Student premium strategy statement – Highgate Wood School

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1566
Proportion (%) of student premium eligible students	19%
Academic year/years that our current student premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually: September 2025; September 2026 and September 2027
Statement authorised by	Patrick Cozier
Student premium lead	Dean Mansfield
Governor / Trustee lead	Kate Newman

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£307,650
Student premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£307,650

Statement of intent

Our intention is that all students, 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 implementing adaptive teaching strategies ensuing we meet the needs of our disadvantaged students. Our focus on developing rigorous and inclusive curriculum alongside strategies to improve students' metacognition, retrieval and memory skills aim to support disadvantaged students to achieve whilst at the same time will continue to benefit the non-disadvantaged students in our school. Fundamentally, effective teaching benefits all students.

Our disadvantaged students currently achieve outcomes at GCSE below the measure 'all students' nationally but our intention is that, with a continued focus on high quality adaptive teaching, we will be able to close the gap with our non-disadvantaged cohort, enabling our disadvantaged students to achieve significantly beyond the national average for 'all students'.

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

Our strategy is also integral to wider school plans for education recovery, with systems for early identification of students with reading ages lower than their chronological age to then enable effective provision (predominantly, via intervention classes) for students whose education has been worst affected, including non-disadvantaged students. Additionally, our systematic process of supporting students and families with lower than expected attendance will increase the outcomes for all students, including disadvantaged students.

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 students excel. Therefore, to ensure they are effective we will:
- ensure that all disadvantaged students are visible and known to all staff
- ensure disadvantaged students are challenged in their learning experiences including the work they are set – we have high expectations for all of our students
- act early to intervene at the point need is identified ensuring the appropriate support and challenge is implemented
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Attainment Gap** PP students' P8 and A8 scores, whilst showing signs of closing in comparison to All students P8 and A8, and being above national figures for PP students P8

	and A8 scores, are still lower than All Students' P8 and A8 scores: PP P8: **-0.21** compared to All Students **+0.22**; PP A8 **40.02** compared to All Students **51.09** **(PP students' A8 in 2023: 38; 2024 40.16)**
2	**Reading Age** Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils have lower levels of reading comprehension (a year on average) than peers. The % of PP KS3 students' reading age (RA) below their chronological age is: **35%;** In comparison to non-PP students: **11%** This impacts their progress in all subjects with the gap widening across the key stages.
3	**Behaviour** 55% of students suspended for a fixed term are disadvantaged despite making up only 19% 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.
4	**Social and Emotional Mental Health Intervention** 32% of students referred for social and emotional support, counselling, mentoring or respite provision are disadvantaged despite making up only 19% of the student body.
5	**Attendance** Although our persistence absence of our PP students is better than national average in each of the past three years, the % of PP students PA is still significantly worse than our Non-PP students. Thus, impacting on the educational experience and outcomes of our PP students. PP students' (PA) attendance is: 28.7% (96/335); in comparison to Non-PP students' (PA) attendance: 12.5% (127/1018)

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	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an overall P8 score (N/A) • an average A8 score of 43 (40 in 2024) 2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an overall P8 score (N/A) • an average A8 score of 45 (40 in 2024) 2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an overall P8 score above national figures for 'all students' • an average A8 score of 45 (40 in 2024)
Improve reading comprehension of disadvantaged students at 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. At the end of KS3 2026 33 out of 722 students will be below chronological reading age by 1-2 years: **4%** All students currently 2-4 years or 1-2 years below chronological reading age will be reading at their correct age level by 2026: **35% to 4%**
Decrease number of sanctions for disadvantaged students (referrals, isolations, detentions, fixed-term exclusions)	% of sanctions for disadvantaged pupils is in line with their % as a group within the whole cohort. Disadvantaged pupils meet behaviour expectations in lessons and around the school and can therefore engage more effectively with their learning and make better progress. The % of suspensions for PP students compared to Non-PP students has come in line with their cohort size – they will not be overrepresented in the suspension figures
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
Reducing Persistent Absenteeism for disadvantaged student	PP students' attendance has improved (The % of PP students at PA has decreased by **10% - from 28.7% to 18.7%)** The % of PP students' PA will be lower than the national average of Non-PP students' PA

Activity in this academic year

This details how we intend to spend our student premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £161,951

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole School CPD Adaptive Teaching: specific learning objectives CPD Session in November to all teachers on "Striving to ensure everyone matters and everyone achieves in the HWS classroom" – big focus of this is supporting PP students Whole school training planned for Feb and June including workshops run by different staff – using adaptive teaching to help close the gap	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Supporting the attainment of disadvantaged pupils	1
Develop use of Instructional Coaching to support teachers to "close the gap" between their PP and non-PP students School is in year two of embedding instructional coaching – teachers volunteer to work with a coach – although what they focus on is there choice, the whole school focus on embedding adaptive teaching to ensure everyone matters and everyone achieves will mean that many instructional	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Supporting the attainment of disadvantaged pupils	1

coaching goals will directly improve learning experience of PP students. Coaches trained to support those they work with to prioritise this		
Professional Development Objectives and Conversations

The first objective for all teaching staff is linked to progress of exam classes. All staff encouraged to identify how they will support PP students to meet their MEGs – set out steps for how they will achieve this | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 1 |
| Development of Departmental Learning Plans

Clear structured vision of academic year

Enable PP students to be better organised with oversight of the course

Clear understanding of each unit's keywords and assessment task | EEF_Metacognition_and_self-regulated_learning.pdf | 1 |
| Whole School CPD

Development and implementation of restorative practice | Improving behaviour in schools

Supporting the attainment of disadvantaged pupils | 1, 3 |

Improvement in relationships with PP students and staff; reduction in the number of students receiving D2/D3 and being removed from the learning; reduction in suspensions		
Whole School CPD Training for all staff on Revision Strategies – Memory Clock Staff/Departments have clear agreed strategies to support PP students with their revision including using the memory clock, creating cue cards etc	EEF_Metacognition_and_self-regulated_learning.pdf	1
Topic Checklists/ Knowledge organisers Staff/Departments have clear agreed strategies to support PP students with their revision	EEF_Metacognition_and_self-regulated_learning.pdf	1
CPD Retrieval / Recall practice within learning plans	EEF_Metacognition_and_self-regulated_learning.pdf	1
Green pen for learning –	Teacher_Feedback_to_Improve_Pupil_Learning.pdf	1

embedding practice within departments Students are responding to feedback to improve the quality of their work		
Embedding the effective teaching of (and student use of) keywords identified in the department disciplinary literacy • All departments have a clear and consistent approach to the teaching and implementation of their specific disciplinary literacy requirements – it is evident from students' written work/oracy that they are implementing the required skills	EEF_KS3_KS4_LITERACY_GUIDANCE.pdf word-gap.pdf Reading comprehension strategies | EEF	1
Targeting feedback to PP students first – marking of books; targeted questions	Teacher_Feedback_to_Improve_Pupil_Learning.pdf	1
Development and implementation of tracking of HW All students are being set enough HW as per whole school expectations allowing them to	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1

prepare effectively for exams		
Meeting with HODs to ascertain confirmation of individual departmental approach to knowing and teaching specific disciplinary literacy skills Identify and share best practice across the departments All departments have a clear and consistent approach to the teaching and implementation of their specific disciplinary literacy requirements – it is evident from students' written work/oracy that they are implementing the required skills	EEF_KS3_KS4_LITERACY_GUIDANCE.pdf word-gap.pdf Reading comprehension strategies | EEF	1, 2

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

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Underperforming Year 11 Students targeted assembly re revision strategies and key resources	EEF_Metacognition_and_self-regulated_learning.pdf	1

Students have clear strategies to revise including using the memory clock and creating flash cards		
Revision/Strategies Assemblies: All years Extended Tutor Time – KS4 Students have clear strategies to revise including using the memory clock and creating flash cards	EEF_Metacognition_and_self-regulated_learning.pdf	1
JKE Academic Intervention Leader role created 1:1 and small group interventions Year 12 to Year 11 core subject academic mentoring Peer tutoring ● Individualised academic support to close gaps in learning ● Improved confidence and engagement in core subjects ● Development of positive mentoring relationships between Year 12 and Year 11, fostering a supportive school community ● Increased student accountability and responsibility for learning, with mentees demonstrating better study habits	EEF_Metacognition_and_self-regulated_learning.pdf	1

Targeted SLT Underperforming Students' Parental Meetings Year 11 Year 10 ● Strengthened communication and partnerships between HWS and the parents/carers of underperforming students ● Increased parental engagement in supporting their child's academic progress ● Improved attendance, behaviour, and homework completion among underperforming students as a result of parental involvement ● Positive academic outcomes	EEF_Metacognition_and_self-regulated_learning.pdf	1
Create a schedule of Departmental Year 11 Interventions for Core Subjects – term time – targeting underperforming students including PP students ● Targeted academic support for students in core subjects ● Increased student attendance in intervention sessions ● Better exam preparation for students	EEF_Metacognition_and_self-regulated_learning.pdf	1
Create a schedule of Departmental Year 11	EEF_Metacognition_and_self-regulated_learning.pdf	1

Interventions for Subjects – weekends and holidays - targeting underperforming students including PP students ● Provide additional learning opportunities ● Increased attendance and engagement ● Reduce the attainment gap between PP and non-PP students ● Improved time management and study skills for PP students		
Development and utilisation of HW Club targeting students, including PP students, with persistent incompletion ● Provide structured time and space for students to complete homework with guidance and support ● Improve homework quality and completion rates ● Develop positive study habits and a sense of responsibility among students for completing independent work on time ● Address potential barriers to homework completion students by offering an	EEF_Metacognition_and_self-regulated_learning.pdf	1

alternative within the school environment		
Develop and implement the Tiers of Literacy Intervention

Develop tracking system for reading intervention based on NGRT and KS2: who, what and when

Communication to stakeholders re intervention programmes and students assigned

HODs shared awareness of students below chronological RA: those in interventions; and responsibility for positive improvement for those without intervention

A range of focussed evidence-based interventions to support students who are below their chronological reading age.

Designated staff to receive training on how to deliver specific reading interventions

Deployment of LSAs and staff members to deliver in school and after school interventions | EEF_KS3_KS4_LITERACY_GUIDANCE.pdf

Reading comprehension strategies | EEF | 1, 2 |

Frequent monitoring and evaluation of student progress through retesting – NGRTs Purchase of evidence-based interventions programmes: Lexonik; Hackney LIT programme, Accelerated Reader Programme; ReadTheory Creation of Additional Tutor group per term to deliver ReadTheory programme		
Dedicated Reading Time embedded into form time Develop clear and consistent tracking system for Accelerated Reader programme for English teacher and Form tutors to track specific cohort of students All students in Years 7 to 10 have a reading book and to read at least one book per month Clear system for monitoring created and shared with all form tutors and the frequent reading of students,	EEF_KS3_KS4_LITERACY_GUIDANCE.pdf Reading comprehension strategies | EEF	1, 2

particularly PP students, is monitored		
Delivery of numeracy interventions to underperforming students in maths via effective deployment of LSAs KS3 KS4	EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf	1, 2

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

Budgeted cost: £117,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maya Angelou Centre – supporting students with SEMH needs Development of MAC Respite Intervention Training of designated staff Purchase of materials and development of resources for delivery Development of communication processes with keyholders re students involved and their experience of the interventions Develop systems for tracking student progress and priority of need, including regular updates and evaluations.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation Mental health and behaviour in schools	3, 4

Referral System: Ensure transparency and accessibility for staff, making referral lists and statuses readily available. Clarity over waiting list procedures.

Data Management: Implement a cohesive record-keeping system for sharing information, tracking participation, and measuring success | | |
| Attendance

Further embedding of supporting and challenging students with PA and SA via meeting schedule

Further development and implementation of supporting EBSA students with HOYs and Attendance Officer | [Working together to improve school attendance (applies from 19 August 2024)](#)

[Toolkit for schools: communicating with families to support attendance - GOV.UK](#) | 5 |
| Careers

Purchase of Careers support – two staff members for two days a week

Development of careers guidance programme and specific half-termly programmes delivered via form time delivery across key stages three and four

Post-16 Progression

Development of targeted career guidance to PP students within Years 10 and 11 with a greater | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf | 1 |

number of sessions with the careers guidance officer

Purchase of Unifrog to support the delivery of careers and next steps / progression at each key stage

Delivery of the Year 11 and Year 12/13 Careers Fair, including the invitation and targeting of PP students | 17 | |

Total budgeted cost: £307,650

Part B: Review of the previous academic year

Outcomes for disadvantaged students

This details the impact that our pupil premium activity had on disadvantaged pupils in the 2023 to 2024 academic year.

Whilst the gap is still evident and we have not achieved the targets we aimed for when we set this three-year plan, despite the barriers and problems caused through COVID on our disadvantaged students, we have narrowed the Highgate Wood School disadvantaged gap from 2023 to 2024 reducing the Progress 8 gap between Non-disadvantaged students and disadvantaged students from -0.69 in 2023 to -0.56 in 2024. We are on a positive track to return to outcomes previously achieved with our disadvantaged students prior to COVID.

Our Year 11 2024 Pupil Premium students (69 of them in last year's year 11) had a Progress 8 score of -0.19. This is a more positive outcome than the 2023 National disadvantaged figure of -0.57 showing that at Highgate Wood School we are better than national with our disadvantaged outcomes. This is also a significant improvement on our disadvantaged students Progress 8 performance in 2022: -0.39; a narrowing of +0.20. However, whilst the gap is still closing we are fully aware still have work to do to close the gap against the National non-disadvantage picture. We have the confidence that we can return to outcomes previously achieved before the impact of COVID.

28% of PP students secured English and Maths at Grade 5+
48% of PP students secured English and Maths at Grade 4+

We believe the improvements made are due to a three-year strategy that focuses on following the recommended EEF guidance on effective use of the pupil premium funding: improving the quality of teaching and learning; precise and specific targeted academic interventions; effective wider strategies including pastoral support to ensure disadvantaged students are supported quickly and effectively. Fundamentally, Pupil Premium students at the forefront of day to day life in the school. Class teachers and form tutors are fully aware of who the Pupil Premium students are in their classes and the strategies, including adaptive teaching strategies, that they can use to support them.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your student premium to fund in the previous academic year.

Programme	Provider

Service student premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service student premium allocation was spent last academic year**
The impact of that spending on service student premium eligible students

Further information (optional)