

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Heathfield Community College
Number of pupils in school	1198 (1461 inc. 6th Form)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 - 2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	BLW
Pupil premium lead	POL
Governor / Trustee lead	Simon Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,685
LAC funding allocation	Paid to LA
PLAC funding allocation	£30360
Service Children funding allocation	£1005
Recovery premium funding allocation this academic year	£60168
NTP funding for this academic year	£14715
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	£303933

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is that their socio-economic status has no impact on their academic outcomes or ability to access wider opportunities.

Our main focus will always be on our culture: We want to be experts in our disadvantaged students so we are able to develop positive relationships, mitigate the impact of issues outside of our control and foster an environment of high expectation through a whole-school approach to tackling educational disadvantage.

The needs of our students, and not labels, will always be our determining factor: By focusing on the needs of our pupils we are concentrating on the impact of disadvantage on an individual's learning, rather than working towards a one-size-fits-all model for a homogenous group.

The most important aspect of our strategy will always be in the classroom, where staff will intervene early through quality teaching and information gained from appropriate diagnostic assessment. It is the relationships developed here, and around the rest of the College, that are the key driver in our support for our disadvantaged pupils:

'It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions.' (Marc Rowland)

Challenges

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

Challenge number	Detail of challenge
1	Below expected levels in Literacy & Numeracy on entry.
2	Attendance of key groups of students within disadvantaged cohorts.
3	Mental health issues.
4	Issues related to completion of home-learning.
5	Small gaps in learning as a result of challenges faced with gaps in attendance.
6	Socio-economic issues in family resulting in students being unprepared for learning

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
Our disadvantaged students will achieve grades 4+ in English & Maths in GCSEs.	All disadvantaged students achieve at least a grade 4 in English & Maths (If student is particularly low prior-attaining and it is clear grade 4 is going to be unattainable, reviewed targets made).
Average attendance of disadvantaged students in-line with non-disadvantaged peers	DA attendance had historically improved, as had the gap (-2.62% pre-pandemic). 22-23 data shows growth to -6.8%. Aim to have gap below -3%.
The overall outcomes (in terms of attainment and progress) for our disadvantaged students will continue to improve	Top 25% of similar schools Nationally for P8, A8 and % grade 5 E&M. Disadvantaged students perform better than other disadvantaged students nationally.
Our disadvantaged students will continue to engage positively in the wider curriculum and with extra-curricular offers	No gap in engagement between DA and non-DA peers
Our disadvantaged students will all have clear destinations planned for post-16 and be able to access these with the outcomes that they earn.	No NEETs.

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: £118,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of high-quality teaching staff, including specialist staffing in English and Maths to allow for quality first teaching.	The most effective way of improving outcomes for DA students continues to be to expose them to high quality lessons in front of high-quality teachers. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching By budgeting for specialist staff in English & Maths to ensure high quality teaching to help DA students achieve the best outcomes.	1
Investing in regular research-focused professional development for staff to ensure quality first teaching.	To continue driving the improvement of our teaching and Learning, we are committed to being a research-informed College. All our staff CPL programmes are informed by and centre around the latest education research and staff are actively encouraged to engage in discussions on this, with time being allocated to do so. https://educationendowmentfoundation.org.uk/support-for-schools/research-schools-network	All
Complete standardised diagnostic assessments with KS3 students to gain an understanding of gaps in learning	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: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Through the use of 'Closing the Gap' meetings following assessments allows for early identification of students requiring additional intervention.	1
A whole-school focus on developing oracy skills.	Recent Education Endowment Foundation-funded evaluations indicate raising the quality and rigour of classroom talk has a range of positive academic, personal and social outcomes, in particular for children eligible for free school meals (Gorard et al., 2015); (Hanley P et al., 2015) https://impact.chartered.college/article/millard-importance-of-oracy-in-teaching-learning/	1/5

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

Budgeted cost: 49,816

Activity	Evidence that supports this approach	Challenge number(s) addressed															
Reading & literacy interventions across KS3 for low-attaining disadvantaged students and research-informed reading trials for reluctant readers.	<p>Beginning in year 7, we are proactive in planning for and supporting our students with the lowest levels of literacy. Assessments are used to match students to appropriate forms of intervention and these are monitored. This is owned by our senior leader with responsibility for literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Subscription to 'Bedrock Learning', with all Key Stage 3 English homework set on the platform as part of our investment in to developing students' vocabulary.</p> <p>Previous year's evidence suggests this strategy is having impact: PP progress (rate of improvement per unit) 18% Non-pp progress: 15%</p>	1															
Small-group tutoring in English & Maths for low-attaining disadvantaged KS3 and KS4 students.	<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>	4/5															
Using data logs and relevant software programmes to target gaps in learning.	<p>Internal research over 6 months from over 120 research papers and over 300 families evidences the following: Doing work at home, for the required amount makes a difference by KS4 Less than 8-10hrs a week = ½ to 1 GCSE Grade impact 2 hours a night by Yr11 = 10+ hrs</p> <table border="1"> <thead> <tr> <th></th> <th>Hrs at home per week</th> <th>GCSE OUTCOMES 4+</th> <th>GCSE OUTCOMES 5+</th> <th>GCSE OUTCOMES 7+</th> </tr> </thead> <tbody> <tr> <td>68%</td> <td>8 to 12</td> <td>9</td> <td>8</td> <td>4</td> </tr> <tr> <td>7%</td> <td>0 to 4</td> <td>6</td> <td>5</td> <td>2</td> </tr> </tbody> </table>		Hrs at home per week	GCSE OUTCOMES 4+	GCSE OUTCOMES 5+	GCSE OUTCOMES 7+	68%	8 to 12	9	8	4	7%	0 to 4	6	5	2	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clear attendance strategy with thresholds for communication home agreed and letters sent home with a focus on clarity and working <i>with</i> parents.</p> <p>Attendance 1:1 and small group with lowest-attending students, with attendance workshop for each year group with the aim of diagnosing root issues behind low attendance.</p> <p>Using new systems for up to date data for early action and intervention.</p> <p>Dedicated staff hours to follow up non-attendance.</p>	<p>Attendance letters home need to include simple and easy-to-access information which is clear and consistent (<i>Robbins & Dempster, 2021</i>)</p> <p>Rather than react to persistence absence, it is vital to look into the potential reasons for it and proactivity is vital. Poor attendance is often a symptom of a wider issue for students and we are committed to finding the root cause. Non-attendance can often come down to psychological factors which need to be investigated, particularly post-covid, considering the impact of partial closures</p> <p>https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/bjep.12562</p>	2/3
<p>Improve the targeting of wider-curriculum offers for our disadvantaged pupils (particularly extending through ‘super-curricular’ targeting. Financial support for trips (including enrichment week) & experiences to broaden cultural capital will also be prioritised.</p>	<p>Learning that takes place in activities outside school tends to be seen as auxiliary to the education process. Yet evidence from this programme (especially Wikeley et al. 2007) suggests that it is crucial. Such activities can help children develop confidence in learning, to become active learners and to develop a different kind of relationship with adult instructors or supervisors than in a more formal school setting.</p> <p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</p>	2/3
<p>Provision of breakfast for all students to combat impact of cost-of-living crisis and students not eating breakfast, therefor being unprepared for a day of learning.</p>	<p>Our own in-school health surveys suggest that up to 40% of our students do not eat breakfast, with a disproportionate amount of these being our disadvantaged students. The benefits of a healthy and nutritious breakfast (porridge in our case) are well documented. An example can be found here: ‘<i>Research supports what educators and school officials see every day in our nation’s schools: a well-nourished child who starts the day with breakfast is more likely to</i></p>	6

<p>Promotion of healthy lifestyle and breakfast, tracking uptake.</p>	<p><i>be at school, a better learner, and willing to participate in the classroom.'</i></p>	
<p>Continue to focus on working with families of our disadvantaged students and engaging them in becoming a partner in their child's education.</p> <p>We have a clear parental engagement strategy with 3 key areas of focus: Developing <i>parent knowledge, effective two-way communication & fostering a positive and welcoming environment.</i></p>	<p>'82% of students say their parents' support affects how well they do at school' (<i>Robins & Dempster, 2001</i>)</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year.</p>	<p>All</p>
<p>A diagnosis of the issues that are limiting the amount of home learning completed by disadvantaged students and bespoke support put in place to mitigate these issues (homework club, IT support etc)</p> <p>Guidance with parents - advice on how to support learning and revise - not a battle ground</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. - see further evidence in the above section - Targeted Academic Support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>4</p>
<p>Social and Emotional learning interventions to assist with decision making skills, interaction with others and self-management of emotions.</p>	<p>Evidence suggests students from disadvantaged backgrounds have, on average, weaker social and emotional skills and these are likely to influence their outcomes.</p> <p>Social and emotional interventions in education are shown to improve these skills and benefit the disadvantaged student engage in healthy relationships with peers and better self-regulate their own emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3/6</p>

Total budgeted cost: £303,933

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 2022/23 academic year.

In terms of the disadvantaged students who attended Heathfield Community College during 2022-23:

- The Disadvantaged progress gap was in line or slightly smaller than it had been in previous examination years.
- The performance of disadvantaged students (in terms of their progress 8 score) was in-line with their non-disadvantaged peers (Nationally).
- The attendance gap between disadvantaged students and their non-disadvantaged peers has grown wider (-6.8%) This is heavily skewed by key non-attenders in each year group.
- The attendance of disadvantaged students at extra-curricular clubs and engaging with wider-curricular opportunities (clubs, trips etc) was in-line with non-disadvantaged peers.
- All Year 11 students who are able are in further education, employment or training (No NEETs)
- The engagement of disadvantaged parent/carers in in-school and remote events significantly increased (>9% in the last 2 years) as a result of our work on engaging families.