

Pupil Premium Strategy Statement

1. Academy Principles for the effective use of Pupil Premium Funding

- The Academy has a member of the leadership team with responsibility for effective use of PPI funding.
- The Academy carries out a robust needs analysis based on pupil data and knowledge of students to identify appropriate interventions for individuals which will best meet their needs.
- The Academy uses research data such as EEF to select the most impactful and cost effective interventions to improve achievement.
- The Academy carefully costs interventions to ensure value for money.
- The Academy never confuses eligibility for the pupil premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest levels.
- The Academy uses achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked.
- The Academy also ensures that class and subject teachers are aware of disadvantaged pupils in their classes so that they can take responsibility for accelerating their progress.
- The Academy understands that there are many barriers to learning and progress which can affect young people and the programme of interventions tackle a range of issues including; social inclusion, emotional and behavioural issues and attendance in addition to teaching and learning strategies.

| 1. Summary Information | | | | | |
|------------------------|-------------------------------------|----------------------------------|--------|--------------------------------------|----------------|
| School | Highdown School & Sixth Form Centre | | | | |
| Academic Year | 2017/8 | Total PP Budget | 173910 | Date of most recent PP review | July 2017 |
| Number on Roll | 1342 | Number of pupils eligible for PP | 186 | Date of next review of this strategy | September 2018 |

| 2. Performance of disadvantaged pupils in KS4 in 2017 (2016 numbers in brackets) | | | | | |
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| | Pupil Premium – Highdown 2017 | Non-PP Highdown 2017 | High Ability PP | Non-PP National | Highdown PP V National non-PP |
| % 5A*-C (9-4) EM | 56% (34.6%) | 76% (80%) | 100% (80%) | 71% | -15% (-34.4%) |
| %5A*-C (9-5) EM | 37% | 59% | 100% | 49% | -12% |
| English – Progress | 0.1 (-0.4) | 0.3(0.3) | 0.8 (-1.15) | | |
| Maths – Progress | 0.0 (-0.5) | 0.3 (-0.1) | 0.63 (-1.51) | | |
| Progress 8 | -0.1 (-0.5) | -0.11 (0) | 0.26 (-1.79) | | |
| Attainment 8 | 44 (40.54) | 52.58 (55.04) | 74.75 (46.33) | 49 | -4 (-12.02) |

| 3. Barriers to Learning | |
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| In-school barriers | |
| Following a needs analysis of all disadvantaged students these barriers to learning have been identified as key focus areas for targeted support for groups of students. Additional identified needs are also addressed through personalised provision. | |
| 1. | Progress of some disadvantaged students in KS4 is limited by lack of engagement and aspiration. |
| 2. | Average attainment levels on entry of disadvantaged students is lower. |
| 3. | Behaviour issues for a small group of Year 11 pupils (some of whom are eligible for PP) are having a detrimental effect on their academic progress and that of their peers. |
| 4. | Number of fixed term exclusions: <ul style="list-style-type: none"> • Children currently in receipt of FSM - 18.8% • Others – 5.2% |
| External Barriers | |
| 1. | Parental engagement - attendance at parents' evenings is lower. |
| 2. | Attendance: <ul style="list-style-type: none"> • Disadvantaged children – 93% • All children – 96% |

| 4. Desired Outcomes | | | |
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| | Desired outcomes | Success Criteria | How will it be measured |
| 1. | Reduce the gap in GCSE outcomes particularly in Maths. | <ul style="list-style-type: none"> Majority of disadvantaged students meet or exceed target grades in English and Maths Further improvement in the Progress 8 score. | External examinations Raise Data dashboard |
| 2. | Accelerated progress for year 7 students with low literacy and numeracy levels. | <ul style="list-style-type: none"> Majority of disadvantaged students make more than expected progress in English and Maths Increased reading ages | Assessment and tracking Annual Reading Age testing |
| 3. | Improved behaviour and readiness to learn for disadvantaged students | <ul style="list-style-type: none"> Students previously disengaged feel more engaged with education and motivated to do well Maintain low numbers of NEET | Attendance data Progress data Ready to Learn data LA collation of NEET data |
| 4. | Improved attendance for disadvantaged students | <ul style="list-style-type: none"> Attendance of disadvantaged students matches that of all students Improved outcomes | Attendance data |
| 5. | Reduced number of fixed term exclusions for disadvantaged students | <ul style="list-style-type: none"> Fewer disadvantaged students receive FTE | Exclusion data |

| 5. Planned Expenditure | | | | | |
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| Academic Year | 2017/8 | | | | |
| i. Quality of teaching for all | | | | | |
| Desired Outcome | Chosen Action/ Approach | Evidence/ Rationale for choice | Monitoring quality and impact | Staff lead | Review Date |
| Accelerated progress for year 7 students with low literacy and numeracy levels. | <p>'Challenge for All' by ensuring teaching staff are aware of disadvantaged students in their classes and their specific learning requirements.</p> <p>Implementation of Alpha School Plan across the school.</p> | Sutton Trust Report indicates quality first teaching is key to raising progress and attainment for disadvantaged students. | <p>Learning walks Lesson observations Work Scrutiny Data tracking</p> | JN | Continuous cycle of review |
| Improved progress for students in the middle ability band in KS4 | Students are identified on seating plans with data to support planning for all. | | Monitoring of Mint Class uptake | | September 2018 |
| Reduce the gap in GCSE outcomes | <p>Progress and attainment data for disadvantaged students is reviewed at Raising Standards Meetings.</p> <p>Middle leadership focus on supporting and challenging disadvantaged students.</p> | | <p>Minutes Intervention registers</p> <p>Minutes JPL records</p> | | Continuous cycle of review |
| Improved behaviour and readiness to learn | Develop vocational pathway and alternative provision to provide appropriate experience | Curriculum pathways identified by Sutton Trust is a successful strategy to | <p>Review process Student interviews</p> | JN/ IMW | Continuous cycle of review |

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| for disadvantaged students | for students disengaged from their learning. | motivate some challenging students. | RSM minutes | | |
| | Support from ELSA trained colleagues in STAR centre to develop strategies to reduce conflict. | Provide students with strategies to manage own behaviour | Research report | JH/JN | July 2018 |
| | Schools mental health project in partnership with Reading University and CAHMS | Links between underachievement and poor mental health | | JN/JH | July 2018 |
| ii. Targeted support | | | | | |
| Desired Outcome | Chosen Action/ Approach | Evidence/ Rationale for choice | Monitoring quality and impact | Staff lead | Review Date |
| Accelerated progress for year 7 students with low literacy and numeracy levels. | Targeted support from a primary trained colleague. | Stage not age approach to intervention. Successful intervention across KS3 over last 2 years. | Lesson observations Learning walks Data analysis Student level review | JA | July 2018 |
| | Catch up Literacy and Maths programme in mentor period. | Proven track-record internally and nationally. Staff training took place in previous academic year. Build on good practice. | Data analysis Student level review | JA | July 2018 |
| Improved behaviour and readiness to learn for disadvantaged students | Alpha programme for students who need additional support | Evidence from the EEF toolkit suggests that targeted interventions matched to specific students with specific behavioural issues can be effective, especially for older pupils. Maintain engagement in education and training by linking to future options. | Ensure identification of pupils is fair and properly recorded. Regular reports provided by intervention leaders R2L grades and attendance. Non- NEET for participants | JN | July 2018 |
| | Behaviour support programme run by Reading FC. | | | | |
| | Adviza Energize project utilised for students struggling to remain in mainstream education | | | | |
| | External provision from CBEBP – Work Experience programme | | | | |

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| | Estates team project – in school work experience | | | | |
| Reduce the gap in GCSE outcomes. Improved progress for students in the middle ability band in KS4 | Targeted support from maths tutor based on teacher feedback and PPE outcomes. | Small number of students performing better in English than maths. Success with 75% of students last year. | Raise data FFT data Student outcomes | JN/MG | August 2018 |
| | Targeted support from English tutors based on teacher feedback and PPE outcomes. | Small number of students performing better in maths than English. Success with 3 students last year including one C grade. | Improved performance in PPEs and external exams. | JN/ NS | August 2018 |
| | Study skills sessions | Success with similar students over a number of years. | | AL/ET | August 2018 |
| Reduced number of fixed term exclusions for disadvantaged students. | Specialised programme from outreach department of PRU. | Success with pilot programme with carefully selected individuals. | Report to governors Raise | JN/ IMW/ JR | July 2018 |
| Accelerated progress for year 7 students with low literacy and numeracy levels. | Rapid English | Success with students in 2014-5. EEF toolkit – moderate impact for low cost | Data analysis following data points. RSM minutes | JA/CB | July 2018 |
| iii. Other approaches | | | | | |
| Desired Outcome | Chosen Action/ Approach | Evidence/ Rationale for choice | Monitoring quality and impact | Staff lead | Review Date |
| Improved behaviour and readiness to learn for disadvantaged students. Reduced number of fixed term exclusions | Additional alternative provision options to provide opportunities to succeed for group of disaffected, disadvantaged students. Work Experience opportunities provided to build aspiration. | Success with individuals in previous years up-scaled to small group. | Regular reports from CBEBP and work placements. Student/ carer meetings and interviews. | JN | July 2018 |

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| for disadvantaged students. | | | | | |
| Improved attendance for disadvantaged students | Provide school equipment: uniform, sports equipment, school equipment, etc | Social inclusion; success in previous years; engagement in school community | Attendance of students involved. | JN | July 2018 |
| | Build engagement with school by funding extra-curricular activities; trips, music lessons, sports tuition | Positive impact on previous students. EEF toolkit records positive impact of arts/sports | Participation in school events/life | JN | July 2018 |
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| 6. Review of expenditure | | | | |
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| Previous Academic Year | 2016-17 | | | |
| i. Teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate | Lessons learned (and whether you will continue with this approach) | Cost |
| Reduce gap in GCSE outcomes and progress | Improve teachers' awareness of disadvantaged students by making data more available and usable. | Majority of staff are now aware of students who are disadvantaged in their classes and so can target intervention where needed. | Staff awareness through impact of seating plan/ data software MINTclass has improved and it will continue to be used as a tool to support personalised planning. MINTclass is embedded and will continue | £2,000 |
| | JPL on understanding barriers to learning for DS – whole staff and targeting training sessions. External LA support colleague to work with Middle leaders | Teachers provide additional support for disadvantaged students when setting homework/marking books/ invitations to intervention evening evident across the Academy. | Continual professional development for all staff is crucial. Ongoing programme this year. | £1500 |
| ii. Targeted support | | | | |

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| Reduce gap in GCSE outcomes and progress | Study skills sessions for targeted year 11 students | Mixed – worked well in 2014/5, however the student’s needs were different last year and it was less successful. | Careful matching of intervention to students and ongoing review to identify early on if tweaks are needed. Will continue | £750 |
| | Maths external tutors to target borderline students with extra support | 75% of student involved gained a grade 4 +. | Very important initiative for the students who moved up a grade. Continue and extend project out to include English | £4800 £40/hour x 4 hours x 30 weeks |
| | English additional tutoring sessions with targeted borderline students | Most successful with most able and least able groupings | Successful initiative – will cascade out to maths and science. | £2500 |
| Re-engage students in education | Develop technical pathways and alternative provision with the KS4 curriculum | Provided a relevant curriculum to a wider range of students. Kept students on the edge of education in full-time placements until the end of year 11, thus, improving their life chances. | Students needs widen as they progress through Academy. The cost to the outcomes bottom line is outweighed by improved life chances for all. Programme will continue | £12000 CBEBP £6000 Autoskills/ Reading £6000 |
| Improve literacy and numeracy of students in KS3 who arrive with low levels | Primary trained colleague | Very successful with students on programme from year 7. Will continue. | Will continue with wider range of staff involved – increased numeracy focus. | £30000 (partly funded by catch up fund) |
| | Morning Literacy programme | | | £2400 (6 LSAs for 1 hour per week) |
| Provide challenge for high ability disadvantaged students | HAPPY maths and English after school club. | Students maintain position in top sets and remain interested in learning. | Attend can drop off if not monitored and addressed regularly. | £2000 (£1000 per year per subject) |