

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.

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

Summary information					
School	The Heights, Blackburn				
Academic Year	2018-2019	Total PP budget	£15,750	Date of most recent PP Review	July 2018
Total number of Y11 pupils	40	Estimated number of pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2019

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low comprehension and reading ages
B.	Resilience of learners
C.	Mental Health difficulties and anxiety of pupils
External barriers	
D.	Attendance of students who attend The Heights

PROPOSED SPENDING 2018-2019

Desired outcomes	Success criteria	Actions	Cost
To improve levels of attainment and progress in reading	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 1. Develop library provision within the school to encourage pupils to take an active interest in reading. 2. Expand and launch the Scholastic reading programme to KS4 pupils. 3. Expand the IDL reading programme to Y11 pupils. 4. Launch a new reading initiative during Form time. 5. Organise and run World Book day. 	<ul style="list-style-type: none"> £2000 £1000 £500 £500 £250
To improve levels of attainment and progress in English maths	<ul style="list-style-type: none"> a. Half termly assessment reports evidence a high proportion of pupils making good progress in English and maths. b. Accurate Assessment data on entry and at regular checkpoints show good progress relative to their starting points. 	<ul style="list-style-type: none"> 1. Draw up a calendar of trips and visits to the theatre / places of interests to inspire pupils to take more interest in English, maths and to aid their study. 2. Set up a range of English intervention programmes to consolidate and extend learning. 3. Appoint dedicated TA to be responsible for interventions. 	<ul style="list-style-type: none"> £1500 £500 £4000
To develop pupils' attitudes and resilience to learning.	<ul style="list-style-type: none"> a. Pupils valuing their education and showing respect. b. Pupils' conduct reflecting the schools' efforts to promote high standards. c. Pupils learning to value themselves 	<ul style="list-style-type: none"> 1. Secure and deploy a wide range of trips and visits that enhance student's confidence and self esteem. 2. Develop the mentoring programme so that all pupils have access to support and 3. Purchase of school P.E kit. 4. Appoint a Mental health First Aid champion who will actively promote pupils' SEMH. 	<ul style="list-style-type: none"> £500 £500 £1000 £3000
Improved attendance and reduced rates of persistent absences for pupils	<ul style="list-style-type: none"> a. The attendance of pupils who have had previous high rates of absence is showing marked and sustained improvement. b. The number of pupils who are persistently absent is decreasing. 	Further develop school rewards to system to reward pupils weekly for good attendance.	£500
TOTAL: £15,750			

SPENDING REVIEW 2017-2018

Desired outcomes	Actions Undertaken	Impact	Cost
To enable KS4 pupils make better progress in reading and spelling.	Purchase of literacy / maths computer programme in order that learners needing extra support can access suitable intervention programmes.	By providing this intervention there have been significant improvements in Reading and Spelling Ages. All pupils on intervention averaged more than one chronological year of progress.	£5000
To provide disadvantaged pupils with a wider range of exciting and challenging opportunities in order for them to gain new experiences, develop life skills and pursue extra-curricular activities and interests.	<p>Launch Outdoor Education Programme that all pupils have the opportunity to access.</p> <p>Widen pupil options so that they have the opportunity to be involved in more physical activity and sports.</p> <p>Develop Sports Leadership Award / Duke of Edinburgh to further increase their skills and confidence.</p>	By providing this intervention 80% of disadvantaged pupils accessed the Outdoor Education programme. In addition, 5 pupils achieved accredited Duke of Edinburgh Bronze Award.	£5025
To improve the Social & Emotional Aspects of Learning.	Access for pupils to Counselling and well-being services.	By providing this intervention, pupils had weekly access to counselling service. A review of the counselling programme evidences the positive impact of this service, including raised attendance, increased progress and attainment and improved social and emotional behaviour.	£4000
TOTAL: £14025			