

## Pupil premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

### School overview

Detail	Data
School name	Highcliffe School
Number of pupils in school	1539
Proportion (%) of Pupil Premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs Giller, Assistant Headteacher
Pupil Premium lead	Amy Eggleston, Pupil Premium Champion
Governor / Trustee lead	Jonathan Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178,214 estimate
Recovery premium funding allocation this academic year	£24,360
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	£ 202,574 estimate

# Part A: Pupil premium strategy plan

## Statement of intent

Highcliffe School's aim is to use the pupil premium funding to narrow the gap between the achievement of disadvantaged students and their peers. As a school we aim to provide challenging, robust teaching consistently across the curriculum from Year 7 to Year 13. Quality teaching and learning has been proven to have the greatest impact on student's attainment. We also aim to offer targeted support for disadvantaged students through the National Tutoring Programme as part of our wider plan for education recovery for students worst affected by the pandemic.

Alongside high quality teaching and learning, we aim to use our Pupil Premium funding to encourage social mobility, aspiration and progression towards post-16 education, training and work. We focus on a multi-strategy approach, developing our students as purposeful learners but also as resilient and responsible young people, prepared for the next step in their lives after secondary school. This is fostered through support such as our Careers Adviser, trips and experiences such as the Duke of Edinburgh award from Year 9 onwards and Year 10 work experience.

In addition, we aim to use our Pupil Premium funding to address, where possible, underlying inequalities between Pupil Premium students and their peers so each student has access to a wide variety of enrichment opportunities. We offer support such as a Uniform Grant, subsidies for academic trips and experiences such as Book-Buzz for Years 7 and 8 which promotes a love of reading.

All of the above plus dedicated staffing is designed to enable Highcliffe School to support disadvantaged students in striving to meet our three key Pupil Premium aims – access to quality education, building aspiration and addressing inequalities in order for all students to fulfil their own full potential.

## Challenges

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

Challenge number	Detail of challenge
1	There is a gap in progress between disadvantaged and non-disadvantaged students. Our summer 2019 results showed that all students' progress results were 0.06. The gap between disadvantaged students and non-disadvantaged students was -0.28, a quarter of a grade lower on average.
2	Literacy skills entering Year 7 are lower for some students eligible for Pupil Premium than for other students, which can act as a barrier from making good progress in KS3 and subsequently in future years.

	17% of our Pupil Premium year 7 intake 2021 had low literacy skills (reading or spelling). Year 6 TAG indicate that 29% of Pupil Premium students were working towards the expected standard in reading (compared to 8% non-Pupil Premium). 32% of students were below expected standard in writing (compared to 11% non-Pupil premium).
3	Current year 7 students Year 6 TAGs indicate that maths attainment of disadvantaged students is generally lower than non-disadvantaged. 24% of Pupil Premium students had TAGs below expected standard (compared to 4% non-Pupil Premium).
4	Attendance for Pupil Premium students was 90% (2019-20) compared to our whole school attendance figure of 94% (2019-20) and towards our whole school target of 97%. There needs to be a particular focus on FSM students where persistent absence is an identified concern. 2018-19 data shows that 34.6% of FSM students had persistent absence.
5	Analysis of our careers fair in October 2021 shows that 43% of KS4 Pupil Premium students attended this event. This shows that there is work to be done to improve engagement (work, life and education) of Pupil Premium students in all year groups.
6	In 2019, Year 9 parents' evening Pupil Premium attendance data was 36%. We were able to increase this to 60% in 2020 following direct contact with parents. To improve, we want to see parents evening attendance data increase from an average Pupil Premium attendance of 63% attendance in 2020-2021. EEF states that parental engagement is a significant factor in improving outcomes for disadvantaged students.
7	Our observations show that 11% of Pupil Premium students are currently having ELSA or Mental Health /Wellbeing Support. This indicates there is an ongoing need to support the mental health and wellbeing of all students ensuring that disadvantaged students also access this support.

## 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 progress amongst Pupil Premium students across the curriculum at the end of KS4.	By the end of our current plan 2024/25, GCSE results show that Pupil Premium student's progress data is more in-line with their peers. Progress data will show a rise to -0.1. This may not reflect a change in the gap with non-disadvantaged as we would hope that school strategies will show an improvement for all students.
Improved reading, spelling and writing among	Tracking and assessment data show an improvement in students' reading age for students receiving LS

<p>disadvantaged students at KS3.</p>	<p>intervention. Other students will show improvement in reading age through Accelerated Reader data. Spelling data for students receiving LS support will increase. English written assessments will show an improvement for Pupil Premium students who did not make required standard at KS2 and the gap between disadvantaged and non-disadvantaged will close. This will be evidenced through book scrutinies and in continuous assessment data.</p>
<p>Improved attainment in maths for disadvantaged students at KS3.</p>	<p>Maths assessments will show an improvement for Pupil Premium students who did not make required standard at KS2 and the gap between disadvantaged and non-disadvantaged will close. This will be evidenced through book scrutinies and in continuous assessment data.</p>
<p>Improved attendance among students eligible for Pupil Premium. There will be reduced persistent absence for Pupil Premium students.</p>	<p>Data will show the average Pupil Premium students attendance improves year on year from 90% (19-20) towards our whole school target of 97%. Persistent absence rate for FSM students will fall below the top 20% of schools.</p>
<p>An improvement in the aspirations (work, life and education) of Pupil Premium students across all students in all year groups.</p>	<p>Student work will show a clear commitment to high quality presentation and content as reflected in our current School Development Plan (SDP) target 4. This will be evidenced through book scrutinies. Aspirations will be noted on teaching and learning notes. Attendance to careers events and support will be monitored and Pupil Premium students encouraged to attend through direct contact. Student engagement in extra-curricular activities will be recorded and monitored and show that disadvantaged students have access to trips, visits and clubs and represent the school in sports competition.</p>
<p>Improving parental engagement for Pupil Premium students.</p>	<p>Parents' evening attendance data will evidence improvement from average Pupil Premium figures of 63% in 2020-2021.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Improved mental health support for disadvantaged students will be reflected in an improvement in attendance data for disadvantaged students and particularly those who have persistent absence.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all students.	<p>Our new School development plan (SDP) says that a key aim is to close the gap in attitudes; learning behaviours; attendance; participation rates and examination outcomes between ‘bright boys’ (ALPS Band 2 and 3), middle ability girls (ALPS Band 5), and the overall student population. Evidence shows that the most effective strategy to improve outcomes for disadvantaged students is high quality inclusive teaching.</p> <p>Culture Re-boot: Invigorating School Culture to Improve Student Outcomes by Leslie Kaplan</p>	1
PPD on effective use of teaching assistants to include support for disadvantaged students.	<p>EEF evidence shows that effective use of TAs is a strategy which improves attainment for disadvantaged students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1
Whole school training and implementation of RR and R including retrieval practise	<p>Retrieval practise is a metacognitive strategy.</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 maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3

Reading and spelling assessment. Year 7 on entry and end of Year 7, then end of Year 8.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2
Monitoring and tracking of student assessment data	Continuous assessment data (KS3) and progress checks (KS4/5) share live information with parents online. KS4 and KS5 data informs interventions across subject areas.	1,2,3
Personalised learning and teaching for KS4 Pathways group	In Year 10, the GCSE Pathways group is made up of 50% Pupil Premium students. These students get an additional English and Math lesson per week to enable them to work towards a functional skills qualification. All students in this class are currently working towards a Princes Trust personal development and employability skills qualification.	1,2,3,4
Training LS Provision Co-Ordinator in Speech and Language to enable language support	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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MyTutor programme	<p>Summer 2021 results showed that the most underperforming Pupil Premium groups were in the higher ability bands. My Tutor will be used for targeted KS4 and KS3 students for English and Maths for both 1:1 and small group tuition. This has proven benefits. <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3
Academic Mentoring	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1,4
MyFutures	<p>All students are being supported to improve their independent learning skills through retrieval practice strategies. This should strengthen independent revision strategies and improve their knowledge base for exams.</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 maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4
Small group workshops on retrieval practise and study skills	<p>Retrieval practise is a metacognitive strategy.</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 maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
Access to Jubilee Centre-	<p>Bespoke support for students, addressing issues with timetable, long term medical, self-esteem, mental health issues. An in-house alternative to offsite alternative provision. aimed to increase attendance for vulnerable students.</p>	1,4,7

	<p>EEF states: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Reading and spelling interventions (Rapid Reading, Rapid Plus and Spellzone)</p>	<p>Students with standard score below 85 are supported in line with the SEND policy intervention procedures.</p> <p>Rapid Plus is a recommended resource in the publication 'What works for children with literacy difficulties' G Brookes.</p> <p><a href="https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf">https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf</a></p>	

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	7

To expand and develop wellbeing support for Pupil Premium students through the introduction of a Mental Health support worker	There is a need for an additional member of staff to support student wellbeing. The new Mental Health support worker is running support groups such as a nurture group, a friends group, supporting the Looked After Children (LAC) and a wellbeing group as well as offering 1:1 sessions.	7
Pastoral Lead support	National data shows a clear link to attendance and progress/attainment. Pastoral Leads refer students to further wellbeing support as required.	4,7
Careers Adviser	Our School Development Plan identifies further growth for supporting aspirations of our pp students towards careers. Our Careers Adviser currently prioritises Pupil Premium students with 1:1 appointments.	5
Guest speakers	Our School Development Plan identifies further growth for supporting aspirations of our Pupil Premium students towards careers. The Pupil Premium Champion will arrange for guest speakers such as the Army to build aspiration between school and careers options.	5
The Brilliant Club	Additional academic experiences such as the Brilliant Club, which is an additional study programme for selected more able students in Year 8 to build aspiration towards University study.	1,5
Virtual Subject evenings	Virtual parent's evenings, are accessible to all from home and this is something we are continuing and monitoring the impact of attendance across time.	6
Pupil Premium funding to support trips and activities	Duke of Edinburgh is a relatively new scheme within our school. Pupil Premium funding is in place to make this accessible to all. This year the intake of Pupil Premium students signed up is 14, a big improvement on previous data.	5,7
Learning and Teaching notes	Learning and Teaching notes are completed for Pupil Premium students, so teachers have access to a profile about the student, their background, strengths, needs and aspirations and how best to support their learning.	1,2,3,4,5
Shine Project	Vulnerable students (PP, Young Carers) identified for support.	7

<p>Contacting parents prior to parents' evening and school events to encourage attendance and participation . Sending information to parents who do not attend regarding their child's progress and targets</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>6</p>
<p>Provision of resources and revision guides at KS4 and 5.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored .</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1</p>

**Total budgeted cost: £ 178, 214**

## 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 2020 to 2021 academic year.

Analysis of our teacher assessed summer 2020/21 results suggested that the attainment of Highcliffe GCSE Pupil Premium students was higher than the National average. However, we still had a gap in attainment between our disadvantaged students and our non-disadvantaged students. Pupil Premium students achieved good pass grades but attainment does not reflect an individual's progress according to their ability, therefore we had a negative progress score as our pp students collectively did not reach their full potential with making the best progress possible from their KS2 data compared to other similar students across the country.

The whole year was extremely disrupted by Covid but as a school, we pulled together and offered the best provision we could both in school, for Keyworker and vulnerable students and virtually through home learning. Laptops were provided through the school and through the Government scheme to get students as connected as possible, as soon as possible. Upload and live lesson participation were tracked by all Pastoral Leads and phone calls were made to support students and families on a daily basis. The Pupil Premium Champion monitored and supported Pupil Premium students alongside Pastoral, SEN and ELSA support for targeted students to maximise engagement with online learning. Everyone communicated and tracked support to collate a robust picture of monitoring and care provision.

Research from the EEF shows that by involving parents more in their children's education will have positive outcomes. This is a low cost and effective communication channel. There has been an average 7% increase across Years 7-11 parental attendance in 2017-18 and a further 2% in 2018-19. This decreased by 2% in 2020-21 but normality was disrupted by Covid 19. Hopefully with the continuation of virtual parent's evenings making attendance from home easier and with the Pupil Premium Champion calling targeted families to inform prior to fast-track booking texts going out, we will see a steady improvement in both bookings and attendance. This will be analysed over the next three years.

Trips and experiences were extremely difficult to deliver in the last year, however, all Year 7 and 8 Pupil Premium students were involved with BookBuzz and were able to choose a free book to promote a love of reading and some more able students managed to participate in a virtual form of the Brilliant Club academic programme with impressive results which showed they on average achieved higher grades than other

students on this programme across the country. Moving forwards our Pupil Premium strategy for the next three years aims to build on this foundation of opportunity for everyone both inside and outside of the curriculum.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Rapid Plus	Pearson
Spellzone	Spellzone
Read on	Collins
1:1 and small group tutoring	MyTutor

## Further information (optional)

Our new Pupil Premium strategy sits closely alongside the aims of our new three-year whole School Development Plan (SDP) which focusses on achieving consistency in staff and student culture of values and attitudes, including high aspiration and high expectations; the consistent behaviours of staff and students needed to embed those values and attitudes; and the knowledge, skills and understanding underpinning strategies to embed those behaviours.

Consistency and a drive towards continuous improvement will improve the overall educational experience and examination outcomes of our disadvantaged students.