

1. Summary information					
School	Highcliffe School				
Academic Year	2020/21	Approximate PP budget	£185,000	Date of most recent PP Review	Oct 2020
Total number of pupils	1537	Number of pupils eligible for PP	233	Date for the review of this strategy	Oct 2021

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)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	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>B.</b>	High and Middle attaining students (KS2) who are eligible for PP are making less progress than other students across KS3 and subsequently KS4.
<b>C.</b>	Raise the Aspirations (work, life and educational) of PP students across all students in all year groups.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	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%.
<b>E.</b>	Parental engagement with the school is lower for the Pupil Premium cohort as evidenced by historic Parent Evening analysis.
<b>F.</b>	Mental health and self-esteem issues.

### 3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy and numeracy for Year 7/8 students eligible for Catch-Up.	Utilising interventions such as Reading Plus and Spellzone to support meeting expected targets. This will be evidenced by baseline and post intervention testing, English and Maths continuous assessment data and end of unit assessments.
<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	Increased attendance rates for PP students	Overall attendance among pupils eligible for PP improves from 90% (19-20) to close the gap between our whole school attendance figure of 94% (19-20) and towards our whole school target of 97%.
<b>E.</b>	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.
<b>F.</b>	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:

2020-2021

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	When will you review implementation?
A. High levels of progress in literacy and numeracy for Year 7/8 students eligible for PP/Catch-Up.	<p>Whole school teaching promotes high levels of literacy and numeracy accuracy, following whole school teaching and learning principles.</p> <p>Spellzone intervention</p> <p>Encouraging reading both in school and outside of school.</p> <p>Accelerated Reader programme for Yr. 7 students</p> <p>Bookbuzz from Booktrust for Yr. 7 and Yr.8 PP students</p>	<p>We strive to offer high quality teaching to all students to address and improve literacy and numeracy skills for life.</p> <p>At home online and spelling programme which is easily accessible for year 7 and 8 students to them to independently improve their spelling.</p> <p>Develops student's depth of reading literacy, including inference and analysis skills. Regular independent reading built into Tutor time and English lessons. If possible to run Reading buddies to support Year 7s with their reading through a Sixth Form paired reading scheme.</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>Bookbuzz is a reading programme for 11-13 year olds which gives students the opportunity to choose a book from 17 titles to take home. Their aim is to foster reading for pleasure.</p>	<p>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.</p> <p>Focussed on targeted students with a use it or lose it policy, so if not used it can be transferred to other students.</p> <p>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.</p> <p>Analysis after the programme.</p> <p>Organised by KS3 Subject Leader for English. Supports other targets such as the Accelerated Reader programme and Reading Plus.</p>	<p>PP Champion English and Maths Depts. SENCO Heads of Achievement Teaching Assistants Jubilee Lead Academic Tutors Librarian</p>	<p>Oct 2021</p> <p><b>Evidenced by:</b> Termly Raising Standards meetings Continuous assessment tracking Student work book scrutiny Academic mentoring proformas. Tracking data to analyse. Spellzone records Acc. Reader programme analysis Reading Plus records</p>

<p>B. Improved rates of progress for High and Middle attaining PP students throughout KS3 and KS4.</p>	<p>Reading Plus programme (Started Feb 2020)</p> <p><u>If possible in 2020-2021:</u> World Book day event – Author visit</p> <p>Academic Mentoring for identified students</p> <p>Termly Continuous Assessment allowing closer tracking of skills and knowledge across all subject areas (to identify gaps).</p> <p>Parental engagement by making more information available online.</p> <p>Improve the information available to teachers on PP students in all classes</p> <p>Revision guide provision for KS4 students</p>	<p>Computer based Reading Programme which supports reading skills strength and development. Suitable for students across KS3 and 4 and can be used both in school and remotely.</p> <p>Meeting an Author, experiencing a workshop and getting a free signed book of their choice.</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>In house live tracking document used across the curriculum in KS3. KS4 progress tracked through termly data drops called progress checks</p> <p>To make curriculum specifications more transparent to help parents understand each curriculum area and individual units of work.</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>To support independent study habits and revision for exams.</p>	<p>Tutor time intervention twice a week and ideally once in student’s own time. Up to 30 students have access to the programme at any given time so can have a broad impact relatively quickly if used frequently.</p> <p>Run by the Library and the English department, including two visiting Authors</p> <p>Use of Tutoring proformas to track discussions and set and review targets across time.</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>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>PP Champion to liaise with Subject staff, pastoral staff, parents and students as required and track student names.</p>	<p>PP Champion IT L&amp;T team Ass. Head HOAs Subject Leaders Jubilee Lead All Staff</p>	<p>Oct 2021</p> <p><b>Evidenced by:</b> Termly Raising Standards meetings Continuous assessment tracking KS4 data analysis L&amp;T notes Academic Mentoring notes Maths Mentoring analysis PP/Young Carers Mentoring end of year review. Academic Mentoring reviews.</p>
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	<p>Staff training and development programme delivered by Learning and Teaching team</p> <p><u>If possible in 2020-2021:</u> Maths Mentoring for identified Yr. 11 students.</p> <p>PP/Young Carers group sessions with ELSA</p> <p>Academic Mentoring programme</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>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 students with their academic progress, behaviour and welfare in school and at home.</p> <p>To support identified students with their academic progress.</p>	<p>Designated time for CPD on the calendar via virtual events. Use of INSET days to develop Staff training focussing on a holistic approach to embedding teaching and learning strategies.</p> <p>Tracked and monitored by Jubilee Manager and PP Champion. GCSE results should showcase progress achieved by Maths Mentored students.</p> <p>Lead by the ELSA - SA</p> <p>Proformas helps Tutors track their SMART targets and share information with key staff.</p>		
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**Total budgeted cost**

£75,000  
(Additional English  
and Maths Staffing,  
Curriculum time,  
literacy support  
software, part funding  
of oversight of  
provision and  
tracking, 1:1 support)

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	When will you review implementation?
C. Improved aspirations and career ambitions of PP students.	Involvement in Brilliant Club-Yr 8	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 build aspirations towards Post 18 study.	Funded from PP budget and is free for selected More Able Yr 8 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.	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 All Staff Sixth Form team	Oct 2021  <b>Evidenced by:</b> Brilliant Club participation and analysis Highcliffe challenge analysis. Career guidance student list Trip lists Dof E participation lists Work experience for KS4 and KS5
	Highcliffe Challenge programme All years	Embedding of the Highcliffe Challenge programme across all years which leads to a nationally recognised qualification.	Highcliffe Challenge Co-ordinator and Tutor teams to monitor PIXI Edge/Highcliffe Challenge, driven by whole year achievement results targets.		
	<u>If possible in 2020-2021:</u> Increased exposure to Careers guidance/advice	1:1 careers guidance sessions with targeted students to inform and encourage high attainment and ambition. To provide 'aspiration' interventions such as guest speakers and a Careers Fair evening.	Through a programme of calendar events such as Ballard Talks, Careers Fair event, 1:1 Careers guidance sessions, Tutor programmes, STEM workshops/events, Yr 9 DASH and SUN programmes, visits to Oxbridge.		
	Additional enrichment opportunities such as Duke Of Edinburgh award	Opportunities such as DofE provide personal and team work growth and challenge.	Designated DofE Co-ordinator and staff support team training and support training and practical adventures.		
	Activities week/Yr 10 work experience in July.	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.	Organised by Assistant Head/Head of School and Pastoral Leads. Activities week run by All Staff.		
Work experience week for all Year 12 students.	To provide all Year 12 students of work experience in a professional environment to build aspiration and relevance to career goals.	Organised by Sixth Form team.			

<b>Total budgeted cost</b>					£25,000 (inclusive of part funding of oversight of provision and student tracking, Jubilee Staff and The Brilliant Club)
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff involved</b>	<b>When will you review implementation?</b>
D. Increased attendance rates for PP students	<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% 18-19-20) 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>Oct 2021</p> <p><b>Evidenced by:</b> Attendance will be continually monitored and analysed</p>
E. Increased Parental engagement at Parents Evenings	Use of text fast track booking service	<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>Oct 2021</p> <p><b>Evidenced by:</b> Parent's eve end of year data analysis</p>

F. Addressing of Mental Health and Self Esteem issues	The Jubilee Centre	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.	Monitored by the Jubilee Lead and SLT link.	Jubilee Lead Ass.Heads PP Champion ELSA Pastoral Leads HOA Year Teams SENCO Finance	Oct 2021  <b>Evidenced by:</b> Jubilee student lists ELSA support student intervention lists Music tuition tracking and monitoring Awards evening student names Breakfast tracking docs.
	ELSA 1:1 support	Use of in house trained ELSA support as well as external services (e.g. MOSIAC) Support with 1:1 with trained ELSA.	Maintaining a constant dialogue between Student Services, SEN, Pastoral Staff and Year Teams alongside ELSA records of progress. Use of L&T notes of share information.		
	Supporting educational opportunities, removing barriers to experiences and additional learning such as Music tuition.	To value learning beyond the classroom and set high aspirations for further study and future career opportunities.	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.		
	Awards evening recognition	To celebrate success and improvement.	PP Co-Ordinator to monitor awards names and promote PP students for awards.		
	Exam breakfasts for Year 11 students in Jubilee	To ensure students are best prepared and with the right mind set before entering their exams.	Organised by the Jubilee Manager who knows the students very well. Subject Leaders will attend where possible to support academic queries before exams start.		
	Jubilee breakfasts	Identified students will be supported with breakfast when required in the Jubilee centre	Organised and managed by the Jubilee Manager to ensure students are set up for the day. Student names tracked.		
	<u>If possible in 2020-2021</u> SHINE project (Summer 2021?)	To support invited students with their self-esteem and confidence.	Run by the SHINE project (outside agency) and organised by ELSA.		
<b>Total budgeted cost</b>					£70,000 (inclusive of part funding of oversight of provision and student tracking Pastoral Leads/ELSA/SENCO)
Other budgeted costs:				<b>Total budgeted cost</b>	£15,000
<ul style="list-style-type: none"> <li>• Hardship fund</li> <li>• Yr. 11 Maths Mentoring</li> <li>• Trips, books, equipment and music tuition support</li> <li>• Dual Registration</li> <li>• Uniform fund</li> </ul>					

- Home Study Support