



1. Summary information					
School	Highcliffe School				
Academic Year	2019/20	Approximate PP budget	£196,000	Date of most recent PP Review	July 2019
Total number of pupils	1478	Number of pupils eligible for PP	236	Date for next internal review of this strategy	July 2020

Provisional 2019-2020 GCSE results:		
This is based on a cohort of:	<i>Pupils eligible for PP (Highcliffe School)</i>	<i>Pupils not eligible for PP (Highcliffe School)</i>
Students Achieving 9-4 in English & Maths %	N/A	N/A
Progress 8 score average (provisional)	N/A	N/A
Average estimated Attainment 8 score (provisional)	N/A	N/A

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and vocabulary skills entering Year 7 are lower for some students eligible for PP than for other students, which can act as a barrier from making good progress in KS3 and subsequently in future years.
B.	High and Middle attaining students (KS2) who are eligible for PP are making less progress than other students across KS3 and subsequently KS4.
C.	Raise the Aspirations (work, life and educational) of PP students across all students in all year groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP students are 90% (18-19 and Sept 19-Feb 20) below the total school attendance figure of 94.85% (18-19) (94% Sept 19-Feb 20) and our whole school target of 97%.
E.	Parental engagement with the school is lower for the Pupil Premium cohort as evidenced by historic Parent Evening analysis
F.	Mental health and self-esteem issues

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and vocabulary for Year 7/8 students eligible for PP/Catch-Up.	Utilising the 'Catch-Up' literacy and numeracy scheme, handwriting and spelling interventions to ensure that 100% meet expected targets. This will be evidenced by baseline and post intervention testing, English and Maths continuous assessment data, end of unit assessments and handwriting samples.
B.	Improved rates of progress for High and Middle attaining PP students throughout KS3, and KS4.	Tracking via Continuous Assessment across Years 7-9. Where information shows students are not making expected progress against peers, use of departmental Wave 1 interventions, monitored by Subject Leaders.
C.	Improved aspirations and career ambitions of PP students across all students.	Increased exposure to inspired ambition through guest speakers, workshops, club attendance, trip attendance, personalised careers guidance, work experience across years 7-13. Increased uptake in Sixth Form, maintaining low NEET figures, improved Apprenticeship and University destination data.
D.	Increased attendance rates for PP students	Overall attendance among pupils eligible for PP improves from 90% (2018-19) to close the gap between our whole school attendance figure of 94.85% (18-19) and towards our whole school target of 97%.
E.	Increased Parental engagement at Parents Evenings	Parents evening attendance data will evidence improvement from 2018-19 average PP figures of 65%. Data will be tracked across the next 3 years.
F.	Addressing of Mental Health and Self Esteem issues	Utilising the in-house support of the Jubilee centre, Pastoral support system and ELSA support as required on a 1:1/small group basis.

4. Planned expenditure

Academic year: 2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff involved	Review Commentary July 2020	
A. High levels of progress in literacy and numeracy for Year 7/8 students eligible for PP/Catch-Up.	Whole school teaching promotes high levels of literacy and numeracy accuracy, following whole school teaching and learning principles.	We strive to offer high quality teaching to all students to address and improve literacy and numeracy skills for life.	Focussed whole school Teaching and Learning PPD training for all Teaching Staff and Teaching Assistants. Schemes of work across subjects include literacy and numeracy practice and development.	PP Champion English and Maths Depts. SENCO Teaching Assistants Jubilee Lead Academic Tutors Librarian	Evidenced by continuous assessment progress tracking.	
	The introduction of Catch-Up as a proven scheme.	The Catch-up scheme allows student to work through a progressive booklet, allowing development on from baseline testing.	Two key members of staff (Ass SENDCO and Academic Tutor) will oversee the work of the teaching assistants who will deliver the Catch-Up programme.			Catch-Up scheme run by SENCO dept.
	Spelling and Handwriting intervention	Intervention scheme run by Teaching Assistants, following referrals by SEN, Tutor and Teaching Staff.	Learning and Teaching notes intervention tracking notes. Student work book scrutiny.			Re-testing and student book work shows progress from baseline testing.
	Encouraging reading both in school and outside of school.	Develops student's depth of reading literacy, including inference and analysis skills. Regular independent reading built into Tutor time and English lessons. Reading buddies set up by PP Champion to support Year 7s with their reading through a Sixth Form paired reading scheme.	Regular independent reading built into Tutor time and English lessons. Regular diagnosis, testing, therapy approach monitored by English Department. Reading Buddies attendance and participation tracked by PP Champion and evidenced further by student questionnaires.			Reading Buddies 2019-2020 N/A. English lessons and DEAR in tutor time evidence reading focus.

	<p>Academic Tutoring for identified students.</p> <p>Accelerated Reader programme for Yr. 8 students</p> <p>World Book day event – Author visit</p> <p>Introduction of Reading Plus scheme (Feb 2020)</p>	<p>AM registration 1:1 Academic Mentoring to discuss barriers to learning, set SMART targets and build relationships with student and home.</p> <p>Programme to encourage progression up the reading age scale and confidence with reading. Comprehension quizzes complement this to add literacy value.</p> <p>Meeting an Author, experiencing a workshop and getting a signed book of their choice.</p> <p>PC based scheme which develops silent reading fluency and improves eye tracking behaviours and vocabulary. 30 students can be part of the programme at once and it can be worked on both in school and at home.</p>	<p>Use of Tutoring proformas to track discussions and set and review targets across time.</p> <p>Analysis after the programme. Last year's analysis showed that 60% of PP students made progress up the reading scale.</p> <p>Run annually by the Library and the English department, including two visiting Authors</p> <p>Managed by the SENCO/SEN department and targeted at students who are weaker readers including those waiting list for dyslexia assessment, diagnosis of SpLD or use of reader in year 7-10.</p>		<p>Academic Tutoring partially successful in boosting 1:1s engagement, evidence by tutorials online. Disrupted by Covid 19 pandemic.</p> <p>58% of Yr8 PP students had moderate or good engagement in the programme.</p> <p>Really successful annual event. Each student received a book of their choice from their chosen author. Will continue to support next year.</p> <p>Disrupted by Covid 19 pandemic. To be implemented again Sept 2020+</p>
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<p>B. Improved rates of progress for High and Middle attaining PP students throughout KS3 and KS4.</p>	<p>Embedding of Continuous Assessment allowing closer tracking of skills and knowledge across all subject areas (to identify gaps).</p> <p>Develop parental engagement by making more information available online</p> <p>Staff training development programme delivered by Learning and Teaching team</p> <p>Improve the information available to teachers on PP students in all classes</p> <p>Maths Mentoring for identified Yr. 11 students.</p> <p>Revision guide provision for KS4 students</p>	<p>In house live tracking document used across the curriculum and in KS3. KS4 progress tracked through termly date drops.</p> <p>To make curriculum specifications more transparent to help parents understand each curriculum area and individual units of work.</p> <p>To develop the whole school approach to consistent high quality teaching and learning, utilising strategies such as differentiation and critical thinking.</p> <p>Staff have access to lists of students and it is important for us to be able to share techniques and activities that have helped students learn. This could include key details of interests that help engage etc.</p> <p>1:1 Maths study sessions run by KS5 students to support identified Yr.11 students to aid study skills and consolidation.</p> <p>To support independent study habits and revision for exams.</p>	<p>Whole school use of continuous assessment and KS4 data drop programme. Information shared live to parents online and termly for KS4. KS4 data informs interventions across subject areas.</p> <p>Evidence of termly Continuous assessment reports, the school online student profile and curriculum information updated by IT</p> <p>Designated time for CPD on the calendar. Use of INSET days to develop Staff training focussing on a holistic approach to embedding teaching and learning strategies.</p> <p>Increased Staff use of Personalised PP learning and teaching notes and Academic Mentoring notes will tailor learning to each individual student. This will allow sharing of effective teaching strategies, student interests and aspirations for targeted support. Clear identification of PP students will support the design of seating plans and interventions.</p> <p>Tracked and monitored by Jubilee Manager and PP Champion. GCSE results should showcase progress achieved by Maths Mentored students.</p> <p>PP Champion to liaise with Subject staff, pastoral staff, parents and students as required and track student names.</p>	<p>PP Champion IT L&T team Ass. Head HOAs Subject Leaders Jubilee Lead All Staff</p>	<p>Termly progress checks show all subject data is complete and online for students and parents to see as part of the continuous assessment system for years 7-9</p> <p>Parent portal online with continuous assessment as well as letters, payment system, news and events.</p> <p>Staff log own curriculum and personal CPD for the year. 2 x PP CPD sessions were delivered by AEN to raise awareness and inform Staff about PP. Disrupted by Covid 19 pandemic.</p> <p>L&T notes on IT system allow all staff to record information and share good practice. PP students clearly identified on all seating plans and class lists.</p> <p>Disrupted by Covid 19 pandemic.</p> <p>Really successful collaboration with Staff teams. Maths, Eng and Sci all provided workbooks/revision guides/texts to all PP students in Yr 11.</p>
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	<p>PP/Young Carers Mentoring</p> <p>Academic Mentoring programme</p>	<p>To support vulnerable students with their academic progress, behaviour and welfare.</p> <p>To support identified students with their academic progress.</p>	<p>Lead by the PP Champion, documented using internal systems to track interventions and share information with Pastoral staff/subject Staff as required.</p> <p>Proformas helps Tutors track their SMART targets.</p>	<p>Started well in September, lost momentum as the year progressed and as other mentoring, such as Academic Mentoring became a focus.</p> <p>Academic Tutoring partially successful in boosting 1:1s engagement, evidence by tutorials online. Disrupted by Covid 19 pandemic.</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff involved	Review Commentary July 2020
<p>C. Improved aspirations and career ambitions of PP students.</p>	<p>Involvement in Brilliant Club Yr 7</p>	<p>The Brilliant Club is a nationally recognised challenging, academic programme. It rises ambition by encouraging high ability students to work a key stage above their current level and includes University style tutorials from Academic Tutors and visits to Universities to open student's minds to Post 18 study.</p>	<p>Funded from PP budget and is free for selected G&T Yr 7 students. Student data will be analysed and students and parent invited to participate before programme begins to ensure everyone involved is clear and committed to the programme. Student questionnaires from 2017-19 highlighted the value gained from the programme, evidencing enjoyment, developed study skills and pride as major achievements.</p>	<p>PP Champion G&T Co-ordinator Highcliffe Challenge Co-ordinator Careers Advisor Year Teams Tutors Jubilee Lead Academic Tutors DofE Co-ordinator and staff support team Asst Head Pastoral Leads Sixth Form team</p>	<p>Brilliant Club disrupted by Covid 19 pandemic.</p>
	<p>Highcliffe Challenge programme All years</p>	<p>Embedding of the Highcliffe Challenge programme across all years which leads to a nationally recognised qualification.</p>	<p>Highcliffe Challenge Co-ordinator and Tutor teams to monitor PIXI Edge/Highcliffe Challenge, driven by whole year achievement results targets.</p>		<p>Highcliffe Challenge programme successfully established across all year groups.</p>
	<p>Increased exposure to Careers guidance/advice</p>	<p>1:1 careers guidance sessions with targeted students to inform and encourage high attainment and ambition. To provide 'aspiration' interventions such as talks/clubs with Sixth Form students and a Careers Fair evening.</p>	<p>Through a programme of calendar events such as Ballard Talks, Careers Evening event, 1:1 Careers guidance sessions, Tutor programmes, STEM workshops/events, visits to Oxbridge. We would hope to see an increase in our Sixth Form uptake across a 3 year period.</p>		<p>Careers Adviser successfully establishes a series of visits/talks and opportunities for PP students. All PP students in Year 11 have received 1:1 Careers appointment. Students across Year 9 participated in a Bournemouth Uni careers trip, DASH and SUN programmes.</p>
	<p>Additional enrichment opportunities such as Duke Of Edinburgh award</p>	<p>Opportunities such as DofE provide personal and team work growth and challenge.</p>	<p>Designated DofE Co-ordinator and staff support team training and support training and practical adventures.</p>		<p>Disrupted by Covid 19 pandemic.</p>
	<p>Activities week/Yr 10 work experience in July.</p>	<p>To offer every student in Year 7-9 a range of personal growth activities to enrich their academic curriculum. To offer all Year 10 students 10 days of work experience in a professional environment to build aspiration.</p>	<p>Organised by Assistant Head/Head of School and Pastoral Leads.</p>		<p>Disrupted by Covid 19 pandemic.</p>
<p>Work experience week for all Year 12 students.</p>	<p>To provide all Year 12 students of work experience in a professional environment to build aspiration and relevance to career goals.</p>	<p>Organised by Sixth Form team.</p>	<p>Disrupted by Covid 19 pandemic.</p>		

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff involved	Review Commentary July 2020
<p>D. Increased attendance rates for PP students</p>	<p>Pastoral Team dedicate time daily to follow up on decreased attendance, transport issues and persistent absence.</p> <p>Student Commendation rewards for weekly 100% attendance</p> <p>Jubilee support intervention</p>	<p>There has been an improvement in the PP attendance figure (90% 18-19) and this has been due to the important attendance monitoring role of the Pastoral Leads and Jubilee Lead. Schools own data shows clear link to attendance and progress/attainment.</p> <p>To continue to develop on rewarding attendance success directly to students to build confidence and commitment to attendance.</p> <p>Reduced, building to full timetable integration programme to ensure students attend on a regular basis. Personalised Mentoring support from Jubilee Lead.</p>	<p>Regular Pastoral meetings with Year teams. Pastoral team home contact records. Termly attendance reports track attendance patterns.</p> <p>Tutor teams daily monitoring of attendance, weekly Commendations given and regular Year team meetings.</p> <p>Monitored by the Jubilee Lead and SLT link. Average student attendance will improve to close the gap towards National Average attendance.</p>	<p>Pastoral Leads HOA Jubilee Lead PP Champion Ass.Head</p> <p>PP Champion Ass. Head Year teams IT</p>	<p>Whole year attendance disrupted by Covid 19 pandemic.</p> <p>PP attendance Sept 2019-Feb half term 2020 was 90.22%. Comparable to 2 previous years.</p> <p>19 PP students achieved 100% between Sept 19 and Feb half term 20. 12 students more than the whole school year 18-19. 59 students achieved an attendance meeting or exceeding our whole school target of 97% which is 20 more than last year.</p> <p>Managed by Jubilee centre.</p>
<p>E. Increased Parental engagement at Parents Evenings</p>	<p>Use of text fast track booking service</p>	<p>Research from the EEF shows that by involving parents more in their children's education will have positive outcomes. 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.</p>	<p>Analysis of Parents eves attendance data. Monitored across a 3 year period.</p>	<p>PP Champion Ass. Head Year teams IT</p>	<p>Fast track Parent evening appointment text service a success.</p> <p>2019-2020 results distorted by Yr 11 subject eve technical sign in failure and disrupted by Covid 19 pandemic.</p>

<p>F. Addressing of Mental Health and Self Esteem issues</p>	<p>The Jubilee Centre</p> <p>ELSA 1:1 support</p> <p>Supporting educational opportunities, removing barriers to experiences and additional learning such as Music tuition.</p> <p>Awards evening recognition</p> <p>Exam breakfasts for Year 11 students in Jubilee</p> <p>Jubilee breakfasts</p>	<p>Bespoke support for students, addressing issues with timetable, long term medical, self-esteem, mental health etc. continues to offer the school an alternative to off-site provision.</p> <p>Use of in house trained ELSA support as well as external services (e.g. MOSIAC) Support with 1:1 tuition, and TA support for these students if they are struggling in the classroom.</p> <p>To value learning beyond the classroom and set high aspirations for further study and future career opportunities.</p> <p>To celebrate success and improvement.</p> <p>To ensure students are best prepared and with the right mind set before entering their exams.</p> <p>Identified students will be supported with breakfast when required in the Jubilee centre</p>	<p>Monitored by the Jubilee Lead and SLT link.</p> <p>Maintaining a constant dialogue between Student Services, SEN, Pastoral Staff and Year Teams alongside ELSA records of progress. Use of L&T notes to share information.</p> <p>PP Champion assisted by Finance will monitor expenditure on trips and activities and offer financial support on a number of academic activities where impact is across multiple PP students and adds value to the curriculum and the personal experiences of the students. With regards to Music tuition support, the case of individuals, personal circumstances and previous expenditure will be taken in to account.</p> <p>PP Co-Ordinator to monitor awards names and promote PP students for awards.</p> <p>Organised by the Jubilee Manager who knows the students very well. Subject Leaders will attend where possible to support academic queries before exams start.</p> <p>Organised and managed by the Jubilee Manager to ensure students are set up for the day. Student names tracked.</p>	<p>Jubilee Lead Ass.Heads PP Champion ELSA Pastoral Leads HOA Year Teams SENCO Finance</p>	<p>Jubilee tracking doc</p> <p>ELSA documents used to review student's support programme progress across time.</p> <p>Funding has been used to support various academic trips such as the English Poetry Slam, Geography controlled assessment field trips and Macbeth trip for Year 11 PP students. Music support for KS4 students where appropriate.</p> <p>Disrupted by Covid 19 pandemic.</p> <p>Successful for mock exams in Dec 2019. Disrupted by Covid 19 pandemic.</p> <p>Disrupted by Covid 19 pandemic.</p>
<p>Last year's breakdown titles:</p> <ul style="list-style-type: none"> • Hardship and removing barriers to learning £1,500.72 • Pastoral Lead support £32,550.80 • Jubilee centre support £15,149 • SENDCO support £10,216 • SLT and PP Champion Oversight £32,918.25 • Additional Behaviour Support - ELSA £21,015 • Home Study Support £2,492 • Brilliant Club Enrichment £1,920 • Library/Literacy support £4,021 • Teaching Assistant provision £70,780.16 • Dual registration £682.44 • Uniform grant £3,482.78 					

- Trips, books, equipment and music tuition support £2,683.33
- Year 11 Maths Mentoring £1,082.39

Total expenditure: £200,493.37

Covid provision:

FSM/PP students were supported over the lockdown period, first with our own voucher scheme and then with the Government voucher scheme. Some families were also delivered hot meals by the Christchurch Community Partnership in Christchurch and Highcliffe on a Tuesday and Friday. Students who had a Social Worker, were a Carer or were PP/FSM in upcoming exams years (10 and 12) were prioritised with school loaned laptops and then later Government scheme loan laptops for students who met their eligibility. Many students, including LAC, SEN, students with a Social Worker and PP students as well the children of Keyworkers attended Keyworker provision consistently throughout the duration of school closure. Keyworker provision was also provided Monday–Friday throughout the Easter Holidays (apart from Bank Holidays) and some provision was provided for years 7-9 students over May half term. A high quality and varied distant learning timetable and lessons were provided to all students across years 7-10 and 12 and Pastoral Leads monitored the work upload rate and contacted students of concern. In addition to this all Tutors called their tutees fortnightly from after May half term until the summer holidays to provide support, encouragement and check in on their welfare.