

Pupil premium strategy statement – Highdown School & Sixth Form Centre

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1566
Proportion (%) of pupil premium eligible pupils	11.04%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ms R Cave (Headteacher)
Pupil premium lead	Mr D Clawson (Assistant Headteacher – Inclusion)
Governor / Trustee lead	Dr C Foulkes (Governor – Inclusion)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,690
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£45,095
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£183,785

Part A: Pupil premium strategy plan

Statement of intent

Our ambition at Highdown is for our disadvantaged pupils to leave us with the qualifications, experiences, and abilities to thrive in their next destination and beyond.

We want our students to feel empowered to make decisions about their futures, seeing barriers as surmountable and challenges navigable, ultimately enabling our students to lead happy and fulfilled lives.

Our current strategy prioritises a flexible, bespoke model of intervention, recognising our disadvantaged students as individuals with unique needs and circumstances. As such, our interventions focus on academic achievement relative to starting points, engagement and participation in school life and attendance to school.

Through our 'Champion in Every Classroom' model, we adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and work to raise their aspirations. These outcomes for every disadvantaged pupil will be met through:

- High quality teaching and learning
- Targeted academic support
- Wider Strategies to support participation, attendance, behaviour, and wellbeing

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. In 2023, our disadvantaged students' progress was lower than the national average, however attainment was higher. Between 2022 and 2023, the progress gap narrowed between our students, but remains wider than pre-pandemic levels.
2	On average, Pupil Premium students have a lower reading age on entry than their counterparts. In autumn 2023, disadvantaged students in Year 7 had an average reading age of 10, a year lower than those who are not disadvantaged.

3	On average, Pupil Premium students/families engage and participate less in the wider school community and the take-up of opportunities to develop their educational understanding, is lower. This includes attendance at Parents' Evening or Information Events and promotion and championing of extra-curricular activities and trips/visits at home. In part, this can be due to parental experiences of education.
4	On average, Pupil Premium students do not make the same progress as non-Pupil Premium students in English and Maths by the end of Key Stage 3.

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
Improved attainment and progress indicators among disadvantaged pupils at the end of Key Stage 4	Pupil premium attainment to continue to be higher than national average. The P8 gap between disadvantaged and non-disadvantaged students at Highdown to continue to narrow.
Improved reading comprehension among disadvantaged pupils across Key Stage 3	Reading age assessments will match or exceed biological age.
Parental engagement with school life will improve, supporting improvement in students' participation in extracurricular and enrichment activities.	Attendance at parents' evenings to exceed 50% alongside wider pupil participation in extra-curricular and enrichment events.
The 'gap' between Pupil Premium students and non-Pupil Premium students KS3 progress in English and maths will decrease.	English and maths KS3 data will show a closing of the 'gap'

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: £76,000

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 departments with a focus on quality first teaching.	EEF Guide to Pupil Premium – development of wider teaching quality/skill set. Social Mobility Commission – Against the Odds findings	1,2,4

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

Budgeted cost: £47,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme: academic mentoring for individuals and small groups.	EEF Guide to Pupil Premium – use of targeted academic support	1,2,4
HLTA to provide 1:1 and small group curriculum enhancement	EEF Guide to Pupil Premium – use of targeted academic support	1,2,4

sessions in English and Maths in KS3.		
Online and face-to-face home tutoring	EEF Guide to Pupil Premium – use of targeted academic support	1,2,4
Reading comprehension and Phonics intervention in KS3.	Improving Literacy in Secondary Schools - Education Endowment Foundation (EEF)	1,2,4
Accelerated Reader – Years 7 and 8	Improving Literacy in Secondary Schools - Education Endowment Foundation (EEF)	1,2,4

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Canine Assisted Wellbeing	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support.	1,2,4
The Outdoor Mentor	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support.	1,4
Alternative Provision	EEF Guide to Pupil Premium – use of wider strategies focused on social, emotional and attendance support.	1,4
Purchasing of uniform, resources (including laptops) and equipment	Parental Engagement – Teaching and Learning Toolkit - Education Endowment Foundation (EEF)	3
Fully funding enrichment activities, trips, and music tuition	Arts Participation - Toolkit Strand – Education Endowment Foundation (EEF)	3

Total budgeted cost: £183,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment of disadvantaged pupils in 2023 is 10% above the national average for this group, compared to 2% above in 2022. However, attainment is 17% below non-disadvantaged students, compared to 25% below in 2022. Therefore the attainment gap at Highdown is narrowing.

The progress of disadvantaged pupils in 2023 is well below average, although slightly above in English and broadly in line with EBacc elements compared to the national picture for disadvantaged students. The gap in progress between our disadvantaged students and non-disadvantaged students also remains a concern, however, has narrowed from 2022 and is slowly returning to the much narrower gap pre-pandemic (2019).

With regards to student destinations, the proportion of disadvantaged students moving into sustained education or employment/training sits comfortably above the national average for this group.

EBacc entry for disadvantaged students is 5% lower than the national average in 2023, however was 5% above average in 2022.

We remain committed to the outcomes in our strategy, and we're pleased the attainment gap continues to close. In the year ahead we will continue our efforts to support the parents of disadvantaged students to engage with school life as well as raising students' aspirations and participation in extracurricular and enrichment activities

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider