

## HIGHAM LANE SCHOOL - PUPIL PREMIUM WEBSITE STATEMENT 2019-2020

Pupil Premium is the extra money the government puts into schools to support students who belong to one of the following groups:



It is for the school to decide how the Pupil Premium is spent. However, schools are held accountable for how they have used the additional funding to support eligible students.

### 2017-18 PUPIL PREMIUM

For 2017-18, Higham Lane School's Pupil Premium budget was approximately £183,000. We had 178 students eligible for Pupil Premium by July 2018.

Year	7	8	9	10	11
Students	44	35	32	37	30

### Barriers to Learning:

Following our own analysis of the available data, we have identified the following barriers to learning:

- Literacy - proportionally more Pupil Premium students have lower literacy levels on entry.
- Numeracy - proportionally more Pupil Premium students have lower numeracy levels on entry.
- Behavioural - proportionally more Pupil Premium students require behaviour intervention.
- Social and Emotional - proportionally more Pupil Premium students require counselling or social and emotional support.
- Organisational – Pupil Premium students are more likely to have problems around homework and equipment.
- Attendance – Pupil Premium student attendance figures are lower, which impacts on their learning.

### Addressing the Barriers to Learning:

For 2017-18 we provided the following interventions for Pupil Premium students, as appropriate:

- One to one and or small group tuition in English and Maths for Years 7, 8 and 9.
- Literacy intervention – Catch-up classes for both Year 10 and Year 11, targeting higher, middle and lower ability students.

- Contributing towards Extra English/catch-up classes for students working below expected levels on entry to Higham Lane School in Years 7 and 8 and the Accelerated Reading package for students in Year 7 and 8.
- Numeracy Intervention – Catch-up classes for both Year 10 and Year 11, targeting higher, middle and lower ability students.
- Contributing to MyMaths and Maths catch-up classes for students working below expected levels on entry to Higham Lane School in Year 7 and 8.
- High Ability Coordinator – Year 9 to 11 higher ability students received access to ThinkHigher activities and mentoring.
- Mentoring – students received one-to-one mentoring to support their learning in Year 10 and 11.
- Counselling - students had access to support from the School Counsellor to support their emotional well-being etc.
- Behaviour management - students received one-to-one support from the School's Behaviour Intervention Manager.
- Educational Psychologists or SENDCO provided staff training to support specific students.
- Parent workshops and information evenings - the School will continue to make individual contact with parents/carers and encourage them to attend learning workshops, Student Progress Evenings and Parents' Information Evenings.
- Classwork and Homework Support – the School continues to offer various pre-school, lunchtime or after-school homework clubs. Departments offer their own catch up, improvement and revision sessions and we have a lunchtime homework club in every subject supported by staff which prioritises Pupil Premium students.
- Student resources – students had access to free revision guides, art materials, revision classes, workbooks etc. Departments provided basic equipment to support students who are not fully equipped for lessons.
- Educational and motivational visits – students had access to contributions towards educational trips.
- Music lessons – students accessed funding towards peripatetic music lessons delivering academic and therapeutic benefits.
- Emotional and social support - students had one to one or small group support from our Student Support Officers.
- Attendance support – students and parents/carers were supported by the School working closely with A.C.E (Attendance, Compliance and Enforcement service).
- Dedicated Pupil Premium Co-ordinator – the School continues to use this role as part of its staffing structure to co-ordinate the support for Pupil Premium students and to oversee their progress.
- Staff training to enable staff to better support students within their departments.

The impact of the interventions was monitored using Progress 8 data.

School analysis\* showed-

- In the 2018 GCSE Exams Year 11 Disadvantaged students at Higham Lane School achieved, on average, 0.49 (just under half of a grade) above all students nationally, non-Disadvantaged students achieved, on average, 0.59 (just over half a grade) above similar students nationally or all students nationally. A gap of 0.10 (a tenth of a grade difference).

We had seen a significant improvement in achievement amongst our Disadvantaged students with the gap between Disadvantaged and non-Disadvantaged students having reduced substantially over the past 6 years of intervention. However, this year group had included a large proportion of FSMever6 Pupil Premium students with fewer barriers to their learning.

## 2018-19 PUPIL PREMIUM.

For 2018-19, Higham Lane School's Pupil Premium budget was approximately £177,000. We had 175 students eligible for Pupil Premium by July 2019.

Year	7	8	9	10	11
Students	38	39	34	29	35

### Barriers to Learning:

Following our own analysis of the available data, we recognised that most of the barriers to learning had not changed from 2017-2018.

However, we noted a growing proportion of Pupil Premium students with social, emotional and mental health problems which were preventing them from making their expected progress along with a growing number of school refusers which was impacting on attendance figures.

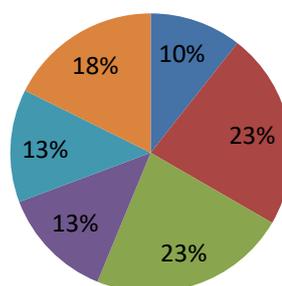
### Addressing the Barriers to Learning:

For 2018-19 we provided the interventions we had provided in 2017-18, as appropriate, but added:

- Educational Psychologist funded for more sessions to allow more work with Pupil Premium students and work with the SENDCO to provide staff training to support specific students and understand their issues.
- Student Support Officers speaking to the Pupil Premium students individually to discuss their support needs.
- Emotional and social support - students had one to one or small group support from our Student Support Officers who had more hours.
- Attendance support – students and parents/carers were supported by the School working closely with WAS (Warwickshire attendance service). Departments worked with students when they returned to school following a period of absence to enable them to catch up on missing work.

## Pupil Premium Spending 2018-19

- Support staff time - coordinating, monitoring, recording, analysing, reporting, advocating, attending meetings, liaising with parents/carers etc
- Numeracy Interventions - one to one or small group tuition and Year 11 catch-up classes contribution to MyMaths.
- Literacy Interventions - one to one or small group tuition, Year 11 catch-up classes, contribution to accelerated reading package
- Other academic support interventions - Learning mentoring, lunchtime homework support, workshops, revision guides, trips, music lessons, subject specific equipment etc
- Free School Meals
- Social, emotional, behavioural and mental health interventions - counselling, behaviour management, mentoring, SENDCO and external agency advice, support and training etc



### IMPACT OF INITIATIVES:



The impact of the interventions was monitored and we were pleased that the progress made in reducing the gap between Disadvantaged students and non-Disadvantaged students from 36% in 2013 to just over 10% at 5+A\*-C grades inc English and Maths by 2016 is being further built on under the Progress 8 measures.

## Progress 8

Our more recent School analysis\* shows: -

- In the 2016 GCSE exams Year 11 Disadvantaged students at Higham Lane School achieved, on average, 0.29 (just over a quarter of a grade) above all students nationally. Non-Disadvantaged achieved, on average, 0.51 (just over half a grade) above all students nationally. A gap of 0.22 (just under a quarter of a grade).
- In the 2017 GCSE exams Year 11 Disadvantaged students at Higham Lane School achieved, on average, 0.24 (just under a quarter of a grade) above all students nationally. Non-Disadvantaged achieved, on average, 0.46 (just under half a grade) above similar students nationally or all students nationally. A gap of 0.22 (just under a quarter of a grade).
- In the 2018 GCSE exams Year 11 Disadvantaged students at Higham Lane School achieved, on average, 0.49 (just under half of a grade) above all students nationally. Non-Disadvantaged achieved, on average, 0.59 (just over half a grade) above similar students nationally or all students nationally. A gap of 0.10 (a tenth of a grade difference).
- In the 2019 GCSE exams Year 11 Disadvantaged students at Higham Lane School achieved, on average, 0.24 (just under a quarter of a grade) above all students nationally. Non-Disadvantaged achieved, on average, 0.52 (just over half a grade) above similar students nationally or all students nationally. A gap of 0.28 (just over a quarter of a grade difference).

Over the past 4 years, these interventions have resulted in improved achievement amongst our Disadvantaged students; the gap between Disadvantaged and non-Disadvantaged students fluctuates mainly due to the small number of Pupil Premium students in each year group and the high level of social, emotional and mental health issues.

\*The School's analysis includes FSMever6 students who were removed from the list of FSMever6 students by the Department for Education in March and April of Year 11 and removes students such as those who were on our school roll but were being educated by alternative providers or were school refusers.

We have recognised a group of students who were unable to make the necessary progress due to social, emotional and mental health issues. We worked with external agencies to try to improve outcomes for these students and analysis shows that this did help but the work will be on going as this barrier to learning continues to affect a larger proportion of Pupil Premium students in all year groups.

## 2019-20 PUPIL PREMIUM

For 2019-2020, Higham Lane School's Pupil Premium budget is expected to be approximately £196,000. We currently have 165 students eligible for Pupil Premium funding.

Year	7	8	9	10	11
Students	31	38	37	33	26

## Barriers to Learning:

Following our own analysis of the available data, we have identified the following barriers to learning continue to be relevant:

- Literacy - proportionally more Pupil Premium students have lower literacy levels on entry.
- Numeracy - proportionally more Pupil Premium students have lower numeracy levels on entry.
- Behavioural - proportionally more Pupil Premium students require behaviour intervention.
- Social, Emotional and Mental Health - proportionally more Pupil Premium students require counselling or social, emotional and mental health support.
- Organisational – Pupil Premium students are more likely to have problems around homework and equipment.
- Attendance – Pupil Premium student attendance figures are lower, which impacts on their learning. We currently have 4 Pupil Premium students who are unable to attend school.

### **Addressing the Barriers to Learning:**

For 2019-2020 we intend to continue to provide the following interventions for Pupil Premium students, as appropriate:

- One to one and/or small group tuition in English and Maths for Years 7, 8 and 9.
- Literacy intervention – extra classes for both Year 10 and Year 11, targeting higher, middle and lower ability students.
- Contributing towards Extra English/catch-up classes for students working below expected levels on entry to Higham Lane School in Years 7 and 8 and the Accelerated Reading package for students in Year 7 and 8.
- Numeracy Intervention –extra classes for both Year 10 and Year 11, targeting higher, middle and lower ability students.
- Contributing to Maths catch-up classes for students working below expected levels on entry to Higham Lane School in Year 7 and 8.
- High Ability Coordinator – students will receive access to ThinkHigher activities and mentoring.
- Mentoring – students who have been on free school meals for most of their school life and whose parents are not present at Student Progress Evenings will receive one-to-one mentoring to support their learning.
- Counselling - students will have access to support from the School Counsellor: to support their emotional well-being, etc.
- Behaviour management - students will receive one-to-one support from the School's Behaviour Intervention Manager.
- Educational Psychologists or SENDCO will provided staff training to support specific students e.g. Attachment training.
- Parent workshops and information evenings - the School will continue to make individual contact with parents/carers and encourage them to attend learning workshops, Student Progress Evenings and Parents' Information Evenings.
- Classwork and Homework Support – the School continues to offer various pre-school, lunchtime or after school homework clubs. Departments offer their own catch up, improvement and revision sessions and we have a lunchtime homework club in every subject supported by staff which prioritises Pupil Premium students.
- Student resources – students will have access to free revision guides, art materials, revision classes, workbooks, MyMaths etc. Departments will have supplies of basic equipment to support students who are not fully equipped for lessons.
- Educational and motivational visits – students can apply for a contribution towards educational trips and the end of year reward trip.
- Music lessons – students can apply for funding towards peripatetic music lessons delivering academic and therapeutic benefits.
- Emotional, social and emotional support - students will have access to one to one or small group support from our Student Support Officers. The Educational

Psychologist will work with the SENDCO, staff and specific students to help support them.

- Attendance support – students and parents/carers will be supported by the School working closely with WAS (Warwickshire attendance service). Departments will work with students when they returned to school following a period of absence to enable them to catch up on missing work.
- Dedicated Pupil Premium Co-ordinator – the School continues to use this role as part of its staffing structure to co-ordinate the support for Pupil Premium students and to oversee their progress
- Staff training will be given to ensure all staff are aware of their role and responsibilities in supporting the academic, social, emotional and mental health needs of disadvantaged students.

The School will next review its Pupil Premium strategy during the summer term of 2020.

Diane Pitcher- Pupil Premium Coordinator