

## Pupil premium strategy statement 2023-2024

### Higham Lane School

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils. This strategy has been updated to include additional activities and incorporate the DfE 'menu of approaches'.

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	Higham Lane School
Number of pupils in school (11 – 16)	1,244
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current Pupil Premium strategy plan covers	2023/24 (to 2024/2025)
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024 (updated before if appropriate)
Statement authorised by	Michael Gannon, Headteacher
Pupil premium lead	Alan Heap, PP coordinator
Governor / Trustee lead	Keith Hobbs

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimate)	£247,415
Recovery premium funding allocation this academic year	£12,690
Pupil 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	£260,105

**Part A: Pupil premium strategy plan**

## Statement of intent

Higham Lane seeks to offer and deliver a curriculum, both academic and extra-curricular, which is rich in breadth and depth - designed to 'Help Learners Succeed' regardless of ability or background underpinned by a culture of high expectations and high aspirations. As such, Higham Lane constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, Ever 6, CLA, PLAC, SGO, Services) with the intention and goal of securing good progress and the best outcomes, thereby narrowing the attainment gap for disadvantaged students – although many already perform well academically. Inevitably, the pandemic affected all students profoundly but evidence suggests that disadvantaged pupils have often been impacted more adversely both academically as well as in terms of well-being (SEMH).

Key to achieving the school's overall aims is high quality teaching and learning and a mastery curriculum based on acquiring knowledge and skills; this is supplemented by an extensive range of cultural capital activities and extra-curricular learning opportunities (including trips) which PP students are encouraged to participate in as a means of broadening their experiences so that disadvantaged students can leave school as high achieving, well-rounded individuals equipped for the challenges of adult life. Students will be challenged to be the best they can be inside and outside the classroom. The EEF identifies that high quality teaching should be supported by high quality CPD for staff which the school endeavours to deliver.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher marking/feedback is monitored by regular SLT Quality Assurance and is considered a strength. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, counselling) are available and offered as required and their impact monitored and reviewed. Robust in-school (and external) communication/systems should ensure timely interventions. The deputy SENDCo liaises with LAs/VS about PEPs for CLA students.

The School is making use of the Academic Mentor scheme again in 2023-24 which is part of the National Tutoring Programme. The School also delivers regular in-school small group intervention in English and Maths (across all year groups and ability levels) and additional holiday booster sessions (Easter year 11 – all subjects). The School will use external tutors for selected students (usually linked to PEPs) but considers tutoring delivered by our own staff as the preferred option in most instances.

The pandemic continues to have an impact on students, especially disadvantaged, and this document is part of a three-year (rolling) strategy which will be reviewed and updated at regular intervals to secure the best outcomes for disadvantaged students.

### Key objectives/challenges (2023-2024)

1. Deliver a high quality and broad knowledge-based curriculum which meets the needs of all students whilst, in particular, encouraging our disadvantaged students to fully (re-) engage with their learning in order to address the missed learning from the pandemic.
2. Address attendance including persistent absence. The Assistant Headteacher, Progress Leaders, tutors and other staff – including the Reintegration Unit team – will work to

improve the attendance of some of our disadvantaged students with the aim of re-engaging them in full time learning

3. Provide enrichment opportunities outside the classroom by promoting our extensive and diverse range of extra-curricular activities and educational trips
4. Proportionality - monitor (and increase) participation in wider school life.
5. Equity – making sure that those who might need a bit more support to succeed are identified and have access to it

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, including CPD (teaching and support staff).
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The School has selected activities that are listed within the menu of approaches as set out by the DfE/EEF strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Reduce the gap in attainment – proportionally more disadvantaged students have lower literacy and numeracy levels on entry.
2	Reduce the gap in attendance – attendance figures for PP students are lower, which impacts on their learning/progress. Attendance of PP students will be monitored - including those overseen by the reintegration unit.
3	Improve learning behaviours - proportionally more Pupil Premium students require behaviour intervention.
4	Cultural Capital – encourage and promote experiences which enhance personal development and enable students to succeed not only academically but beyond the classroom and in wider society.
5	SEMH issues exacerbated due to the pandemic and have affected disadvantaged pupils disproportionately
6	Pupil aspirations – academically + wider school life
7	Parental engagement

## 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
1	To ensure disadvantaged students know, understand and retain more in order to make accelerated progress – especially through improved literacy and numeracy.  Support students so they have a better grasp of metacognitive learning	Improvements in grades through English and Maths intervention groups and the wider curriculum.  Attainment data shows good progress and narrowing of the gap  Students know how to help themselves to be more effective learners leading to accelerated progress
2	To ensure that our disadvantaged students, (particularly FSM) attend and find school a rewarding experience.	Reduction in persistent absence.  Reduction in number of students accessing the reintegration unit  Incremental improvement in attendance and engagement behaviour to match pre-Covid levels. Gap narrows.
3	To support disadvantaged students to be effective learners  Students adopt positive learning behaviours and engage more proactively in lessons	Fewer days in isolation/internal/fixed term exclusions.  Evidence of students using self-regulation strategies to de-escalate situations and avoid consequences.

		Improved engagement in terms of attitude to learning – reflected in B4L teacher grades. More focused on learning leading to greater engagement and progress.
4	To broaden the minds and horizons of all disadvantaged pupils through the curriculum and cultural capital activities.	Engagement in extra-curricular activities. Enrol in Able and Ambitious programme (outside speakers) D of E etc Participation in off-site trips to gain a better appreciation of arts and culture etc Better understanding/appreciation of the society and world they live in.
5	Fewer SEMH barriers to learning	SEMH/well-being issues affect fewer pupils In-school/external support (counsellor, family support worker, pastoral support officer etc) means SEMH impacts learning and progress less + pupils become more resilient
6	More disadvantaged pupils aspire to sixth form/HE	Better awareness of opportunities available (e.g. university taster days) Pupils participate in Able and Ambitious programme (some speakers are ex-students), Destination outcomes.
7	Increased parental engagement	Parents engage by signing up for SPes (parents' evenings) – similar percentage to non-PP Parents respond to surveys and school communication Engage parents at year 6/year 7 transition

### 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.

The total Pupil Premium budget for 2023/24 is £247,415 with a further £12,690 allocated as part of the Recovery Premium Funding.

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Menu of approach area
<p><b><u>Continue to develop high quality teaching, assessment + curriculum:</u></b></p> <ul style="list-style-type: none"> <li>Use of KS2 data / baseline assessments / termly assessments / NGRT tests</li> </ul>	<p>Diagnostic assessments can indicate areas for development for individual pupils</p> <p><a href="#">Diagnostic assessment evidence base to support planning to - EEF</a></p>	1	High quality teaching (HQT)

<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Develop reading, writing and oracy across the curriculum</li> <li>• Accelerated Reader, form time reading; Summer of Reading (to promote reading for pleasure); English transition activities</li> </ul>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading Comprehension Strategies EEF Teaching and Learning Toolkit- Very High Impact</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>1, 4</p>	<p>High Quality teaching/Targeted academic support/Wider strategies</p>
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>• Numeracy activities (including Ninja Maths in years 7 + 8 form time); e-learning resources – in-class and homework</li> </ul>	<p><a href="#">Why closing the word gap matters- OUP</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools - EEF</a></p>	<p>1, 4</p> <p>1</p>	<p>High Quality teaching/Targeted academic support/Wider strategies</p> <p>High quality teaching</p>
<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> <li>• Mastery learning/modelling - "I do", "We do", "You do" supported by use of visualiser and scaffolding</li> <li>• First and frequent feedback (for disadvantaged pupils) – live (in class) and FOTs (follow on tasks)</li> <li>• Pupil Passports to share learning preferences - evidenced on Class Charts and in class teacher folders.</li> </ul>	<p><a href="#">Homework EEF Teaching and Learning Toolkit (high impact)</a></p> <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p>	<p>1, 3</p>	

<ul style="list-style-type: none"> <li>• Metacognition - help students to be more effective and independent learners</li> <li>• This will involve CPD for staff with ongoing training involving release time.</li> </ul>	<p><a href="#">Metacognition- EEF Teaching and Learning toolkit (very high impact)</a></p> <p><a href="#">Metacognition and Self Regulated Learning - EEF Guidance Report</a></p> <p>Research indicates that high quality AFL ensures that learning is moved forward targeting specific learning gaps and ensures misconceptions are addressed</p> <p><a href="#">Feedback-EEF Teaching and Learning Toolkit – Very High Impact</a></p>		
<p><b><u>Continuing Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Regular CPD, T + L briefings, staff meeting and department meetings to share and embed best practice</li> <li>• Pupil Premium Conference / Nuneaton Education Alliance / Challenging Education (+ other networking opportunities)</li> <li>• Use of PiXL resources/research (as part of staff/department meetings)</li> </ul>	<p>Sharing good practice; professional development builds knowledge, motivates staff and reduces in school variation</p> <p><a href="#">EEF Effective Professional Development–</a></p> <p>Pixl contains a variety of evidence based resources based on school based research to develop staff in improving life chances.</p> <p><a href="#">DFE- Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a></p>	<p>1, 3, 6</p> <p>All</p> <p>1, 6</p>	<p>High quality teaching</p> <p>High quality teaching / wider strategies</p> <p>High quality teaching</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Menu of approach area
<p><b><u>Interventions to support Literacy/Numeracy</u></b></p> <ul style="list-style-type: none"> <li>Additional Literacy intervention (years 7-8): focus = reading, reading/writing)</li> </ul>	<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><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading Comprehension Strategies EEF Teaching and Learning Toolkit- Very High Impact</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p><a href="#">Why closing the word gap matters- OUP</a></p>	1	High quality teaching/targeted academic support
<p><b><u>One-to-one and small group tuition:</u></b></p> <ul style="list-style-type: none"> <li>Termly small group intervention for English and Maths - targeted intervention to specific groups based on assessments/progress to target grade (years 7-10).</li> <li>English/Maths/Science intervention (year 11)</li> </ul>	<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><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p>	1, 2, 3, 6	High quality teaching/targeted academic support

<ul style="list-style-type: none"> <li>One-to-one tutoring for some CLAs/PLACs as part of PEP</li> </ul>	<a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1 (3, 5, 6)	High quality teaching/targeted academic support
<p><b><u>Other targeted interventions:</u></b></p> <ul style="list-style-type: none"> <li>Academic Mentor (as part of NTP) – to support underperforming year 11 and year 10 students (as identified by data) to achieve their potential</li> <li>Additional tier of support to other PP students to help with study skills, organisation and revision planning including bespoke sessions between trial exams 1 and 2 (+ other staff involved)</li> </ul>	<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><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4, 6	Targeted academic support
<p><b><u>Teaching assistant deployment and interventions (SEND and PP):</u></b></p> <ul style="list-style-type: none"> <li>HLTAs deliver curriculum support to targeted students (KS4)</li> <li>TAs support SEND/vulnerable (PP) students as keyworkers – meet students and monitor – as part of overall SEND provision</li> </ul>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 3, 4, 5, 6	Targeted academic support/ wider strategies

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Menu of approach area
<p><b><u>Supporting students' social, emotional and behavioural needs:</u></b></p> <ul style="list-style-type: none"> <li>SEMH &gt; Counselling – students have access to a trained counsellor in school (self-referral, staff or parent/carer referral)</li> </ul>	<p>Counselling can have a high impact on risk behaviours, support attendance, safeguarding and reduce symptoms of anxiety and depression.</p> <p><a href="#">Adolescent mental health: A systematic review on the</a></p>	1, 2, 5	Wider strategies

<ul style="list-style-type: none"> <li>• Further support available from safeguarding team = family support worker/pupil support worker (SEMH, attendance, behaviour)</li> <li>• Behaviour intervention – bespoke support to help identified students with strategies to self-regulate and de-escalate situations; reduce incidences of C4s/FTEs. Staff receive CPD to establish us as a trauma informed school where emotion coaching and restorative conversations are carried out to help students deescalate and reduce recidivism.</li> <li>• Alternative Provision/Work-related learning – provide opportunities to acquire skills and qualifications at College (NWSLC).</li> </ul>	<p><a href="#">effectiveness of school-based interventions</a></p> <p>Ameliorating the effects of trauma and unmet attachment needs for children in can have a significant positive influence on improving life outcomes</p> <p><a href="#">Attachment Aware and Trauma Informed Schools Programme OUP</a></p> <p>Based on our experiences and stakeholder voice. AP can reduce the risk of falling out of education/NEET post-16</p> <p>Empowering in terms of self-esteem and opportunity to succeed in a different setting</p>	<p>1, 2, 3, 5</p> <p>All (potentially)</p>	<p>Wider strategies</p> <p>High Quality teaching/ Targeted academic support/Wider strategies</p> <p>High Quality teaching/ Targeted academic support/Wider strategies</p>
<p><b><u>Supporting attendance:</u></b></p> <ul style="list-style-type: none"> <li>• Monitor attendance using tools such as FFT attendance tracker (AHT/PLs/PP lead)</li> <li>• Support reluctant attenders to re-engage with support from Reintegration Unit staff</li> <li>• Network with other schools (e.g NEA) and investigate other schools’ strategies for improving attendance (+ see in action)</li> <li>• Join a DfE attendance hub to learn from others and share best practice</li> <li>• Investigate barriers to attending e.g. student voice – and address with strategies e.g. mentoring, attendance targets, breakfast clubs</li> </ul>	<p>There is a strong correlation between attendance and attainment as well as a reduction in SEMH issues.</p> <p>DfE’s guidance on <a href="#">working together to improve school attendance</a>.</p>	<p>1, 2, 4, 6</p>	<p>Wider strategies</p>
<p><b><u>Extra-curricular activities:</u></b></p> <ul style="list-style-type: none"> <li>• Offer a broad range of activities in school (lunch and before/after school) track PP</li> </ul>	<p>Enhancing educational and social experiences linked to the school enriching cultural capital is a pivotal way of improving life chances.</p>	<p>6</p>	<p>Wider strategies</p>

<p>involvement e.g. survey/student voice to ensure proportionality</p> <ul style="list-style-type: none"> <li>• 'Aspire programme' (speakers including ex-students) to raise aspirations and help students make positive contributions as active citizens</li> <li>• Encourage student involvement in wider school life (JLT, Open Days, parents' [information] evenings)</li> <li>• Support participation in trips – aim to cover the full cost for non-residential trips</li> <li>• Promote D of E to PP students and wider benefits (e.g. CV)</li> <li>• Monitor above for proportionality</li> </ul>	<p><a href="#">Against the Odds- DFE report</a></p> <p>Wider School participation e.g. arts and sports can have a positive impact on academic outcomes in other areas of the curriculum</p> <p><a href="#">EEF Teaching and learning toolkit</a></p>		
<p><b><u>Communicating with and supporting parents:</u></b></p> <ul style="list-style-type: none"> <li>• Make parents aware of financial support for trips etc (in letters of interest)</li> <li>• Respond to other parental enquiries e.g. music tuition</li> <li>• Monitor attendance at Student Progress Evenings (proportionality)</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">EEF Teaching and Learning Toolkit- Parental engagement</a></p>	7 (and 1-6)	Wider strategies

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes/outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In terms of progress overall, our disadvantage students were in the top 10% in the country.

They also achieved the top 7% in the country for grades 5+ including English and in Maths; the same percentage as our non-disadvantaged students.

For attainment, our disadvantaged students were in the top 11% in the country; again, the same percentage as our non-disadvantaged students.

The Progress 8 attainment differential for disadvantaged 2023 leavers improved from -0.41 to -0.14 but the gap widened (v.2022) due to the greater progress of non-disadvantaged. However, the relatively small disadvantaged cohort (35) means that a small number contributed disproportionately to this gap/deficit with a range of factors at play. Over half the cohort achieved a positive P8 score with 9 students (covering the whole ability range) achieving +0.6 or greater (i.e. better than the school headline figure of +0.57).

Most of the additional PP NTP/Recovery funding was used to:

1. Employ a part-time academic mentor to work with targeted year 11 (and 10) students.
2. Run two 3-day English intervention/booster courses for year 10 students (external provider).
3. Run two 3-day summer schools for year 6/7 transition students (external provider).
4. Employ staff to run English intervention for two terms which benefitted students in years 7, 9, 10 and 11.

English and Maths intervention (including some NTP school-led tutoring for English) were run by HLS staff and had a positive impact on progress for most students – PP and non-PP. Additional Literacy interventions were run for year 7 and 8 with a focus on reading or reading/writing.

The school also offered targeted support (SEMH/counselling, behaviour and attendance, mentoring) to help meet the pastoral and personal development needs of some disadvantaged pupils.

All these activities had a positive impact on pupils' school experience and helped address some barriers to learning.

Although we are in the post-pandemic period, some students still needed supporting via the re-integration unit and this is ongoing for some.

## 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*

<b>Programme</b>	<b>Provider</b>
CPOMS (safeguarding)	CPOMS Systems Ltd
National Tutoring Programme	NTP
Interpreter	Warwickshire Association of the Deaf
Holiday catch up programme	PET-Xi
Mindfulness training	Relax Kids
Alternative education provision (centres)	NWSLC, U-neek, Wyken Extended Learning Centre
e-learning/online tutoring (via VS)	TUTE
Work Related Learning	Nulogic, Dare to dream
Staff Training	Protocol Education
Sexting, Blade crime	Police
Learning and Resource Tool	GCSE Pod
Careers Advice	Prospects