

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year. This funding is intended to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highams Park School
Number of pupils in school	Key Stage 3 & 4 = 1195
Percentage of Pupil Premium Students	28.1% of KS3 & 4 (336 students)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	20 July 2023
Statement authorised by	Nigel Armsby
Pupil premium lead	Enuma Afulukwe
Governor / Trustee lead	Claudine Crossley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£319,140
Recovery premium funding allocation this academic year	£90,258
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£409,398
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

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

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

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

Challenges

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

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

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2022/23, 2023 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none">• A positive P8 score (+0.1 – so within 0.1 of the whole-school target)• National average A8 figure (4.8 – this was the national average score for 2022)• National average 4+EM figure (68% - this was the national average score for 2022)
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning; which includes revision and independent learning tasks. This finding is supported by homework completion rates across all classes and subjects as well as results from summative assessment.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• students having greater access to individual mentoring and advice.• qualitative data from student voice, student and parent surveys and teacher observations.• a significant increase in participation in extra-curricular and enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4.2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
To reduce the number of low-level behavioural incidents amongst our students; particularly disadvantaged pupils	Sustained high levels of organisation and responsibility demonstrated by <ul style="list-style-type: none">• Increased number of students eating breakfast• Students in correct and full uniform• Students equipped for all lessons in the school day

Activity in this academic year 2022-23

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: **£226,869**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce technology and other resources focused on supporting high quality teaching and learning. A hub of laptops and/or tablets that can be used on loan to departments across the school or for more interactive activities within the classroom. 32 x 219 = £7008	Researchers in hundreds of studies have demonstrated that multimedia learning greatly increases students' retention of course material. We should approach learning in a multimodal and multifaceted way. Especially considering the technological world we are currently in. Benefits include immersive, fun (through gamification) and personalised learning, preparation for adult life and a wider community than students are positively impacted. (Future Learn October 2021)	1, 2, 6
Through Student-facing workshops, developing metacognitive and self-regulation skills in all students with emphasis on meeting the needs of the PP who also have additional learning needs This will involve ongoing teacher training and support and release time. £50,000	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Toolkit for strategies to Improve Learning Sutton Trust	6, 7
National College Subscription has been purchased to encourage and target specific CPD needs Targeted CPDL at departmental level and across Learning Support Assistants to lead to	CPDL needs were identified by the staff as part of the school's SEF. There is abundant evidence that, of all the things schools can influence, "what teachers know, do, and care about" (Hattie 2003) has the biggest impact on student outcomes, by some margin (e.g. Chetty et al. 2014)	2,6,7

<p>Quality 1st teaching in the classroom</p> <p><i>£1000 – subscription cost</i></p> <p><i>£158,296 – ongoing teacher and LSA development</i></p>		
<p>Using the DEAR initiative, and a ‘class set’ of resources, improving literacy in disadvantaged students in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>EAL and Literacy Coordinator as well as LSA to lead on implementation.</p> <p>$30 \times 8 \times 4 \times 9.99 = £9,590$</p> <p>$15 \times 39 = £585$</p> <p>$0.50 \times 5 \times 4 \times 39 = £390$</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p> <p><u>Pupil Premium: General and targeted interventions (Burnage 2018)</u></p>	3

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

Budgeted cost: £86,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering small group work to students from both core and “open pot” subjects in Year 11. The intervention will be intensive, targeted on multiple levels (both by foci and progress) and be in the form of a residential trip.</p> <p>$67 \times 176 = £11,792$</p> <p>$10 \times 4 \times 150 = 6,000$</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p><u>(Collaborative Learning and Metacognition and Self-Regulation EEF 2022)</u></p>	2,6,7
<p>Financial Support in the form of free revision guides for PP students and funding for practical and enrichment activities as needed.</p> <p>$(11) 67 \times 39 = £2613$</p> <p>$(10) 56 \times 39 = £2184$</p>	<p>Access to specific, targeted exam-related resources means that students feel more engaged and develop metacognitive skills, as well as a level of independence in their studies.</p> <p>Some subjects run enrichment activities outside the school day such as theatre, art exhibition, dance and musical performances that disadvantaged students would not be able to access. Also some GCSE subjects require considerable financial expenditure ie Food Technology and Art for food and specialist equipment, so these are purchased for PP students for equality of opportunity</p> <p><u>EEF – Arts Participation</u></p>	1
<p>Use the National Tutoring Programme to provide additional support in KS3, first targeting are ‘more able’ students.</p> <p>Internal Intervention. Introduce a programme of after-school tutoring for identified underachieving students by subject staff. Sessions focus on identified</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Pupil Premium: General and targeted interventions (Burnage 2018)</u></p>	1, 2, 3, 4, 6,

<p>needs from teachers. (Period 6)</p> <p>Continue and expand the reading peer mentoring programme led by Sixth Form students, and widen the number of disadvantaged students accessing this.</p> <p>$9 \times 10 \times 10 \times 40 = £36,000$</p> <p>NTP £28,080</p>	<p>Peer tutoring has also been shown to be an effective intervention:</p> <p><u>EEF – Peer Tutoring</u></p>	
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Wider strategies (for example, related to attendance and punctuality, behaviour, wellbeing)

Budgeted cost: **£95,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club and Meal provision</p> <p>$1.5 \times 5 \times 39 \times 168 = £49,140$</p>	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit students, by preparing children for learning or supporting behaviour and school attendance.</p>	5
<p>Delivering small group intervention (internally and externally) with a focus around wellbeing and mental health issues, behaviour for learning and aspirations.</p> <p>Mentoring and Coaching</p> <p>Evolve and Adapt = £5000</p>	<p>Evidence from the EIF report on adolescent mental health suggests that specific therapies can be helpful:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	7
<p>Set up and running of MAP group to discuss need and allocate interventions for specific pupils who require support</p>	<p>There is evidence to suggest that early intervention can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Adolescent mental health support has found interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p>	7

<p>with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>Approx 60 students at any one time £25,000</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Provide PP students with a full stationery set, calculator and school uniform items if required.</p> <p>Provide laptops as needed.</p> <p>$20 \times 336 = £6,720$</p>	<p>Our own work with students suggests that providing these materials increases engagement and motivation.</p>	<p>1</p>
<p>Contingency fund for acute issues.</p> <p>£10,000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £409,398

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 2021 to 2022 academic year.

GCSE outcomes in summer 2022 showed an attainment gap of 1 grade between disadvantaged and non-disadvantaged students:

- A8 for disadvantaged students of 4.4
- A8 for non-disadvantaged students of 5.4

This is a disappointing outcome, with a significantly larger gap than the intended outcome of 0.3 of a grade) and has led to some of the changes in our strategy for this year, in particular focusing more clearly on KS4 outcomes and the use of the NTP.

GCSE outcomes in summer 2022 also showed a progress gap of 0.69 between our disadvantaged and non-disadvantaged students, which is again an outcome that we have tried to address through this year's strategy.

We do not estimate a separate A8 score for disadvantaged students in our internal tracking data, but are going to do so for our *current* Year 11 cohort going forward. However, our internal tracking at the end of 2021/22 identified that the predicted GCSE progress of disadvantaged pupils in Year 10 (now *current* Year 11) was lower, (+0.15), than non-disadvantaged students, (+0.30), with the disadvantaged mid- and upper prior attainers showing negative scores of (-0.17 and -0.27 respectively). Although this picture is still not overwhelmingly positive, it does represent a step forward for the school. If overall progress for disadvantaged students at the end of KS4 were to be +0.15 then we would be pleased with these outcomes and they would represent a success for the school and the pupils.

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

Y7 = Non-disadvantaged +0.04 vs Disadvantaged +0.23

Y8 = Non-disadvantaged -0.11 vs Disadvantaged +0.20

Y9 = Non-disadvantaged +0.13 vs Disadvantaged +0.08

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

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

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

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, in particular our Year 8 and Year 9 cohorts, who had not had a 'full year' of interrupted secondary schooling. This was delivered by external agencies for one day per year group. The feedback was positive for Year 9 but less so for the company that delivered for Year 8. We have also targeted interventions where required, including investing more money in counselling provision at the school. We have also appointed a senior leader with specific responsibility for Student Wellbeing, to undertake work from September 2022.

The overall attendance rate for our disadvantaged students was 87.7% in the 2021-22 academic year. This was compared to a rate of 90.9% for our non-disadvantaged students. The raw statistics therefore fall short of our intended outcomes from last year. However, when placed in the context of COVID and compared to national figures for the attendance of disadvantaged students, our statistics compare very favourably. Our school figures are 3% or more above the national average for disadvantaged students in all year groups apart from the *current* Year 10 cohort. We wish to continue to push up these levels of attendance, particularly post-COVID, so we have retained a real focus on attendance in this year's strategy.

Externally provided programmes

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