

Highdown School and Sixth Form Centre

Pupil premium strategy statement 2021-2024

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	Highdown School and Sixth Form Centre
Number of pupils in school	1570
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Rachel Cave
Pupil premium lead	Andrew Franks
Governor / Trustee lead	Caroline Foulkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,065
Recovery premium funding allocation this academic year	£21,111 (provisional allocation)
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	£148,065

Part A: Pupil premium strategy plan

Statement of intent

Highdown School and Sixth Form Centre's plan for its disadvantaged students is a tiered approach with the Alpha Plan at its heart. Highdown's disadvantaged students are encouraged and enthused to achieve and exceed their potential at all points throughout their academic journeys. Ultimate success for these students comes in the form of academic achievement relative to their potential and circumstances and ensuring that all students do not become NEET. Our current plan allows for a flexible, bespoke model of intervention, recognising that all our students are individuals with needs unique to them and their circumstances. As such, our plan focuses on academic achievement relatively to their starting points, engagement in school life and attendance to school, and developing clear pathways of future success through active role models and successful post-16 support and provision. Our disadvantaged students should leave Highdown with clear purpose on next destinations having had the support they need to fully reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	On average, Pupil Premium students do not make the same levels of progress as non-Pupil Premium students
2	On average, Pupil Premium students have a lower reading age than non-Pupil Premium students entering the school from KS2 including being more likely to have tier 2 and 3 vocabulary deficits comparatively to non-disadvantaged students
3	On average, Pupil Premium students/families fail to engage in wider school community and opportunities to develop their educational understanding to best achieve their potential
4	On average, Pupil Premium students do not have as high attendance as non-disadvantaged students and are overrepresented in students who are classed as persistent absentees.

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
Pupil Premium students will achieve similar results to non-Pupil Premium students	Pupil Premium students P8 scores will match or exceed non-Pupil Premium students P8 scores. Continuing to close the attainment gap between the whole cohort and disadvantaged students.
Pupil Premium students' Reading Ages will, on average, match or exceed their biological ages.	Assessment will recognise an improvement in students being able to use subject specialist vocabulary in a variety of contexts and reading accessibility to have improved across the curriculum. This will also be reflected in reading ages increasing to match or exceed biological age.
Pupil Premium students' attendance to parents evenings' and wider school community events will increase.	Parents evening attendance for Pupil Premium students will increase alongside wider attendance at school extra-curricular events.
Improve overall attendance of disadvantaged students	95% + attendance for disadvantaged students. Decrease in number of disadvantaged students classed as persistent absentees.

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: £68000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key staff linked to and leading in support of Pupil Premium Provision – to include ongoing retention costs	EEF Guide to Pupil Premium – development of wider teaching quality/skill set	1,2,3,4
Allocation of funding for Curriculum Leaders to develop Teaching and Learning within their department with a focus on Higher Quality Teaching	EEF Guide to Pupil Premium – development of wider teaching quality/skill set Social Mobility Commission – Against the Odds findings	1,2,4
Whole school training and support of the Highdown Approach to support best practice	EEF Guide to Pupil Premium – development of wider teaching quality/skill set	1, 2
Literacy support and development across the academy to ensure that all staff are explicit in their teaching of T2 and T3 vocabulary, reading for pleasure, and appropriate reading activities.	EEF Reading Comprehension strategies EEF Improving Literacy in Secondary Schools	1, 2,
Recruitment of a HLTA to support 1:1 and small group teaching of English and maths with specific focus on PP and disadvantaged students at risk of not achieving grade 4/5 in English and maths.	EEF Guide to Pupil Premium – use of targeted academic support EEF guide for small group tuition	1,2,4

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

Budgeted cost: £38000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Academic Mentors to support 1:1 tutoring in English and maths. This is to incorporate NTP programme to develop in-school NTP provision.	EEF Guide to Pupil Premium – use of targeted academic support	1,2,4
Academic learning and support packages such as Accelerated Reader, NISAI, GCSEPod, Brilliant Club, Kerboodle to provide a wide range of accessible revision and home learning materials to support wider access to learning	EEF Guide to Pupil Premium – use of targeted academic support	1,2,
Academy use of Accelerated Reader to best track, engage, and develop students' reading at KS3 to include tracking of reading ages and appropriate reading for pleasure activities	EEF Guide – Reading and Comprehension strategies	1,2
Examination practice and targeted exam programmes to support exam access and confidence – this will include T&L strategies and additional opportunities for bespoke intervention	EEF Guide – One to one tuition EEF Guide – Parental engagement	1, 2, 3

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

Budgeted cost: £42000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated and ongoing development of the Alpha Mentor Plan with a focus on building confidence, positive engagement in school/academics, and soft skills	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support.	1, 3, 4
Supporting attendance improvement through dedicated attendance officer and Disadvantaged Champions who work closely with home to ensure positive engagement and equity approach	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support. Social Mobility Commission – Against the Odds findings	3, 4
Use of available bespoke alternative provision to support engagement in education and provide adaptive timetables as required to ensure all students maintain positive engagement in learning with a view to return to full timetables	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support. EEF Guide – behaviour interventions	1,4
To ensure disadvantaged students are priority for career engagement and pathway work – ensuring that students at risk of NEET are supported into future destinations.	EEF Guide – teaching champions pathway to college	3, 4

Total budgeted cost: £127,000

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 2021 to 2022 academic year.

Wider school priorities were implemented across all tiers with evidence of positive impact of reading strategies, targeted academic interventions (including the NTP programme) which led to improved entry figures for DAS students and a continuation of achievement at KS4 for English and maths being higher than national average. Learning and Teaching priorities continued to reflect equity approach to ensure DAS remained a focus of teachers support. L&T priorities are well understood by all. Our next step is to ensure this support is earlier in DAS students career at Highdown so that greater impact can be made over their time at the academy.

Retention of DAS students and rigorous development of careers provision has ensured DAS figures for NEET and those at risk of falling out of further education remains very low. A significant proportion of bursary students successfully go onto higher education. This has been aided by the addition of a bursary lead at KS5.

The plan successfully adapted to the needs presented during the Covid-19 period, allowing for in school education for those that were identified and remote learning to be supported through IT provision.

Key staff were tasked with engagement and attendance which successfully enabled a significant number of Pupil Premium students to access and engage in their learning. However, key aspects of the plan (reducing the 'gap' in outcomes of Pupil Premium students and non-Pupil Premium students) remains. In addition, impacts of periods of lockdown on KS3 Reading Ages and starting points have meant that we need to reflect this in our priorities moving forward.

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
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NISAI home education	NISAI Group: Quality Education
Kerboodle education package	Kerboodle
GCSEPod academic revision package	GCSEPod
Brilliant Club Scholars Programme	Brilliant Club
Accelerated Reader	Accelerated Reader

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We have reflected on growing pressures of reading ages on our cohorts in which our DAS students are disproportionately represented and looked to develop this work across the academy as a L&T priority. We have recognised the impact of the pandemic on reading ages during transition from KS2 and are working with local primaries through outreach and support to ensure they are best equipped to meet the rigor of the academies curriculum challenges.

Development of attendance and engagement officers has aided the academies outreach and engagement with persistent absentees. This work continues and we actively engage a wide range of professionals to help support and provide packages of learning which are rigorous and focused on returning students back to full time education.