

Pupil premium strategy statement – Highcliffe School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1528
Proportion (%) of pupil premium eligible pupils	17
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sarah Giller, Assistant Headteacher
Pupil premium lead	Joseph Stevens, Pupil Premium Champion
Governor / Trustee lead	Sue Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 170,405
Recovery premium funding allocation this academic year	£ 12, 213
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 182,618

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. High quality teaching and learning has been proven to have the greatest impact on student's attainment.

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 BookBuzz for Years 7 and 8 which promotes a love of reading and the Brilliant Club for Year 8. We also support GCSE students with revision guides and other study aids.

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 high quality education, building aspiration and addressing inequalities in order for all students to fulfil their own full potential. This tiered approach aligns with the focus of the school development plan for the coming school year.

Challenges

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

Challenge number	Detail of challenge
1	<p>There is a gap in progress between disadvantaged and non-disadvantaged students.</p> <p>2022 Progress 8 results showed the growth of the progress gap due to the after effects of the covid pandemic. Students progress overall was -0.05, the gap between disadvantaged (-0.59) and non-disadvantaged (0.05) students was -0.64.</p> <p>Nationally the gap is -0.70. (Disadvantaged pupils averaged a Progress 8 score of -0.55, non-disadvantaged pupils averaged a Progress 8 score of 0.15.)</p> <p>This is a national as well as a school issue that needs to be addressed and rectified as soon as possible.</p>

2	<p>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. Last year the school's learning and teaching focus was retrieval practice. This year's focus is literacy and sustained intense concentration which should help to close this gap. EEF focused on literacy as having a big impact upon student progress and the disadvantage gap.</p>
3	<p>Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress. Overall attendance in the 2021-22 academic year was 91.78% and for disadvantaged students was 86.21%. For the 2019-20 academic year before covid it was 94.58% and for disadvantaged students was 90.13% EEF state attendance has a big impact upon student progress and the disadvantage gap.</p>
4	<p>In 2019, Year 9 parents' evening Pupil Premium attendance data was 36%. Over time we want to increase parental engagement so that pupils can be supported on maximising their progress on their learning journey through the school. In 2020-2021 Pupil Premium parent attendance across all years was 63% and 2021-2022 it was again 63%. We will look to maintain and increase this over the next 3 years. EEF states that parental engagement is a significant factor in improving outcomes for disadvantaged students. This can also have a negative impact on the career expectations of Pupil premium students. A lack of parental support and understanding for further education can also hinder career knowledge and expectations.</p>
5	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably when completing tasks individually and/or as homework and achieving top marks on higher level tasks. This is evident when looking at internal reward and sanction data and suggests disadvantaged students need more support with their 'study skills'. This leads into the school's learning and teaching focus for last year which was retrieval practice and this year's focus is Literacy. The school has also produced and organised intervention sessions on metacognition, retrieval practice and literacy under the 'study skills' label for all years.</p>

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 2025/26, GCSE results show that Pupil Premium student's progress data is more in-line with their peers. Any gap will be as small as possible, ideally below -0.1. This may or 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 disadvantaged students at KS3.	Tracking and assessment data show an improvement in students' reading age for students receiving LS intervention. Other students will show improvement in reading age through Accelerated Reader data. Overall reading age for these students will increase, teachers should also have recognised this improvement through engagement in lessons and book scrutiny
Improved attendance among students eligible for Pupil Premium. There will be reduced persistent absence for Pupil Premium students.	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 also decrease, with the aim for it to fall below the top 20% of schools.
Improving parental engagement for Pupil Premium students.	Parents' evening attendance data for pupil premium students will continue its clear improvement as students and their parents become more engaged with the school. In 2020-2021 it was 63% and 2021-2022 it was again 63%.
An improvement in the aspirations (work, life and education) of Pupil Premium students across all students in all year groups.	Student work will show a clear commitment to high quality presentation and content as reflected in our current School Development Plan (SDP). 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.

	<p>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>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>
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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’, ‘middle ability girls’, 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>Teaching and learning focus on retrieval practice last year and literacy and sustained intense concentration this year.</p> <p>Culture Re-boot: Invigorating School Culture to Improve Student Outcomes by Leslie Kaplan</p> <p>To improve education outcomes for any specific group of students teach everyone better. Tom Sherrington</p>	1, 2, 5
Becoming a Teacher of Language. Whole school INSET CPD with David Didau.	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 5

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, 5
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, 5

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5
Academic Mentoring	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5
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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 5
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> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1

Reading and spelling interventions (Rapid Reading, Rapid Plus and Spellzone)	Students with standard score below 85 are supported in line with the SEND policy intervention procedures. Rapid Plus is a recommended resource in the publication 'What works for children with literacy difficulties' G Brookes. https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf	1, 2
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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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
To expand and develop wellbeing support for Pupil Premium students through the Mental Health support worker	The new Mental Health Support Worker runs 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. The Mental Health Support Worker is also running exam stress group sessions for year 11 students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Pastoral Lead support	National data shows a clear link to attendance and progress/attainment. Pastoral Leads refer students to further wellbeing support as required.	3
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.	3, 4

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.	3, 4
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, 3, 4
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.	4
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.	4, 5
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 (Girls) Thrive Project (Boys)	Vulnerable students (PP, Young Carers) identified for support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Provision of resources and revision	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	1

guides at KS4 and 5.	needs, and that therefore an approach that is personally tailored . https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Supporting students with persistent absence	Return to school mentoring meetings after 3 days concurrent absence to be held with PP Champion for students identified as persistent absentees. This meeting will be to establish if any support is required in school (to help attendance and also to catch up lost work)	3

Total budgeted cost: £ 182,618

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022 Progress 8 results showed the growth of the progress gap due to the after effects of the covid pandemic. Students progress overall was -0.05, the gap between disadvantaged (-0.59) and non-disadvantaged (0.05) students was -0.64.

Nationally the gap is -0.70. (Disadvantaged pupils averaged a Progress 8 score of -0.55, non-disadvantaged pupils averaged a Progress 8 score of 0.15.)

Absence among disadvantaged pupils was 5.57% higher than their peers in 2021/22 and persistent absence 26.46% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a key focus of our current plan. Our data for pre covid pandemic in 2018-19 absence among disadvantaged pupils was 3.79% higher than their peers in and persistent absence 17.3% higher.

So the outcomes for disadvantaged students at Highcliffe school are slightly more positive than for disadvantaged students nationally. However this gap is much larger than previously, in part due to the after effects of the covid pandemic and this is again shown in the national data. We continually building and improving our interventions and support for disadvantaged students and looking for way to close gaps earlier when they are smaller lower down the school. Over time as these cohorts move through the school we expect via our interventions the disadvantage gap to narrow and are hopeful at some point to close it completely.

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. 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 have been hard 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.

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.

Reading and spelling assessments on entry, year 8 and year 9: 28 pupil premium students identified for intervention in reading or spelling.

Reading intervention (Rapid Plus/Read On) after 14 weeks intervention: Year 7- 7 students made an average of 28.3 months progress. Year 8- 4 students made average 18.5 months progress , year 9- 5 students made average 6.6 months progress.

Spelling intervention (Spellzone) After 14 weeks intervention: Year 7- 5 students made average 21.4 months progress, Year 8 – 4 students made 12.75 months progress, Year 9-3 students made on average 9.3 months progress

Personalised learning and teaching KS4 Pathways group: 7 PP students Have completed the work for Princes Trust Level 1 Award in Personal Development and Employability Skills.

Training LS Provision Coordinator to deliver speech and language intervention: Staff member trained, but has since left post.

Access to Jubilee Centre: 28 students accessed Jubilee over the course of last year. This was to support attendance or bespoke timetables.

To expand and develop wellbeing support/ ELSA Support. The school has appointed a Mental Health Support worker and for some students has commissioned Listening Ear to provide counselling for some students as part of the school's graduated response. The school has received the AcSEED Award for Mental Health Provision in school. X looked after children have been supported, and x pp students have been supported through various groups and 1:1 support. Groups have included registration nurture groups, anxiety groups, motivation groups, social communication groups. 1:1 work includes mentoring, light touch mental health support and signposting and ELSA support.

Shine project: one of 9 girls who participated was pupil premium. This student reported feeling more confident and relaxed after the intervention compared to before.

MyTutor interventions at KS4.

Students who had small group (in lesson time) sessions – these were done in school IT room.

- 25% PP students
- PP students made mean progress of 1.875 grades between CG at PC1 and final exam results
- This compares with 1.36 for non-PP and 1.5 for all students

Students who had 1-2-1 (in own time) – these could be done in school IT room or at home.

- 40% PP students
- 3 of the 4 PP students dropped out, the other barely attended
- This was despite repeated support and reminders

- Progress was negligible for all students who signed up to this – strictly data shows mean progress of 1 grade for non-PP and -2 grades for PP, but that is one student for each category.

Whole school implementation of Retrieval Practice: Book looks and work scrutinies have shown this is embedded with all learners within the school. This was also part of the small group and whole year workshops on retrieval practice and study skills.

Brilliant club: Last year we 11 students attend the brilliant club. 6 students were Pupil Premium, two achieved 2:1, three achieved 2:2 and one was working towards this level. This was a great opportunity for them to experience University life and to raise their aspirations. This year we have 14 students attending the Brilliant club starting in January with 8 of the Pupil Premium.

Virtual subject evenings: Improving parental engagement of Pupil Premium parents at subject evenings. In 2020-2021 it was 63% and 2021-2022 it was again 63%.

Duke of Edinburgh engagement: Over the last 5 years engagement of Pupil Premium students with DofE has been around 12%, dipping to 10% for 2021-22 but for the current academic year 2022-23 it is 18%. This is a slightly positive number compared to the Pupil Premium cohort as a whole of 17% which shows an increase in engagement which is great.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Rapid Plus	Pearson
Spellzone	Spellzone
Read On	Collins
Brilliant club	TheBrilliantClub.org

Further Information

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.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.