

# Pupil premium strategy statement 2023 - 2024

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year. This funding is intended 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	Highams Park School
Number of pupils in school	Key Stage 3 & 4 = 1201
Percentage of Pupil Premium Students	24.1% of KS3 & 4 (290 students)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nigel Armsby
Pupil premium lead	Tim Jolly (Cally Halkes HT1&2)
Governor / Trustee lead	Claudine Crossley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,000
Recovery premium funding allocation this academic year	91,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£440,080

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all disadvantaged pupils. This includes students who are eligible for free school meals (FSM) or have been in the past 6 years (Ever 6 FSM), students that have been adopted from care or have left care and students who are looked after by the local authority. There is also special consideration for other students in need of short-term support, due to a change in their circumstances.

The activities we have outlined in this statement are also intended to support students' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Observation and discussions with disadvantaged students and their families indicate that these students often lack consistent access to revision materials and equipment and/or enrichment activities. There is a lack of equality due to family financial deprivation.
2	Outcomes data show that overall attainment and progress for disadvantaged students at the end of KS4 is lower than for their non disadvantaged peers
3	Assessment shows that some disadvantaged students have a lower level of reading comprehension than their non disadvantaged peers. This impacts their progress in all subjects. Literacy, specifically reading, is an ongoing focus for the school.
4	Attendance rates for Pupil Premium (PP) pupils are below that of Non-PP students. This reduces their school hours and causes them to fall behind academically.
5	Pupil Premium Students are more likely to not have consistent access to a quiet study space at home with refreshments. This can impact their out of school learning and therefore engagement with lesson when in school are prior learning has not taken place
6	Our observations suggest many PP students lack metacognitive and/or self-regulation strategies when faced with challenging situations, such as preparation for and sitting of exams. This means that anxiety levels increase, and performance can decrease if these anxieties are not properly managed.
7	Our assessments, observations and discussions with pupils and families suggest that the various soft skills such as self-regulation; and the wellbeing of many of our disadvantaged pupils have been impacted by their disrupted educational experience to a greater extent than for other non-disadvantaged pupils. These findings are backed up by several national studies. We have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on learning and exams/prospects, and the lack of enrichment opportunities

## 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 among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2023/24, 2023 KS4 outcomes demonstrate that disadvantaged pupils achieve a progress 8 score of $-0.63$ compared to all HPS students who had a P8 of $-0.05$ . Through more targeted intervention with disadvantaged students we expect to see this gap narrow in our 2023/24 results
Improved reading comprehension among disadvantaged pupils	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning; which includes revision and independent learning tasks. This finding is supported by homework completion rates across all classes and subjects as well as results from summative assessment.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• students having greater access to individual mentoring and advice.</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in extra-curricular and enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>
To reduce the number of low-level behavioural incidents amongst our students; particularly disadvantaged pupils	Sustained high levels of organisation and responsibility demonstrated by <ul style="list-style-type: none"> <li>• Reduced numbers of students suspended or in the Reflection Zone/Reintegration Room</li> <li>• Students in correct and full uniform at all times</li> <li>• Students equipped for all lessons in the school day</li> </ul>

## Activity in this academic year 2023-24

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: £113,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce technology and other resources focused on supporting high quality teaching and learning.</p> <p>A hub of laptops and/or tablets that can be used on loan to departments across the school or for more interactive activities within the classroom.</p> <p><i>£8000</i> <i>Leads: RP &amp; MGY</i></p>	<p>Researchers in hundreds of studies have demonstrated that multimedia learning greatly increases students' retention of course material. We should approach learning in a multimodal and multifaceted way. Especially considering the technological world we are currently in. Benefits include immersive, fun (through gamification) and personalised learning, preparation for adult life and a wider community than students are positively impacted. (<u>Future Learn October 2021</u>)</p>	<p>1, 2, 6</p>
<p>Through Student-facing workshops, developing metacognitive and self-regulation skills in all students with emphasis on meeting the needs of the PP who also have additional learning needs</p> <p>This will involve ongoing teacher training and support and release time.</p> <p><i>£25,000</i> <i>Leads: CRN &amp; LML</i></p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Toolkit for strategies to Improve Learning Sutton Trust</a></p>	<p>6, 7</p>
<p>Targeted CPDL at all levels across the whole school to bring about Quality 1<sup>st</sup> teaching in the classroom and including release time</p>	<p>CPDL needs were identified by the staff as part of the school's SEF.</p> <p>There is abundant evidence that, of all the things schools can influence, "what teachers know, do, and care about" (<u>Hattie 2003</u>) has the biggest impact on student outcomes, by some margin (<u>e.g. Chetty et al. 2014</u>)</p>	<p>2,6,7</p>

<p>For example  Whole school specialist INSET ie  Neurodiversity delivered by  Educational Pyschologist  QA programme of Quality 1<sup>st</sup>  teaching  BlueSky record keeping  Departmental INSET focused  CPDL based on QA programme  findings.  National College subscription  Staff expertise enhanced by  having the time tom complete  National Professional  Qualifications (NPQs) e.g. NPQSL  NPQLL NPQLBC NPQLT NPQLTD  &amp; ISBL  £50000  Leads: <i>FKY &amp; NHE</i></p>		
<p>Using the Bedrock initiative,  WordWasp 1:1 phonics and  the Literacy Trust study skills  programme and employment of  an additional HLTA to work  part time on the initiative  improve literacy in line with  recommendations in the EEF  <a href="#">Improving Literacy in  Secondary Schools</a> guidance.  £29,091  Leads: <i>CRN &amp; KET</i></p>	<p>Acquiring disciplinary literacy is key for  students as they learn new, more complex  concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a>  Reading comprehension, vocabulary and  other literacy skills are heavily linked with  attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a>  <u>Pupil Premium: General and targeted  interventions (Burnage 2018)</u></p>	<p>3</p>

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial Support in the form of free revision guides for PP students and funding for practical and enrichment activities as needed.</p> <p><i>£15000</i></p> <p><i>Leads: TJY(CH)</i></p>	<p>Access to specific, targeted exam-related resources means that students feel more engaged and develop metacognitive skills, as well as a level of independence in their studies.</p> <p>Some subjects run enrichment activities outside the school day such as theatre, art exhibition, dance and musical performances, Duke of Edinburgh awards that disadvantaged students would not be able to access for financial reasons. Also some GCSE subjects require considerable financial expenditure ie Food Technology and Art for food and specialist equipment, so these are purchased for PP students for equality of opportunity. KS3 PP students have access to peripatetic music lessons.</p> <p><u>EEF – Arts Participation</u></p>	<p>1</p>
<p>Delivering small group work to students from both core and “open pot” subjects in Year 11. The intervention will be intensive, targeted on multiple levels (both by foci and progress) and if appropriate be in the form of a residential trip. ie English HAPPs trip to Yorkshire subsidy</p> <p>Internal Intervention. Introduce a programme of after-school tutoring for identified underachieving students by subject staff. Sessions focus on identified</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p><u>(Collaborative Learning and Metacognition and Self-Regulation EEF 2022)</u></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><u>Pupil Premium: General and targeted interventions (Burnage 2018)</u></p>	<p>1, 2, 3, 4, 6, 7</p>

<p>needs from teachers. (Period 6)</p> <p>Continue and expand the reading peer mentoring programme led by Sixth Form students, and widen the number of disadvantaged students accessing this (no cost)</p> <p><i>£53,000</i></p> <p><i>Lead: TJY(CH) &amp; MT</i></p>	<p>Peer tutoring has also been shown to be an effective intervention: <u>EEF – Peer Tutoring</u></p>	
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### Wider strategies (for example, related to attendance and punctuality, behaviour, wellbeing)

Budgeted cost: £258,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Separate after school study room for KS3 and KS4, with nutritious refreshments and teacher support</p> <p>Mentoring of identified underperforming Y11 students by school staff</p> <p><i>£20,914</i></p> <p><i>Lead: TJY (CH)</i></p>	<p>There is some evidence that providing free food and a quiet study area can benefit students, by supporting children with learning, behaviour and school attendance.</p>	5
<p>Delivering 1:1 and small group intervention (internally and externally) with a focus around wellbeing and mental health issues, behaviour for learning, removing learning barriers and aspirational self-worth by the formation of the Behaviour Support Team led by AP Pastoral</p> <p>Running of Multi Agency Protocol (MAP) group to discuss need and allocate</p>	<p>Evidence from the EIF report on adolescent mental health suggests that specific therapies can be helpful: Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk) Aspirational Mentoring to remove barriers to learning</p> <p>There is evidence to suggest that early intervention can have a high impact on risk behaviours and behavioural difficulties: Adolescent mental health support has found</p>	7



<p>interventions for specific pupils who require support with regulating their emotions and mental health and including Tier 1 &amp; 2 mental health support for students by trained mentors and counsellors</p> <p>This includes training for school staff, collaboration with our local NHS hub and teacher release time.</p> <p><i>Behaviour Support Team:</i> £149,354</p> <p><i>Lead: JSD</i></p> <p><i>Mental Health Support Team:</i> £78,517</p> <p><i>Lead: JLE</i></p>	<p>interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="http://eif.org.uk">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
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<p>Contingency fund for acute issues, planned vs spend differentials</p> <p>£10,000</p> <p><i>Lead: TJY</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or where costs escalate</p>	<p>All</p>
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**Total budgeted cost: £438,876**

# 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 2022 to 2023 academic year.

GCSE outcomes in summer 2023 showed an attainment gap of 1.4 grades between disadvantaged and non-disadvantaged students:

- A8 for disadvantaged students of 3.9
- A8 for non-disadvantaged students of 5.3
- A8 for all students of 4.9

This is a disappointing outcome, with a significantly larger gap than the intended outcome and has led to some of the changes in our strategy for this year, in particular having a much tighter strategy for the use of assessment estimated data where disadvantaged students are highlighted and actions taken by HODs, HOYs, Tutors and Teachers recorded and tracked.

GCSE outcomes in summer 2023 also showed a progress gap of 0.71 between our disadvantaged and non-disadvantaged students, which is again an outcome that we have tried to address through this year's strategy.

Our first tracking data of the 2023/24 academic year with current Y11 students (exam 2024) identified that the predicted GCSE progress of disadvantaged pupils was lower, (-0.31), than all students, (+0.07). Although this picture is still not as positive as we aim for, it does represent a step forward for the school as this is a smaller gap than the 2023 external exam results.

At KS3, disadvantaged students' progress lagged behind those of non-disadvantaged students at the end of Year 9 (our current Year 10 cohort), but only by 0.05 and the overall score was still positive. Progress scores at the end of Year 7 and Year 8 demonstrated a much more positive picture, where the progress of our disadvantaged students was higher than their non-disadvantaged peers:

Y7 = Non-disadvantaged -0.14 vs Disadvantaged -0.23

Y8 = Non-disadvantaged +0.19 vs Disadvantaged +0.18

Y9 = Non-disadvantaged +0.13 vs Disadvantaged +0.15

This more positive picture at KS3 is one of the factors that has led us to commit more resources to KS4 disadvantaged students' performance for the coming academic year.

Reading comprehension scores have only been collected for groups of SEND students and not across whole cohorts to allow for a comparison in the scores for disadvantaged and non-disadvantaged students. The intention is to run a more secure set of tests that do allow for this sort of comparison in the coming academic year.

Intended outcomes for improved metacognition and self-regulation were broadly achieved, particularly with our Year 11 students. There were a number of small groups of students who were able to access support around their exam-readiness, resilience and ability to cope with stress. This was targeted at disadvantaged students as they tend to have less in-family experience of sitting high stakes exams. Homework completion rates for disadvantaged students are still low, but not significantly lower than their non-disadvantaged peers. Homework is an issue that we are considering on a whole-school basis going forward, rather than specifically targeting pupil premium students.

### Attendance Autumn & Spring Term 22/23

Demographics & Inverse	Present	Absence (authorised + unauthorised)	Persistent + Severe Absentees
All students Years 7 to 11	91.8%	8.2%	25.4%
Female	91.6%	8.4%	24.1%
Male	92.1%	7.9%	26.5%
SEN	88.0%	12.0%	37.8%
Not SEN	93.1%	6.9%	21.2%
Pupil Premium Recipient	88.5%	11.5%	38.9%
Not Pupil Premium Recipient	93.1%	6.9%	20.3%
Looked After (In Care)	94.9%	5.1%	10.0%
Not Looked After (In Care)	91.8%	8.2%	25.5%

The figures above cover only the Autumn and Spring terms as that makes it possible to compare directly with the only published National Statistics.

*Overall absence* is 8.2% which was 0.7% worse than National.

Illness accounted for 4.9% of absence overall with variation between demographic groups ie for SEN students it was 6% and 5.9% for Pupil premium recipients. The figure is broadly in line with the National illness figure of 4.5%. Both Nationally and at HPS Autumn and Spring attendance is in line with the increases in seasonal flu, other respiratory illnesses. The norovirus (winter vomiting bug) had particular impact on Highams Park

Nationally pupil premium absence was 10.9% compared to 6% for non PP students which means Highams Park absence is worse than the national figure for absence and PA by 0.6% and 3.2% respectively

#### Persistent absence

Nationally typically absence rates increase as age increases. The highest PA rates were in year 11 at 10.2% and year 10 at 10.0%, compared to 7.3% for all pupils. This is a similar pattern to previous years. Highams Park broadly follows the same pattern broadly however in all groups PA needs to be reduced

SEND national absence figure was EHCP 12.4% absence and K support 10.1% absence, therefore our absence at 12% was worse than National averaged figure and needs to improve. Persistent absence nationally for SEND was 36.3% for EHCP students and 30.8% for K support students. The Highams Park SEND average at 37.8% was worse than the national average and needs to improve,

The latest national figures for Looked after children (LAC) is from 21/22. The attendance of Looked after children at Highams Park is better than the national picture at 5.1% compared to a national figure of between 7.8% (more than a year in local authority care) and 14.9% (less than a year in local authority care) depending how long the child had been in care. Historically the attendance of LAC students at Highams Park School has always been well above average. With persistent absence for Highams Park LAC students at 10% compared to a national figure between 24.1% and 55 % depending how long the child had been in care again HPS is doing very well in ensuring the attendance of these most vulnerable of students

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Mental health support	School Based Primary Mental Health Team
Counselling	MHST
Behaviour Management	Safer Schools
IEP CME Attendance Careers	BACME
Mentoring	Sparks2Life
Sexual Abuse	The Lighthouse Foundation
Drug and Alcohol Abuse (parental and child)	CGL
LGBTQ support	ELOP
Bereavement Support	Grief Encounter
Psychotherapy and Counselling	J Hubbard & P Caiger
Empowering Young People to Make a Positive Change	Innerscope, Evolve and Adapt