

## Pupil premium strategy statement

The Heights only has access to pupil premium for students who are on our school roll. For students remaining on our commissioners' rolls, we do not have access to pupil premium funding. Spending and impact will be reviewed at the end of every term.

Summary information					
School	The Heights, Blackburn				
Academic Year	2019-2020	Total PP budget	£17,765	Date of most recent PP Review	NOV 2019
Total number of Y11 pupils	50	Estimated number of pupils eligible for PP	19	Date for next internal review of this strategy	MAR 2020

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Low comprehension and reading ages
B.	Motivation to achieve positive academic outcomes
C.	Mental Health difficulties and anxiety of pupils
<b>External barriers</b>	
D.	Attendance of students

## PROPOSED SPENDING 2019-2020

Desired outcomes	Success criteria	Actions	Cost
<p>1.To develop a rigorous approach to the reading curriculum that ensures that all pupils develop fluency, confidence and enjoyment in reading.</p>	<p>a. Reading is well embedded across the curriculum            b. Pupils reading widely and often.            c. An increase in the number of pupils reading at their chronological age.            d. Pupils making accelerated progress in English</p>	<p>1.Relaunch reading programme throughout school so that reading is an intrinsic part of every lesson.            2.Deliver CPD for all staff to embed reading throughout the curriculum.            3.Launch a series of initiatives (e.g Book Club) to encourage reading for pleasure.            4.Run a whole school day for WBD.            5.Organise and run a whole school literacy day.</p>	<p>£3000</p>
<p>2.To develop the curriculum further so that all pupils are able to study a wider range of subjects that will enable them to build their knowledge and skills and have positive outcomes.</p>	<p>a. Pupils achieving good accreditation in a range of subject areas.            b. Pupils attaining positive outcomes and are well prepared for the next stage of their education.            b. Termly assessment reports evidence a high proportion of pupils making better than expected progress.</p>	<p>1.Development of whole school NCFE Food Course so that all pupils can build on their knowledge of how to lead a healthy lifestyle.            2.Development of whole school single Science GCSE course so that all students have access to Science learning to build knowledge and skills and attain a positive outcome.            3.Development of whole school English Literature course so that pupils have further opportunities to experience a wider variety of the curriculum.            4.Development of MV course in order that pupils have the opportunity to study on a quality vocational programme leading to accreditation.</p>	<p>£11,000</p>
<p>3.To ensure pupils have access to a rich set of experiences that develop their resilience, confidence, independence, leading to healthy and active lifestyles which can keep themselves mentally healthy.</p>	<p>a. Pupils believing in themselves and knowing own worth.            B .Pupils with personal goals that can be achieved and with support to do this.            c. Pupils coping with changing emotions and managing own feelings.            d., Pupils equipped with tools to ‘bounce back’ from adversity.</p>	<p>1. Further develop the Extended School Programme including break &amp; lunch time activities.            2.Increase the number of academic school trips to increase students’ aspirations, i.e Vocational areas arrange two trips/visits per year            3.Hold a STEM day in conjunction with an external partner for Maths and Science.            4. Increase visits to relevant employers especially for more able students.</p>	<p>£2,765</p>

		<p>5.Develop a Peer Mentoring Programme so that KS4 pupils can provide support for our younger students – individually and as a group, to help them settle in and make progress.</p> <p>6.Mental health workshops/lessons to be delivered to Key groups of pupils</p>	
<p>To develop the school’s Attendance Policy further so that there is a demonstrable improvement in the attendance of those pupils with previous low attendance rates.</p>	<p>a.The attendance of pupils who have had previous high rates of absence is showing marked and sustained improvement.</p> <p>b.The number of pupils who are persistently absent is decreasing.</p> <p>c.All registers are accurately completed on-time.</p> <p>d.All pupils to be on-track to achieve their attendance target.</p> <p>e.Overall attendance to improve to 80%</p> <p>f.Pupils arriving punctually to school and lessons.</p>	<p>1.Further develop school rewards to system to reward pupils weekly for good attendance.</p> <p>2.Create more displays around school to promote the importance of attendance.</p> <p>3. Develop the Role of the Pastoral Team to ensure that they can become actively involved in promoting attendance throughout the school.</p>	<p>£1000</p>
<b>TOTAL: £17,765</b>			

## SPENDING REVIEW 2018-2019

Desired outcomes	Actions Undertaken	Impact	Cost
To improve levels of attainment and progress in reading	<ol style="list-style-type: none"> <li>1. Develop provision within the school to encourage pupils to take an active interest in reading.</li> <li>2. Expand and launch the Scholastic reading programme to KS4 pupils.</li> <li>3. Expand the IDL reading programme to Y11 pupils.</li> <li>4. Launch a new reading initiative during Form time.</li> <li>5. Organise and run World Book day.</li> </ol>	<ol style="list-style-type: none"> <li>a. Lesson observations evidence reading is well embedded at KS2 &amp; KS3</li> <li>b. Pupils reading widely and often in English lessons. More impact needed across the curriculum.</li> <li>c. End of year data evidences an increase in the number of pupils reading at their chronological age.</li> <li>d. End of year data evidences that 80% of pupils are making accelerated progress in English</li> </ol>	£4,250
To improve levels of attainment and progress in English maths	<ol style="list-style-type: none"> <li>1. Draw up a calendar of trips and visits to the theatre / places of interests to inspire pupils to take more interest.</li> <li>2. Set up a range of English intervention programmes to consolidate and extend learning.</li> <li>3. Appoint dedicated TA to be responsible for interventions.</li> </ol>	<ol style="list-style-type: none"> <li>a. Half termly assessment reports evidence a high proportion of pupils making better than expected progress in English and maths.</li> <li>b. Accurate Assessment data on entry and at regular checkpoints shows good progress relative to pupils' starting points.</li> </ol>	£6,000
To develop pupils' attitudes and resilience to learning.	<ol style="list-style-type: none"> <li>1. Secure and deploy a wide range of trips and visits that enhance student's confidence and self esteem.</li> <li>2. Develop the mentoring programme so that all pupils have access to support and</li> <li>3. Purchase of school P.E kit.</li> <li>4. Appoint a Mental health First Aid champion who will actively promote pupils' SEMH.</li> </ol>	<ol style="list-style-type: none"> <li>a. Data evidences that pupils are valuing their education and showing respect.</li> <li>b. Pupils' improved conduct reflects the schools' efforts to promote high standards.</li> </ol>	£5000
Improved attendance and reduced rates of persistent absences for pupils	<ol style="list-style-type: none"> <li>1. Further develop school rewards to system to reward pupils weekly for good attendance.</li> </ol>	<ol style="list-style-type: none"> <li>a. The attendance of pupils who have had previous high rates of absence is showing marked and sustained improvement.</li> <li>b. The number of pupils who are persistently absent is decreasing.</li> </ol>	£500
<b>TOTAL: £15750</b>			

## **Additional detail**

### **Pupil Premium Grant Expenditure**

#### **Background**

- Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.
- The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress. The Government has used pupils entitled to Free School Meals and those who are Looked After as an indicator for deprivation.
- They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces.
- This service premium is designed to address the emotional and social well-being of these pupils.
- **Our Key aims:**
- Our core aim is to raise the attainment and progress of pupils eligible for Pupil Premium funding so that their performance compares favourably with Non-Pupil Premium peers. It is important to state that we do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education. Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning.
- At The Heights, we judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.
- **What we expect to see:**
- Good quality teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus at The Heights, one that the staff are committed to whole heartedly.
- In addition to this, targeted intervention and support strategies are deployed in order to:
  - improve levels of attainment and progress;
  - close attainment gaps relative to school averages;
  - enhance mathematics reading, writing, and communication skills;
  - engage and develop learning through a comprehensive enrichment provision;
  - support pupils in becoming aspirational, confident and successful learners;
  - prepare pupils for their next steps transition at Post 16 through engagement in an extensive external provision programme.
- We have identified a variety of approaches and strategies as being the most appropriate for pupils at The Heights. They include:

- having a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website;
- making sure that class and subject teachers know which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress;
- analysing pupil achievement data on a regular basis to ascertain whether interventions and strategies put in place are proving successful and producing the desired outcomes for our pupils;
- robust training for staff to ensure that they are systematically and consistently focused on providing the best education and positive handling of our pupils;
- individualised timetables to support personalised learning to include External Provision, specialist resources and 1:1 intervention programmes by Family Support workers, Well Being mentors, Behaviour Support Workers', TAs and Teaching staff;
- a robust rewards system to ensure that pupils embrace

