

Pupil Premium Strategy Statement

Heathcote School and Science College



Approved by: Governors

Date: 11th July 2022

Last reviewed on: Sept 2021

Next review due by: May 2023

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	Heathcote School
Number of pupils in school	879 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	40.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emma Hillman
Pupil premium lead	Miriam Argyrakis
Governor / Trustee lead	Mike Ashwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£323, 517
Recovery premium funding allocation this academic year	£42, 253
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15, 490
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	£365, 770

Part A: Pupil premium strategy plan

Statement of intent

- We are absolutely committed to the life chances of our disadvantaged pupils and this is a key value of the school, evident in our website, recruitment advertising, CPD etc and all staff are aware of this drive to ensure the best outcomes for these pupils. This year, we have considered other pupils in the school, who do not receive this funding, but are disadvantaged in our community. We have identified additional pupils in each year group ('Heathcote disadvantaged'), where we know that other obstacles (such as poor housing, first generation to consider higher education etc).
- Our approach is not to make assumptions about disadvantaged pupils (either pupil premium or Heathcote disadvantaged pupils) but to ensure we are robust in our identification of need, ensure there barriers to learning are removed and clear that all staff need to take responsibility for outcomes for these pupils.
- The wellbeing of all pupils during the lockdowns was monitored rigorously. All pupils were affected emotionally and socially during this period and the interviews we held for each pupil identified those that needed further support.
- Our main strategy is to ensure highly effective learning and teaching for all pupils. The education endowment foundation identified high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all pupils. We have adopted Rosenshine's principles to support the curriculum and have focused support on feedback and marking and how to do this effectively in a 'live' fashion. Challenge Weeks, 3 times a year, identify pupils that are not making the desired progress in class and lessons can be adapted to support these learners.
- We have ensured every department has had an in-depth spotlight identifying areas of strength and areas for development.
- School Leaders at all levels ensure that a focus is given to the quality of learning and teaching for disadvantaged pupils and this is a focus of quality assurance exercises such as the MER and Curriculum Spotlights.
- In each year group, we consider where class sizes can be smaller; for example, in Year 10 and 11, English and Maths groups allow for smaller numbers to ensure foundation pupils are supported.
- Pupils at Key Stage 3 are also supported in their core subjects with Lexia and additional numeracy, to support the additional classes. All pupils in Year 8 and 9 follow the Accelerated Reader Programme.
- In addition, we have focused intervention and resources on our disadvantaged learners. This includes in-school intervention as well as targeting for the School led tutoring.
- The school has additionally recognised that challenge for HAPs is a key priority and this has been the drive for departments during the year based on Challenge Week and spotlight outcomes, with a focus on disadvantaged pupils.
- We have also focused on widening the participation of disadvantaged learners and have had targeted trips to central London, theatre trips and have prioritised disadvantaged learners for opportunities such as Duke of Edinburgh and trips abroad, as well as Year 10 Progression Week allowing a university trip for disadvantaged learners. This is being logged and monitored on Unifrog and is a key driver after Covid, when so many opportunities were limited.

- Departments were able to bid for finance from this pot to support targeted work for disadvantaged pupils; for example, Music required new technology in the form of Apple Macs to support disadvantaged learners in this subject.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This data is taken from half term 1 figures in the Autumn Term 2021 and data from Challenge Week 1 (Autumn Term 2021)

Challenge number	Detail of challenge
1	<p>Very little information on the current Year 7 was made available to us, so this baseline testing was done using CATs scores. The data revealed that Year 7 pupils on average have an English scaled score of 103.3 (national average being 100), whilst disadvantaged pupils were 101.7 and non-disadvantaged 105.5. 25 pupils within a cohort of 166 have an average score of 75. and a large proportion of these pupils within the 25 are disadvantaged 47% of pupils with an English score below 100 are disadvantaged compared to 3% of those with a score of 100 or more.</p> <p>The mathematical ability of the Year 7 coming in from primary schools are above (102.4) the national average (100). The average score for disadvantaged pupils was 101.2 compared to 104.4 for non-disadvantaged pupils. 47% of pupils with a Maths score below 100 are disadvantaged compared to 32% of those with a score of 100 or more.</p> <p>knowledge gaps relating to the topics that were taught during lock down. This implies a lack of engagement during the online learning period</p> <p>Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behaviour within lessons. Internal data relating to behaviour shows 51% of detentions and 53% of internal exclusions are given to disadvantaged pupils despite them only making up 39% of the school</p>
2	<p>The progress of disadvantaged pupils compared to their peers due to lock down closures over the past two years.</p> <p>The assessment data from the school has identified that disadvantaged pupils are reducing the gap. This is particularly evident year 11. In year 11 2020-21 final outcomes showed the average attainment 8 score for a disadvantaged pupil is 47.12 compared to a non-pp student that is 52.56 (gap of 5.1 compared to a gap of 9.96 in 2018-19; internal data from this year in Y11 shows a gap of 2.56). Internal question level analysis data has also revealed that disadvantaged pupils have significant knowledge gaps relating to the topics that were taught during lock down. This implies a lack of engagement during the online learning period</p>
3	<p>We report on pupils' effort in lesson each progress capture. The system is a scale with 4 representing excellent. And 1 being a pupil that is a cause for concern The most recent data capture this year has shown disadvantaged pupils to have an average effort grade at a 2.9 and their peers to have a grade at 3.1.</p>
4	<p>Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behaviour within lessons. Internal data relating to behaviour shows 52% of detentions</p>

	<p>and 56% of internal exclusions are given to disadvantaged pupils despite them only making up 39% of the school</p> <p>At the School we report on students' effort in lesson each progress capture. The system is a scale with 4 representing excellent. And 1 being a pupil that is a cause for concern The most recent data capture this year has shown disadvantaged students to have an average effort grade at a 2.9 and their peers to have a grade at 3.1.</p>
5	<p>The wellbeing of all pupils during the lockdown's was monitored rigorously. All pupils were effected emotionally and socially during this period. Many families reported anxiety issues within their child upon returning to school. This has certainly affected the attendance of some disadvantaged pupils which stands at 90.5% compared to 93.3% for non-disadvantaged. This is below the national average for disadvantaged pupils at 92%.</p>
6	<p>Pupils have also missed many opportunities to enrich their lives due to the lockdowns and the restrictions that have been put in place since. This must be rectified using the enrichment curriculum during this academic year.</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. These outcomes tie in with our School Improvement Plan and can be cross referenced.

	Intended outcome	Success criteria
1	Improve the quality of education across all year groups within the school	A curriculum that is knowledge rich, challenging, but accessible to all will continue to be developed and all departments will ensure actions from the spotlights are acted on.
2	To see a significant improvement over the year in the data and pathways of pupils identified as disadvantaged in our school with clear actions at all levels	The attainment and progress scores of disadvantaged pupils continue to rise and the gap remains very small. This year, there is a particular focus on Key Stage 4 and 5 as a result of Covid and ensuring these pupils achieve the best outcomes
3	To ensure targeted exam intervention, resources and tutoring programmes are in place which supports our most disadvantaged pupils	Pupils have access to intervention, small group tutoring and resources to ensure that any Covid gaps are eliminated and pupils are prepared to sit exams.
4	To establish a process for monitoring enrichment for disadvantaged pupils and ensuring an increase in opportunities with a focus on Year 7 and 10	Pupil experience is tracked and there is a clear rise in opportunities for pupils across year groups. This includes activities in and out of school
5	To have a clear structure in place for all pupil leadership activities in school which are published for all pupils and for there to be a plan for an increase in the number of disadvantaged pupils involved in leadership which shows impact by end of year	Disadvantaged pupils are represented proportionally in leadership activities
6	By end of July 2021, to have planned at least 2 trips abroad* for pupils to support learning and take action to support disadvantaged pupils to access the trips *subject to Covid restrictions	Disadvantaged pupils are supported to attend trips.
7	Ensure disadvantaged pupils are proportionally represented in KPIs such as detentions, IEUs, Isolation, suspensions etc. This will be achieved using the targeted support of PSAs, Year Leads and through referral meetings.	High expectation and standards within lessons and continual behavioural and emotional support lead to a reduction in figures for this group.
8	Improve the attendance of disadvantaged pupils to be in line with the national average	Narrow the gap for attendance figures for disadvantaged pupils for both PA and attendance.

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: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Challenge Week assessment and activities	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
Accelerated reader in Year 7 and 8 to increase reading for pleasure and associated impact	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF https://p.widencdn.net/ipvvlr/R58148</p>	1, 4 and 6
TLR Postholders in English and Maths at KS3	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Additional classes in Maths and English to support progress – additional staffing	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1, 2, 3

<p>Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80, 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
After- school Intervention programme	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2, 6
Literacy identification including LASS screening and whole school literacy including TA intervention	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 6
Whole school literacy work including support to departments from Literacy Coordinator	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	1, 2, 6

	word-gap.pdf (oup.com.cn)	
Contribution to ICT refresh to support learning including Chrome Books	The majority of UK teachers believe that technology can play an important role in boosting pupils' literacy levels, but access to hardware, software and wifi in schools is poor and teacher training is inconsistent. https://literacytrust.org.uk/news/lack-access-technology-schools-holding-pupils-back/	2, 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 125, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and activities to support disadvantaged pupils including National Theatre Connexions project	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Debate Mate fees	Debate Mate is designed to tackle educational inequality and social immobility. The intervention aims to increase speaking and listening attainment and improve a range of higher-order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership. https://www.evidence4impact.org.uk/interventions/1127?page=18	6
Contribution to pastoral support assistants	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Contribution to EWO service	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
Contribution to counsellor	<p>School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 365, 770

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.