

Pupil Premium Strategy 2021-22 – Summary

Context Number of students supported by Pupil Premium in Y7-11 258

Funding

Pupil premium funding for April 2021 to March 2022 is as follows:

FSM ever 6 £198,640.00

Service children £620.00

Adopted from Care, special guardianship etc £2,345.00

Total funding £201,605

Barriers, Actions, Outcomes

A number of in-school and external barriers have been identified which can make it more challenging for our students supported by Pupil Premium (identified nationally as ‘disadvantaged’) to achieve as well as non-disadvantaged peers. Our Strategy is based on tackling these barriers. It is very closely linked to our wider school strategic improvement plan – the ‘Big 3’. The Big 3 2021-22 builds on key projects within the 2020-21 plan, with those projects often becoming part of our established ‘core’ work. The main barriers, actions in place to tackle them, and desired outcomes are outlined below

Barrier	Strategy – Key Actions	Outcomes 2020/21 evaluation points
<p>Lower levels of academic literacy</p> <p>Key to academic success – students need to read, write and talk like subject specialists. PP students can be especially disadvantaged in this regard – historic underperformance, esp MA PP, esp subjects that require significant reading and writing.</p>	<p>Big 3 # 1 – especially continuing of 2020-21 Word Power as part of our core curriculum work</p> <ul style="list-style-type: none"> • Accelerated Reader in place for all Y7 and 8 • Literacy intervention groups – using inference strategies • Explicit teaching of academic vocabulary and scaffolding of extended writing, including Word Power in form time. 	<p>Disadvantaged / non disadvantaged gap will close between reading ages in Y7/8. 2020/21 data indicates gaps persisted, possibly due to disruption to learning in the pandemic.</p> <p>Deep Dives, learning walks and other QA information will indicate students write, read and talk like subject specialists</p>

	<ul style="list-style-type: none"> • 2021/22 – Big 3 #1 ‘Think like an Expert’ project develops academic literacy by explicitly teaching the thinking processes of subject specialists (and being able to articulate these) • School Led tuition – PP students in Y8 and 11 are priority groups 	<p>As a result of improved academic literacy disadvantaged students will do better across the curriculum, notably in heavily literacy based subjects including English, History, PRS, Geography science. TAGs in 2021 were an average 0.1 grades higher for PP students in 2021 than GCSE grades in 2019. % achieving 9-5 in English and Maths GCSE rose 8%</p>
<p>Weaker approach to Learning / behaviour</p> <p>AtL gap – especially from lockdown - Disproportionate representation of PP in AtL 3+ Higher levels of consequences, incl FTEs and PEx over time – (PP 20% student pop, 50%+ FTEs)</p>	<p>Big 3 # 2</p> <ul style="list-style-type: none"> • Key focus of Year manager role – highlighting within weekly KIT meetings • 2020/21 PP Champion Project – mentoring of identified key students. This will be further extended through the use of Catch Up Premium to provide a mentor for up to 30 predominantly disadvantaged students, from across Y7-11. In 2021-22 this is being subsumed within the creation of focus groups of ‘Students at Risk of Underachievement’ in each year group. PP students have been prioritised within these groups and interventions are tailored to need. 	<p>Gap between average approach to learning grade on profiles of disadvantaged vs non disadvantaged will close. Ave ATL grade for disadvantaged students will be 2.5 or better. AtL grades improved for all groups including PP students in 2020-21.</p> <p>Fixed term exclusion rate for disadvantaged cohort will fall below 10% FTE fell significantly in 2020-21 to 11.9%</p> <p>Consequences points will fall – currently 2x rate of non PP – to fall below 1.5x max. Consequence points remained similar, but fell for non PP so gap grew – PP ae 3 x more consequences than non PP</p>
<p>Less engagement with wider school life</p> <p>Less ‘buy in’, including lower take up of wider opportunities</p>	<p>Big 3#2 Operation Engage</p> <ul style="list-style-type: none"> • A major priority under this year’s Big 3, and a key focus of the newly created role of Director of Catch Up (Engagement) is to ensure that the benefits of the full Highfields experience are enjoyed by all, and that the talents of all are nurtured. This was a lower priority in 2020-21 given COVID restrictions. Wider curriculum activities should be promoted to students regularly with a particular focus on 	<p>This aim was harder to achieve under 2020-21 COVID 19 restrictions. In 2021-22 surveys of participation in wider life of school / student voice focus groups will show high and improving engagement of disadvantaged students.</p> <p>As a result, participation at wider curriculum activities/events will increase throughout the year.</p>

	<p>encouraging SARU and PP to students to attend or be involved in the running of wider curriculum activities. Funding to support enrichment activities available. Enrichment activities (such a singing lessons and trips) are being funded, either fully or partially for PP students.</p> <p>PP students will be the focus of student voice to ensure that there are opportunities available, wherever possible, that they are keen to engage with.</p>	<p>The % of PP students involved will match the % of PP students within that year group?</p>
<p>Weaker revision and exam preparation</p> <p>Lower P8 scores over time than non-disadvantaged peers e.g 2019 P8-0.33 (school - 0.11), 2020 CAGs for PP would have been -0.18 on 2019 basis. Outcomes for middle prior attaining PP students are a particular priority given historic outcomes.</p>	<p>Big 3 #1</p> <ul style="list-style-type: none"> • Emphasis on quality T+L, including spaced retrieval – built into Highfields Hustle approach. • Enhanced mentoring for MA PP students (10 in Y11, 30 across Y7-11). Focus group of Y11 MA PP students, as part of identified SARU group. • We currently have 42 places available to Y11 in the school led tutoring, 22 places being for PP students. 	<p>GCSE outcomes for disadv improve towards P8 0.0, without much variation between different P8 elements. No elements below -0.3)</p> <p>2021 TAGs showed some improvement for PP students on 2019 results, and particularly for middle prior attaining students.</p>
<p>Lower attendance</p> <p>Lower PP attendance than non PP over time – e.g ave 2018-19 91%, PA 25%. This is well below school average and below national PP attendance in 2018-19 93%.</p> <p>2020-21 figures show that this continues to be a stubborn barrier</p>	<p>Big 3#2</p> <ul style="list-style-type: none"> • Key focus of Year Manager role – highlighting within weekly KIT meetings • SARU group focus 	<p>(Within COVID context) - Attendance improves towards school average for all students and is better than national for PP – approaches 96%, with PA approaching 11%</p> <p>2020-21 PP attendance 91.9% - improved on 2018-19, but well below 95.8% of non-PP students. 52% of students who were PA (attendance below 90% were PP)</p>
<p>Aspiration (including family engagement)</p>	<p>Director of Catch Up Engagement project–</p> <ul style="list-style-type: none"> • Higher Education and Employment links – e.g Sheffield University Discover US project, University of Derby + Devonshire Trust project 	<p>High % of PP students to engage in quality work experience in summer 2022</p> <p>On-going partnership with Uni of Derby / Devonshire trust built following successful Y7 summer school in August 2021</p>

	<ul style="list-style-type: none">• Prioritisation and extra support for PP students within CEIAG and support for work experience placements• Prioritisation within virtual parents evenings• Links have been established with the Hurst Farm Project to build stronger links with the community.	Virtual Parents evenings in 2020-21 targeted towards particularly towards students with weakest AtL scores – this is likely to include a higher proportion of disadvantaged students. Software allows tracking of attendance
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