



## Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the achievement of our disadvantaged students.

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	Highfields School
Number of students in school	1741
Proportion (%) of Pupil Premium eligible pupils	33%
Academic year/years that our current Pupil Premium strategy plan covers	2023-24
Date this statement was published	1 <sup>st</sup> Spetember2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024
Statement authorised by	Mr G Tate
Pupil Premium Lead	Mr A Dean
Governor / Trustee Lead	Mr K Sandhu

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£408,308
Recovery premium funding allocation this academic year	£112,472
Pupil Premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£520,780</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

33% of students in Years 7 -11 are Pupil Premium, well above the national average. The majority of these students are also entitled to Free School Meals. There are increasing numbers of Pupil Premium students on roll with the largest numbers in Year 7.

As a school we believe that every child really matters and always seek to work with students and parents to ensure that each student achieves their full potential. We want every student regardless of background to feel safe and secure within a supportive and yet challenging environment, to learn successfully, gain qualifications and develop the skills they need to grow and prosper.

We want every child to be able to participate in a wide variety of social and academic experiences which will enable them to confidently take their place in society as caring and skilled individuals with a strong sense of community. We are committed to raising the achievement of every child in our care and appreciate that some students from more disadvantaged backgrounds will need additional support.

We are more than aware that the pandemic has had a disproportionate impact on students from disadvantaged backgrounds and that nationally the gaps between Pupil Premium and non-Pupil Premium students widened significantly. We must be mindful that the impact of the pandemic is likely to be felt for many years with varying effects on different cohorts and that our strategy must be flexible enough to adapt to address these needs.

Our key three priorities in achieving this are to ensure that:

- All disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
- All disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
- All disadvantaged students are ambitious and have high aspirations for themselves and their futures.

### Challenges

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

Challenge number	Detail of challenge
1	The school is located within an area of high social and economic deprivation
2	Attainment on entry is lower among Pupil Premium students with some significant gaps in numeracy and literacy which have been exacerbated by the pandemic
3	Progress of Pupil Premium students is lower than that of other students
4	Attendance rates of Pupil Premium students are lower than non-Pupil Premium students

Challenge number	Detail of challenge
5	Pupil Premium students have a higher rate of Persistent Absence
6	Youth employment in the city is particularly high.
7	Digital poverty can widen gaps that already exist

### 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
To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.	<p>Ensure the school's 'Basics' Attainment headline measures for disadvantaged students are in line with all students nationally.</p> <p>Achieve positive Progress 8 (P8) scores at least in line with all students nationally.</p> <p>Improve the P8 score of White British and Mixed White Black Caribbean disadvantaged students in particular.</p> <p>Improve progress in Maths and Science.</p> <p>Improve the percentage of disadvantaged students achieving a positive P8 score to 65%+</p>
To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.	<p>Continue to improve the attendance and reduce the percentage of disadvantaged students in Persistent Absence.</p> <p>Increase the number of disadvantaged students who actively participate in wider school life.</p>
To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.	<p>Continue to support Pupil Premium students in securing meaningful progression routes.</p> <p>No Pupil Premium students to be Not in Employment, Education or Training (NEETS).</p>

### 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 and Learning:

Budgeted cost: £ 260,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure that our KS4 English curriculum is personalised to individual needs.</p> <ul style="list-style-type: none"> <li>Year 10 and Year 11 additional teaching groups in GCSE English</li> <li>Core Supplementary programme in Year 11</li> <li>Small group tuition</li> </ul>	<p>EEF - small group tuition +4</p> <p>Progress in English</p>	<p>2,3</p>
<p>Continue to ensure that our KS4 Maths and Science curricula are personalised to individual need.</p> <ul style="list-style-type: none"> <li>Year 10 and 11 additional teaching group in GCSE Maths and Science</li> <li>Core Supplementary programme in Year 11</li> <li>Small group tuition</li> </ul>	<p>EEF - small group tuition +4</p> <p>Progress in Maths and Science</p>	<p>2,3</p>
<p>Key Stage 3 Literacy</p> <ul style="list-style-type: none"> <li>Continue to make use of Literacy Assessments to identify students in need of support and intervention as part of the wider Accelerated Reader programme.</li> <li>Ensure that the Fresh Start curriculum continues to support additional literacy lessons and interventions.</li> <li>Additional literacy support in Years 8 and 9 to develop a 'language rich experience' for students.</li> <li>Additional Switch on to Reading sessions to develop student confidence in reading.</li> <li>Whole school CPD focus on reading, word gaps and oracy.</li> </ul>	<p>EEF reading comprehension support + 6</p> <p>EEF - small group tuition +4</p> <p>EEF peer tutoring +5</p>	<p>2, 3</p>
<p>Key Stage 3 Numeracy</p>	<p>EEF - small group tuition +4</p>	<p>2,3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Ensure that the curriculum continues to support additional Numeracy lessons and interventions in Years 7, 8 and 9.</li> </ul>		
<p>Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following Progress Reviews.</p> <ul style="list-style-type: none"> <li>Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership &amp; Management Team and wider staff through Heads of Learning School (HoLS)/Heads of Department (HoD)/whole staff briefings etc.</li> <li>Ensure that all Heads of School (HoS), Raising Achievement Managers and HoLS are systematically monitoring and challenging student underachievement through existing support programmes or new initiatives.</li> <li>Continue to upskill all staff in their use of SISRA.</li> </ul>	Underachievement is challenged promptly and addressed by all key personnel	3

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

Budgeted cost: £95,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and individual tuition in English, Maths and Science through the National Tutoring programme	EEF - small group tuition +4	2,3
<p>Continue to maintain a programme of extended, out of hours learning in Year 11 closely co-ordinated with the School-led Tutoring Programme</p> <ul style="list-style-type: none"> <li>Start the after-school timetable earlier before October half-term with priority given to option subjects</li> <li>Saturday School</li> <li>Holiday School</li> <li>Weekend Study Residential</li> </ul>	<p>EEF - small group tuition +4</p> <p>EEF - mastery learning+5</p>	2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build on existing programme of Mentoring and Support.</p> <ul style="list-style-type: none"> <li>Develop new staff training programme on effective mentoring, drawing upon the experiences of Year 12 students.</li> <li>Implement Sixth Form Mentoring Scheme for disadvantaged students in priority cohorts (Upper Ability Pupil Premium/White British Pupil Premium/Black Caribbean Pupil Premium).</li> </ul>	<p>EEF – mentoring 0 (our own impact reports show this to be highly effective with suitable pairings)</p>	<p>3, 6</p>
<p>Raising Achievement Managers in Lower, Middle and Upper School to facilitate increased opportunities for mentoring, intervention and support both academic and pastoral to improve the progress of Pupil Premium students</p>	<p>As above</p>	<p>3,4,5,6</p>

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

Budgeted cost: £182,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure that all students are able to access the digital tools needed to support their learning and progress.</p> <ul style="list-style-type: none"> <li>Annual subscription to My Child at School (MCAS) to support student and parental access to homework.</li> <li>Subsidised parental contribution scheme for laptop/devices.</li> </ul>	<p>EEF - Homework +5</p> <p>EEF - digital technology +4</p>	<p>7</p>
<p>Continue to support students with uniform and access to specialist tuition, attire and equipment to support, deepen and give greater authenticity to learning in specialist subjects.</p>	<p>Support with learning and sense of belonging</p>	<p>1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at a weekly meeting.</p> <p>Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required through the Student Welfare Manager, EWO and Manager for Emotional Health and Wellbeing.</p>	Non-attendance is a significant barrier to progress	3,4
Establish new packages to support and improve learning behaviours of students e.g. Getting it Right/Sumo/Turnabout programmes.	EEF – behaviour interventions +3	3
<p>Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes.</p> <ul style="list-style-type: none"> <li>• University encounters/Skills Show visit /Apprenticeship events etc.</li> </ul>	High aspiration and clear progression routes are needed to ensure high levels of motivation	6
Ensure every student has access to impartial Careers Advice and Guidance.	As above	6
Maintain programme of Outdoor Education in support of learning.	EEF – outdoor education +4	6
Develop students’ oracy through increased opportunities for public speaking.	EEF – oral language +4	6
Building cultural capital; ensuring that students are able to access enrichment opportunities, such as trips and visits and are not disadvantaged as a result of socio-economic circumstances.	<p>EEF – arts participation +2</p> <p>EEF – sport participation +2</p>	6

**Total budgeted cost: £538,518**

## **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 students in the 2022 to 2023 academic year.

The achievement of our disadvantaged students is the same as all students nationally with an overall P8 score of 0.0. Disadvantaged students had a score of 0.1 in the English and 0.13 in the Maths element of Progress 8.

Attainment for disadvantaged students in 2023 is positive with 74% students attaining a standard pass in English, 58% in Maths and 56% in both English and Maths. Performance at Grade 5 in English was strong with 56% of disadvantaged students achieving a strong pass, whilst this was 45% in Maths and 41% in both English and Maths.

The disruption caused by the pandemic has inevitably had an impact on attendance. This had a particularly significant impact on Pupil Premium students nationally and at Highfields and is a continued priority for improvement in 2023-24.

Student progression data is also very positive for disadvantaged students in both Year 11 and 13 cohorts.