5
Attainment 8 Maths	3.2	4.9
Percentage of grade 5+ in English and Maths	14%	53%
Percentage of grade 4+ in English and Maths	35%	75%
KS5 - 2021 There were 60 students in this cohort, 4 of whom were disadvantaged	Disadvantaged cohort	Non-disadvantaged cohort
Average Point Score	34.4	38.9
Average Grade Achieved	C+	B
% grades A-C	78%	84%
% A*-A	11%	35%

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. At The Highfield School, we aim to close the gap between the progress made by disadvantaged students and non-disadvantaged students. We strive to remove all barriers and support all aspects of student progress through a number of varied interventions. Our ethos is of challenge and support, fulfilling potential and taking advantage of the many educational opportunities we provide our students.

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
1	Literacy, numeracy and oracy skills (low prior attainment)
2	Organisation and equipment, being ready for learning
3	Behaviour for learning
4	Social and emotional needs
5	Aspirations

6	Attendance rates
7	Parental engagement
8	Opportunities to acquire cultural capital
9	Socio-economic / housing

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	How will we measure whether this has been achieved?
Progress 8	To close the in-school gap between the progress made by disadvantaged students and non-disadvantaged students.	Scrutiny of progress data for all subjects. Termly and annual data analysis on departmental, and subject class level with associated feed through to Departmental Evaluation and Development Plans
% of English and Maths at grade 5+	For the percentage of disadvantaged students securing a grade 5+ in English and maths to be at least in line with the figure for the national non-disadvantaged cohort.	Scrutiny of attainment data in English and Maths. Termly and annual data analysis on departmental, and subject class level with associated feed through to Departmental Evaluation and Development Plans.
Attendance	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. Attendance action plans in all year groups with associated evaluation Enhance use of shorter term attendance rewards. HOY to have an attendance target group of disadvantaged students and to work closely with parents.	Scrutiny of attendance data in all year groups Fortnightly, termly and annual data analysis of attendance figures with feed through to attendance action plans in all year groups
Ebacc entry <i>(Focus on numbers of disadvantaged students taking MFL and Triple</i>	For the disadvantaged Ebacc entry rate to be more in line with the national Ebacc entry figures for all students, particularly in relation to Triple Science GCSE and MFL GCSE	Scrutiny of option choice data in year 9 with associated feed through to to Departmental Evaluation and Development Plans.

<i>Science GCSE options)</i>		
Cultural Capital	Disadvantaged students engage as well with with extra-curricular opportunities as their non-disadvantaged peers.	Close analysis of engagement data in relation to extra-curricular clubs and activities including off site student trips and music lessons. Associated feed through to Departmental Evaluation and Development Plans.
Pastoral support, behaviour and conduct	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. Specific individual identified barriers to learning such as organisational and self-management skills are addressed, alongside promoting a readiness to learn.	Close analysis of the conduct data (behaviour & reward points, punctuality data, and data around equipment and organisation) with associated feed through to action planning. Close analysis of student voice data around aspirations & mental health.
Tutoring and academic mentoring	In place, with planned programme of intervention for targeted students that shows demonstrable impact on the progress and attainment of targeted students Academic mentor and subject tutoring in place	Recruitment and retention of high performing academic mentors and subject tutoring is positive. Close analysis of the progress and performance data for targeted students with associated feed through to action planning
Online platforms & technology	Fully embedded use of online platforms (GCSEPod, Bedrock, Hegarty Maths and Educake) supports closing the gaps because disadvantaged students engage as well with these platforms as non-disadvantaged pupils	Close analysis of the engagement and performance data from GCSEPod, Bedrock, Hegarty Maths and Educake) with associated feed through to Departmental Evaluation and Development Plans.
Aspirations	Disadvantaged students report high aspirations for their futures, in line with their non-disadvantaged peers	Close analysis of option choices data from years 9 and 11, and student voice data around aspirations.
Parental engagement	To secure improved parental engagement with the school.	Close analysis of parent evening engagement and school information events for parents with associated feed through to action plans.

Activity in this academic year (2021-2022)

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

Evidence that supports this approach:

- **The EEF Guide to the Pupil Premium Autumn 2021:**
<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Teaching priorities for the current year

Budgeted cost: £32,556

Activity	Barriers to learning these priorities address Challenge number(s) addressed
To coordinate whole school quality assurance around the provision for disadvantaged students	<ol style="list-style-type: none"> 1. Literacy, numeracy and oracy skills (low prior attainment) 2. Organisation and equipment, being ready for learning 3. Behaviour for learning 4. Social and emotional needs 5. Aspirations 6. Attendance rates 7. Parental engagement 8. Opportunities to acquire cultural capital
To maintain contributions to CPD costs for staff in line with pupil premium priority areas	
To support all staff to provide a quality first educational experience to meet the needs of disadvantaged students.	
To maintain contributions to Educake, GCSEPod, Hegarty Maths and Bedrock	
To subsidise the cost of annual device subscription for disadvantaged students	

Targeted academic support

Budgeted cost: £16,278

Activity	Barriers to learning these priorities address Challenge number(s) addressed
To provide small group tuition (or one-to-one if there are more specific needs) to support progress in both English and maths at both KS3 and KS4 (or in other subject areas) for disadvantaged students (please note that for 2021-2022 this will also be funded through the allocated catch-up premium).	<ol style="list-style-type: none"> 1. Literacy, numeracy and oracy skills (low prior attainment) 2. Organisation and equipment, being ready for learning 3. Behaviour for learning 4. Social and emotional needs 5. Aspirations

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 (please note that for 2021-2022 this will also be funded through the allocated catch-up premium).	6. Attendance rates 7. Parental engagement 8. Opportunities to acquire cultural capital 9. Socio-economic / housing
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 target intervention time for year 11 and 13 students at the disadvantaged cohort, particularly with regard to the impact of the COVID pandemic.	
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	

Wider strategies

Budgeted cost: £16,278

Activity	Challenge number(s) addressed
To maintain contribution to retain key pastoral support staff and develop their roles.	1. Literacy, numeracy and oracy skills (low prior attainment) 2. Organisation and equipment, being ready for learning 3. Behaviour for learning 4. Social and emotional needs 5. Aspirations 6. Attendance rates 7. Parental engagement 8. Opportunities to acquire cultural capital 9. Socio-economic / housing
To maintain contributions to CPD costs for staff in line with pupil premium priority areas	
To maintain contributions towards funds that subsidise disadvantaged students in accessing off site educational visits	
To maintain contribution to Nessie counselling services	
To subsidise music tuition for disadvantaged students	
To engage motivational speakers to support in raising aspirations for disadvantaged students	
To maintain contribution to attendance administration support	

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 2020 to 2021 academic year.

In 2019, our last year of externally validated results, the Pupil Premium (disadvantaged students) progress gap was almost a whole grade lower in every subject.

In 2021, the TAG data shows that the PP progress gap is 0.71, so smaller than in 2019.

It must be remembered that between 2019 exams and 2021 TAGS, we are not comparing like for like. That said, disadvantaged students were able to demonstrate their understanding and skills at a higher level this year which allowed teachers to award higher grades and suggests that the focus on PP students is having a positive impact. The TAGS process necessitated changes in elements of assessment, planning, teaching and learning practices in all departments. Subject leads, teachers and the senior team have spent time reflecting on what takeaways there are from the 2021 curriculum and assessment process for TAGS. Subject leaders, with their teams have identified which of these can be usefully kept as we prepare to move back to external assessment and focus on reducing the Pupil Premium gap further.

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
GCSEPod	GCSEPod
Hegarty Maths	Hegarty Maths
Educake	Educake
Bedrock Vocabulary	Bedrock