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	2019/20	Total PP Budget		Date of most recent PP review	July 2017
Number on Roll	1419	Number of pupils eligible for PP	14.5%	Date of next review of this strategy	July 2020

2. Performance of disadvantaged pupils in KS4 in 2018-2019 (2018, 2017 numbers in brackets)
This data is unvalidated – ISDR update in January 2020

	Pupil Premium – Highdown 2019	Non-PP Highdown 2019	High Ability PP	Non-PP National 2019 (2018)	Highdown PP V National non-PP (2018)
% 5 x 9-4 EM	50% (40%, 56%)	68% (67.2, 73%)	75% (85.7%, 100%)	65% (71%)	29% (-31%,)
%5 x 9-5 EM	28% (25%, 37%)	47.5 (49.7%, 59%)	50% (85.7%, 100%)	43% (49%)	(-24%, -12%)
English – Progress	-0.4 (-0.8, 0.1)	0.05 (-0.1, 0.3)	0.01 (0.2, 0.8)		
Maths – Progress	-0.4 (-0.4, 0)	0.03 (0, 0.3)	-0.48 (-0.3, 0.63)		
Progress 8	-0.56 (-0.9, -0.1)	-0.02 (-0.16, 0.13)	-0.31 (-0.1, 0.26)	-0.03 (0)	-0.53 (-0.7)
Attainment 8	41.3 (36.7, 44)	49.56 (46.5, 51.8)	57.08 (62.3, 74.75)	46.6 (46.5)	-5.3 (-10.8)

3. Barriers to Learning	
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.	There is a vocabulary gap between disadvantaged pupils and their peers on entry.
4.	Number of fixed term exclusions: • Children currently in receipt of FSM - 18.8% • Others – 5.2%
5.	Disadvantaged students do not attend intervention/support sessions as regularly as their peers.
6.	Disadvantaged students have lower reading ages than their peers
7.	R2L grades are lower on average for DAS
External Barriers	
1.	Parental engagement - attendance at parents' evenings is lower.
2.	Attendance: • Disadvantaged children - 91% • All children – 94%

4.	Desired Outcomes		
	Desired outcomes	**Success Criteria**	**How will it be measured**
1.	Reduce the gap in GCSE outcomes.	• Majority of disadvantaged students meet or exceed target grades in English and Maths • Improvement in the Progress 8 score.	External examinations ISDR Data dashboard
2.	Accelerated progress for year 7 students with low literacy and numeracy levels.	• 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	• 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	• Attendance of disadvantaged students matches that of all students • Improved outcomes	Attendance data
5.	Reduced number of fixed term exclusions for disadvantaged students	• Fewer disadvantaged students receive FTE	Exclusion data
6.	Reduce the vocabulary gap.	• Students understand and use a wider range of vocabulary	English tracking data. Reading ages.
7.	Disadvantaged students maximise additional learning opportunities on offer	• Attendance matches that of their peers • Improved outcomes	Attendance registers Progress/outcome data
8.	Reduced the reading age gap	• Improved reading ages	Annual Reading age testing Assessment and tracking data

5. Planned Expenditure					
Academic Year	2018/9				
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. Improved progress for students in the middle ability band in KS4 Reduce the gap in GCSE outcomes	'Make it memorable" by ensuring teaching staff are aware of disadvantaged students in their classes and their specific learning requirements. Implementation of Alpha School Plan across the school. Students are identified on seating plans with data to support planning for all. Progress and attainment data for disadvantaged students is reviewed at Raising Standards Meetings. Middle leadership focus on supporting and challenging disadvantaged students. Implementation of GCSEPod as a dynamic tool to support access to learning and knowledge rich content opportunities.	Sutton Trust Report indicates quality first teaching is key to raising progress and attainment for disadvantaged students.	Learning walks Lesson observations Work Scrutiny Data tracking Monitoring of Class Charts uptake Minutes Intervention registers Minutes JPL records GCSEPod Sign up and usage data	AFR	Continuous cycle of review September 2020 Continuous cycle of review July 2020

| Increase knowledge and use of wider range of vocabulary | Vocabulary displays in curriculum areas created by students

Presentation on high level topic-based vocabulary across the curriculum | Research based evidence for vocabulary gap for disadvantaged students | Learning walks
Lesson observation
English tracking data | JN/ Literacy coordinator | June 2020 |
| --- | --- | --- | --- | --- | --- |
| Improved behaviour and readiness to learn for disadvantaged students | Develop vocational pathway and alternative provision to provide appropriate experience for students disengaged from their learning. | Curriculum pathways identified by Sutton Trust is a successful strategy to motivate some challenging students. | Review process

Student interviews

RSM minutes | AFR/MAG/SCAP | Continuous cycle of review |
| | Support from colleagues in STAR centre to develop strategies to reduce conflict. | Provide students with strategies to manage own behaviour | Research report | JH/AFR | July 2020 |

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 2020
	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 2020
	Accelerated Reader	Recognition of age gap need.
Evidence suggests lack of tier 2/3 vocabulary having a	Annual reading age testing	CB/JA	July 2020

		disproportionate impact on DA students.			
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	AFR	July 2020
	Use of designated key staff as DAS Champions				
	Adviza Energize project utilised for students struggling to remain in mainstream education				
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 Improved performance in PPEs and external exams.	AFR/MG	August 2020
	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.		AFR/ NS	August 2020
	Study skills sessions	Success with similar students over a number of years.		AL/ET	July 2020
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	AFR/ SC/ JR	July 2020
Accelerated progress for year 7 students	Rapid English	Success with students in 2014-5.	Data analysis following data points. RSM minutes	JA/CB	July 2020

with low literacy and numeracy levels.		EEF toolkit – moderate impact for low cost			
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 for disadvantaged students.	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.	AFR	July 2020
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. Participation in school events/life	AFR	July 2020
	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		AFR	July 2020

6. Review of expenditure	
Previous Academic Year	2018-19
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 MINT class has improved and it will continue to be used as a tool to support personalised planning. **Class charts is embedded and will continue**	£2,000
	JPL on understanding barriers to learning for DS – whole staff and targeting training sessions.	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				
Reduce gap in GCSE outcomes and progress	Additional class created to support students in core subjects as part of a research project.	Improved progress was made from end of year 10 to end of year 11 following intervention.	Different cohort with different needs this year. **Will not continue**	£750
	Maths external tutors to target borderline students with extra support	75% of Students involved achieved better outcomes that predicted following PPEs	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 Reading FC £6000 Autoskills £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)
Targeted GCSE conferences	Off-site conference for targeted groups of students using in house staff.	Engaged students in revision programme during and after. **Will Continue**	Careful targeting of students maximised the impact. Programme will be expanded. **Will continue**	£500 per conference