

Pupil premium strategy statement – Highsted Grammar School

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	Highsted Grammar School
Number of pupils in school	900
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Anne Kelly
Pupil premium lead	Jo Cutler
Governor / Trustee lead	Toby Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,843
Recovery premium funding allocation this academic year	£11,455
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	£84,298

Part A: Pupil premium strategy plan

Statement of intent

Highsted Grammar School is committed to enabling children from disadvantaged backgrounds have access to their local grammar school. We actively seek to support children from disadvantaged backgrounds to thrive as they secure access to a broad, balanced and ambitious curriculum. We strive to ensure that all our pupils eligible for pupil premium funding are supported to achieve their full potential, conscious of our purpose as educators and agents of social mobility. Our current strategy works towards this, as it targets the additional funding on addressing any underlying inequalities of between disadvantaged children and others seeking to diminish those differences. The key principle of our strategy is to ensure that the additional funding reaches the pupils who need it most and that it makes an impact on their education and life chances.

Challenges

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

Challenge number	Detail of challenge
1	Numeracy is an area of relative weakness for some of our disadvantaged pupils. The Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils struggle with problem-solving. Our observations suggest that many lower attaining disadvantaged pupils lack meta-cognitive /self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of answers. This is indicated particularly in Maths and Science.
2	The period of lockdown highlighted a lack of access to IT for some of our disadvantaged pupils and some of our disadvantaged pupils find it challenging to work at home. The education and well-being of many of our disadvantaged pupils has been impacted on by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Ensuring high levels of attendance for some disadvantaged pupils.
4	The social, emotional and mental well-being of some disadvantaged pupils is an area of challenge. Our assessments (including well-being sur-

	vey), observations and discussions with pupils and families have identified social and emotional issues for many pupils such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is particularly driven by a concern about catching up lost learning and exams/future prospects and the lack of enrichment opportunities due to the pandemic.
5	Assessments, observations and discussions with KS3 pupils indicates that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts on progress in all subjects.

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
Disadvantaged pupils achieve academic outcomes in line with their peers.	Gaps in achievement are narrowed and match the strong outcomes achieved by non-disadvantaged pupils.
Disadvantaged pupils always have access to IT equipment when required and a space in school to complete their homework tasks.	No disadvantaged child is unable to access remote learning.
Disadvantaged pupils have access to high quality after-school academic, sporting and cultural opportunities.	A high-quality programme is in place and accessed by disadvantaged pupils.
Attendance for disadvantaged pupils matches that of their peers.	Attendance levels for disadvantaged pupils matches the high levels for non-disadvantaged pupils at this school.
The social, emotional and well-being of disadvantaged pupils is fully supported.	All disadvantaged pupils have access to high quality intervention to support their well-being.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop and embed our whole school literacy approach:</p> <ul style="list-style-type: none"> • A revised literacy programme introduced at tutor time • Investment in quality CPD to underpin teaching and learning informed by Rosenshine's Principles of Instruction to support strategies for close reading, inference and deduction across the school. • Investment in an accelerated reading programme to provide literacy support and track development. • Investment in a summer reading programme as part of on-going literacy intervention over the summer holidays. 	<p>Findings from the Hart and Risley landmark study illustrated that a disadvantaged child accumulates experience of only 13 million words compared to a professional family's 45 million.</p> <p>Research supported by EEF confirms this has meaningful impact on learning. 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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>CPD:</p> <ul style="list-style-type: none"> • Investment in CPD opportunities to support teachers' professional development. 	<p>Educational research suggests this has meaningful impact (EEF)</p>	1,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tuition:</p> <ul style="list-style-type: none"> • Emotional regulation support groups to address mental health and well-being • Additional IT technology available in the LRC to support the Highsted Tutoring Programme and online tuition with homework club. • Focussed Maths support as part of the school commitment to catch-up. On-line video tutorials to enable pupils to rehearse learning and embed knowledge. • One-to-one reading aloud to promote verbal fluency and literacy development in extending vocabulary. <p>Structured Interventions:</p> <ul style="list-style-type: none"> • Whole school and targeted literacy intervention • Maths department led numeracy 	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Research supported by EEF confirms this has meaningful impact on learning. 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4 and 5</p>

<p>support programme</p> <ul style="list-style-type: none"> • Investment in resources across departments to support T&L and progress. • Bespoke Highsted Tutoring Programme designed by Highsted teachers to support disadvantaged pupils to close the achievement gap. • Kerboodle – access to remote, on-demand courses designed to support independent learning skills and strategies. • Issac Newton Physics Platform – access to remote, on demand course designed to support independent learning strategies, <p>Extended school day:</p> <ul style="list-style-type: none"> • Homework Club • Targeted support through after school booster sessions and clubs run by staff • Easter support sessions • To provide subsidies for 	<p>The use of peer mentors can have a high impact in providing strong role models for positive affirmation of systems and processes for working through challenging material with improved confidence.</p> <p>Research from the EEF suggests that one-to-one and small group tuition can have an impact on supporting disadvantaged with low confidence and insecure meta-cognition strategies. 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Educational Trips and visits.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Well-being:</p> <p>Appoint a new learning mentor to be able to support with emotional regulation – emotional literacy development – friendship and socialisation development</p> <p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy – Youth Endowment Fund</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Staff will get training and release time to develop</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3

and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
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.	1,2,3,4 and 5

Total budgeted cost: £85,000

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.

The impact on achievement by students for whom the pupil premium provided support reflects that the school is committed to closing the achievement gap for these learners. The Progress 8 score for disadvantaged overall was +1.06 (+0.47 in 2020) comprising of +0.72 for English (+0.9 in 2020) +0.67 (+0.29 in 2020) for Maths, +1.48 for the Ebacc measure (+1.1 2020) and +1.13 for the open element. The Attainment 8 score for disadvantaged was 63.08 (62.88 2020)

Externally provided programmes

Programme	Provider
Science and Maths	Kerboodle
Physics and Chemistry	Isaac Physics and Isaac Chemistry

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have set up academic support sessions for students embarking on teacher assessed examinations. Enrichment activities such as music lessons and emotional support during periods of school closure. A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	30% of service children received external agency (referred) support for emotional well-being. All service children received emotional well-being support either through modules of tailored strategies or via an RBC. Teachers observed improvements in friendships between service children through friendship day and other well-being led activities. Work focussed on change management and adaptability area of SEMH development.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. Working with Place to Be to secure up-to-date mental health training for staff.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Animal Husbandry, Cosmetic Chemistry, Drama – the whole school production, Ensembles), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.