

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Highgate Wood School
Number of pupils in school	1583 (280 in KS5)
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Patrick Cozier (Headteacher)
Pupil premium lead	Dean Mansfield (Deputy Headteacher)
Governor / Trustee lead	Kate Newman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,305
Recovery premium funding allocation this academic year	£69,681.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£377,986.50

Catch up funding carried forward from 2021-22	£71,174
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# 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. At HWS, we believe that whatever a child's background, or challenges, the factor that will have the most impact on their attainment and progress is great teaching. High quality teaching is at the heart of our approach, with a focus on strategies in which disadvantaged pupils require the most support. Our focus on developing rigorous and inclusive curriculum alongside strategies to improve pupils' metacognition, retrieval and memory skills aim to support disadvantaged pupils to achieve and at the same time will continue to benefit the non-disadvantaged pupils in our school.

Our disadvantaged pupils achieve outcomes at GCSE broadly in line with all pupils nationally but our intention is that, with a continued focus on high quality teaching, we will be able to close the gap with our non-disadvantaged cohort, enabling our disadvantaged pupils to achieve significantly beyond the national average.

We recognise that some of our pupils also require more support with social, emotional and behavioural issues and our wide-ranging intervention activities are in place to support all vulnerable pupils in our school, whether disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through increasing the amount of CPD time for staff. In addition, there is additional provision (intervention classes) 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 that all disadvantaged pupils are visible
- 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	<p><b>Attainment Gap</b></p> <p>Disadvantaged pupils have an average CAT score 10 points lower than their non-disadvantaged peers. This gap widens during their time at secondary school.</p> <p>Although our disadvantaged pupils achieve broadly in line with all pupils nationally (which is good), their A8 score 2019 (4.5) compared to non-disadvantaged pupils (6.1) shows the gap at HWS. This has been a fairly consistent pattern over the last three years.</p>
2	<p><b>Reading Age</b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils have lower levels of reading comprehension (a year on average) than peers. This impacts their progress in all subjects.</p>
3	<p><b>Participation in clubs and extra-curricular activities</b></p> <p>Disadvantaged students are underrepresented in extra-curricular clubs and activities.</p>
4	<p><b>Behaviour</b></p> <p>48% of students excluded for a fixed term are disadvantaged despite making up only 27% (Figures reflect cohort at time of three-year plan being produced) of the student body. This trend is mirrored in the number of referrals from lessons, detentions and internal isolations. Too many of our disadvantaged pupils struggle to meet behaviour expectations in the classroom and around the school and this is having an impact on their progress and attainment.</p>
5	<p><b>Social and Emotional Mental Health Intervention</b></p> <p>40% of students referred for social and emotional support, counselling, mentoring or respite provision are disadvantaged despite making up only 27% (Figures reflect cohort at time of three-year plan being produced) of the student body.</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
Improve attainment at GCSE	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an overall P8 score of 0.5 (0.18 in 2019)</li> <li>• an average A8 score of 55 (45 in 2019)</li> </ul>
Improve reading comprehension of disadvantaged students at KS3	<p>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.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

Increase participation in clubs and extra-curricular activities	Evolve analysis shows disadvantaged pupils are over-represented in clubs and extra-curricular activities.
Decrease number of sanctions for disadvantaged students (referrals, isolations, detentions, fixed-term exclusions)	<p>% of sanctions for disadvantaged pupils is in line with their % as a group within the whole cohort.</p> <p>Disadvantaged pupils meet behaviour expectations in lessons and around the school and can therefore engage more effectively with their learning and make better progress.</p>
Improve well-being for all students, including disadvantaged students	Monitoring and evaluation data and student/staff/parent surveys show positive impact of intervention and subsequent engagement of pupils who have received support from the MAC and LSC.

## 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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online learning resource tools and packages (e.g. SAMLearning, Kerboodle, Dr Frost, Corbett Maths, Maths Genie etc.)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1
Focused school strategies such as Pupil Premium First	Challenge Partners programme	1
CPD Tuesdays (on-going training for all staff on high quality and inclusive teaching and curriculum design) Both in-house and guest speakers (x30 hours of training for all teaching staff) Increased INSET hours (additional 1 hour per day – 6 hours in total)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspire and Achieve Mentoring Programme	As recommended by the Education Endowment Fund research	1, 4
Dedicated Reading Time  Accelerated Reader Programme	<a href="#">Improving Literacy in Secondary Schools</a>  <a href="#">word-gap.pdf (oup.com.cn)</a>	2

1-2-1 reading intervention  Learning Support Lexionik Leap intervention  KS3 Literacy intervention  KS3 Numeracy Intervention	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Careers Education, Information and Guidance	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</a>	4, 5

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maya Angelou Centre Interventions	<a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>	4, 5
Bespoke behaviour interventions by the pastoral teams	2018 DfE paper on the link between attainment, behaviour and mental health	1, 3, 4, 5, 6
EVOLVE package to monitor, and work of Assistant Headteacher responsible for Personal Development to increase disadvantaged students' participation in extra-curricular activities	<a href="file:///C:/Users/teacher/Downloads/Pupil-Premium-Case-Study-stoke-newington.pdf">file:///C:/Users/teacher/Downloads/Pupil-Premium-Case-Study-stoke-newington.pdf</a>	3

**Total budgeted cost: £400,000**

## 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.

Despite previous significant improvement in both progress and attainment measures for disadvantaged pupils from 2018 to 2019, the outcomes for 2022 saw a further dip in disadvantaged pupils' progress (P8 score) from +0.29 (2019) to -0.21 (2022).

However, disadvantaged pupils' P8 score continued to be significantly better than the national performance of disadvantaged students (school performance: -0.21 compared to -0.55 nationally.)

Our disadvantaged pupils' average A8 score remained the same (4.5) while that of non-disadvantaged pupils decreased (6.1-5.4); the gap has narrowed marginally. However, the disadvantaged pupils' average A8 score continues to be better than the national score for disadvantaged (4.4 – 3.7)

The impact of Covid-19 continued to disrupt all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. Pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach in our current plan

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Football Beyond Borders	<a href="https://www.footballbeyondborders.org">https://www.footballbeyondborders.org</a>