

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Highfield Leadership Academy
Number of pupils in school	668 Pupils
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	19 th December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Anand Patel
Pupil premium lead	Shumi Ahmed -Vice Principal
Governor / Trustee lead	Mr Paul Fearnley (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,245
Recovery premium funding allocation this academic year	£87,492
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£399,737

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Blackpool ranks as one of the most deprived districts regarding income deprivation among children. Neighbourhoods in Blackpool then account for eight of the ten most deprived neighbourhoods nationally. Of these most deprived 10 per cent of neighbourhoods in England (3,284), 137 rank as highly deprived on six of the seven domains. These neighbourhoods are not evenly distributed across England: 88, or 64 per cent of them, are located within just 8 local authority districts - Blackpool contains 15 such neighbourhoods. The Income Deprivation Affecting Children Index (IDACI) ranks Blackpool LA as the second highest proportion of children living in income deprived households. The Table 1 below highlights where Blackpool sits with respect to rank, score and proportion of LSOAs in the most deprived 10% nationally, and Table 1.1 highlights where Blackpool is positioned with respect to EDD and IDD.

Table 1.

<p><u>Most deprived local authorities based on Rank</u></p> <ol style="list-style-type: none">1. Blackpool2. Manchester3. Knowsley4. Liverpool5. Barking and Dagenham6. Birmingham7. Hackney8. Sandwell9. Kingston upon Hull10. Nottingham	<p><u>Most deprived local authorities based on Score</u></p> <ol style="list-style-type: none">1. Blackpool2. Knowsley3. Liverpool4. Kingston upon Hull5. Middlesbrough6. Manchester7. Birmingham8. Burnley9. Blackburn with Darwen10. Hartlepool	<p><u>Most deprived local authorities based on the Proportion of LSOAs in the most deprived 10% nationally</u></p> <ol style="list-style-type: none">1. Middlesbrough2. Liverpool3. Knowsley4. Kingston upon Hull5. Manchester6. Blackpool7. Birmingham8. Burnley9. Blackburn with Darwen10. Hartlepool
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Table 1.1

Table 4: The 20 local authority districts with the highest proportions of income deprivation and employment deprivation, respectively

Rank	Income Deprivation Domain		Employment Deprivation Domain	
	Local Authority District	Score - Proportion of population living in income deprived households	Local Authority District	Score - Proportion of working age adults in employment deprivation
1.	Middlesbrough	25.1%	Blackpool	20.9%
2.	Knowsley	25.1%	Knowsley	20.2%
3.	Blackpool	24.7%	Middlesbrough	19.1%

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	The impact of COVID-19 and the cost-of-living crisis on mental health, resilience and academic outcomes.
2	Reading fluency of pupils to be able to access the school's ambitious curriculum and achieve academic outcomes that support their next steps.
3	Raising aspirations around future next steps.

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
Increase the support for disadvantaged pupils suffering from mental health issues to enable them to thrive pastorally and academically.	<ul style="list-style-type: none">• Pupils receive additional therapeutic support to help build their resilience through counselling, CAMHs and trusted adults in school.• Pupils access smaller classes to ensure their needs are met.• Community services are strengthened for families in need.• Outcomes improve.
Increase the number of fluent readers from disadvantaged backgrounds so that pupils can access the school's ambitious curriculum and develop a love of reading.	<ul style="list-style-type: none">• Pupils receive a universal and targeted offer of support through the school's book culture programme in order to become fluent readers.• This enables pupils to access the school's ambitious curriculum and increases their chances of academic success.• Pupils recognise that reading develops cultural capital and can bring happiness.
Maximise the % of pupils from disadvantaged backgrounds moving on to apprenticeships or further education at the end of Year 11.	<ul style="list-style-type: none">• Over 95% of disadvantaged pupils go on to further study after Year 11.• Disadvantaged pupils' post-16 pathways parallels those of non-disadvantaged students at the school.

Deliver a vibrant Star Futures programme to inspire and aspire pupils to go on to compete with their peers locally, nationally and globally.	
Increase the support for disadvantaged pupils suffering from mental health issues to enable them to thrive pastorally and academically.	<ul style="list-style-type: none"> • Pupils receive additional therapeutic support to help build their resilience through counselling, CAMHs and trusted adults in school. • Pupils access smaller classes to ensure their needs are met. • Community services are strengthened for families in need. • Outcomes improve.

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.

Our strategy is based on evidence from research by organisations such as the Education Endowment Foundation (EEF). This includes key principles such as:

- Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.
- Focusing on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- Selecting approaches on the basis of strong external evidence.

The school adopted the four steps to an effective Pupil Premium Strategy, recommended by the EEF.

1. Diagnosing Pupils' Needs.
2. Using strong evidence to support the strategy.
3. Implementing the strategy – focusing considerably on execution
4. Monitoring and evaluating the strategy

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra English teacher	<p>Additional English teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p>	1
Extra Maths teacher	<p>Additional Maths teacher provides smaller class sizes and promotes higher quality monitoring of all learners, not just the disadvantaged.</p> <p>EEF guide to the Pupil Premium states that spending on high quality teaching 'should rightly be a top priority for pupil premium spending'.</p>	1
Teaching and Learning Assistants – English & Maths	<p>Additional teaching and learning assistants provide disadvantaged students with learning difficulties targeted support in accessing and adapting the curriculum. They also enhance one-to-one and small group targeted tuition for learners to close well defined curriculum gaps. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>Evidence is good for TAs providing targeted intervention: Teaching Assistant Interventions EEF</p>	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	<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 and the recent Ofsted subject review in Maths:</p> <p>Teaching mathematics at key stage 3 - GOV.UK</p> <p>Research review series: mathematics - 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</p>	1

	<p>strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	
<p>Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Curriculum and the Ofsted subject review for English, published in June 2022.</p> <p>Research review series: English - GOV.UK</p> <p>In addition, acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject (something attested to by the EEF): Improving Literacy in Secondary Schools</p>	1

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach
Intervention resources	<p>High quality resources and materials, linked to specific curriculum areas, are crucial to securing effective intervention provision.</p> <p>This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'</p>
Saturday, After School Tuition and Holiday intervention	<p>Saturday, after school and holiday sessions provide small group and one-to-one tuition – delivered by curriculum specialists who know the subject and the students being targeted. This is supported by the EEF Pupil Premium Guide because 'linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy'.</p> <p>In particular, 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 EEF</p> <p>The tuition would also take into account the EEF toolkit. One to one tuition EEF and Small group tuition EEF which include effective approaches to implementing tuition.</p>
Reading Tests, Reading Wise Intervention and Read Aloud as part of our 'Promoting a World-Class Book Culture' strategy, particularly for disadvantaged students.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <ul style="list-style-type: none"> • From birth to 48 months, professional parents use around 30 million more words. • Gap forms: 'Beginner's paradox': without enough words, cannot learn related words. • Gap increases: fluent reader at 10 encounters 1 million words a year. • Gap compounded: breadth increases but reading & vocabulary teaching drops. <p>As part of this, the school will enhance reading (reading tests, Reading Wise intervention and 'read Aloud' programme. EEF Teaching and Learning Toolkit suggests that evidence of these strategies is strong - Reading comprehension strategies EEF</p> <p>DfE study:</p>

	<ul style="list-style-type: none"> - ReadingWise increased reading ages by 10 months in one term. - For reluctant and less able learners, listening to a proficient reader helps accelerate the acquisition of vocabulary than silent reading.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Guarantee – payment of £100 to Pupil Premium families to reduce barriers to learning, providing free breakfast, transport and free access to enrichment activities (such as trips) as well as resources relating to the curriculum.	EEF guide to Pupil Premium relates ‘non-academic challenges’ to success in school – including attendance, behaviour and social and emotional support. With the impact of COVID-19, it is vital that the school removes any financial, social and emotional barriers to learning. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Performance Review Meetings	Regular mentoring of key students will have an impact on improving attitudes towards learning and achievement, particularly with disadvantaged students. Research by Newcastle University on poverty proofing the school day will also support our strategy. Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk)	1, 2, 3
SLT Mentoring	It confirms that there is evidence of increased attendance and attainment of disadvantaged pupils as a result of removing barriers to learning and poverty proofing the school day.	1, 2, 3
Access to a counsellor		1, 2, 3
Staff trained as Mental Health First Aiders	Whilst there is insufficient evidence relating to activities that raise ambition, there is some evidence of impact of mentoring. Mentoring EEF	1, 2, 3
Star Map Review Meetings	<p>These meetings would ensure access to the curriculum for disadvantaged learners with special educational needs.</p> <p>The research underpinning the Education Endowment Foundation’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for students with SEND. The Star High 5 (listed below), informed by EEF research, are particularly well evidenced as having a positive impact. Subject teachers will develop a repertoire of these strategies and use them as the starting point for classroom teaching for all students, including those who are disadvantaged and have SEND.</p> <ul style="list-style-type: none"> • Know the child – Students are listened to, heard and understood. 	1, 2, 3

	<ul style="list-style-type: none"> • Plan creatively – Group students flexibly to teach for specific needs and knowledge gaps. • Clear and consistent language – Give ‘what to do’ instructions and stamp learning. • Scaffold – Pre-teach and overlearn knowledge and vocabulary. • Know more, remember more – Increase checks on knowledge. 	
Access to high quality careers	Pupils benefit from a full-time careers adviser in school and access a range of activities linked to the Star Futures leadership specialism across the academic year for all year groups. Careers education EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £410,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2023, exams returned to the rigour and standards of pre-pandemic levels with the removal of lenient marking and generous grading.

In 2023, the school achieved the following outcomes with students from disadvantaged backgrounds (compared with 2023 outcomes for **disadvantaged** pupils locally):

	Blackpool Achievement 2023 for disadvantaged pupils	Achievement of disadvantaged pupils at HLA: 2023	Gap between achievement of disadvantaged pupils in school and disadvantaged pupils locally
Progress 8	-1.18	-1.02	+0.16
Attainment 8	25.8	29.9	+4.1
9-4 in English and mathematics	27%	39%	+12%
9-5 in English and Maths	13%	16%	+3%
Achieving English Baccalaureate	2%	5%	+3%
EBacc Average Points Score	2.09	2.56	+0.47
Entered for English Bacc	12%	33%	+21%

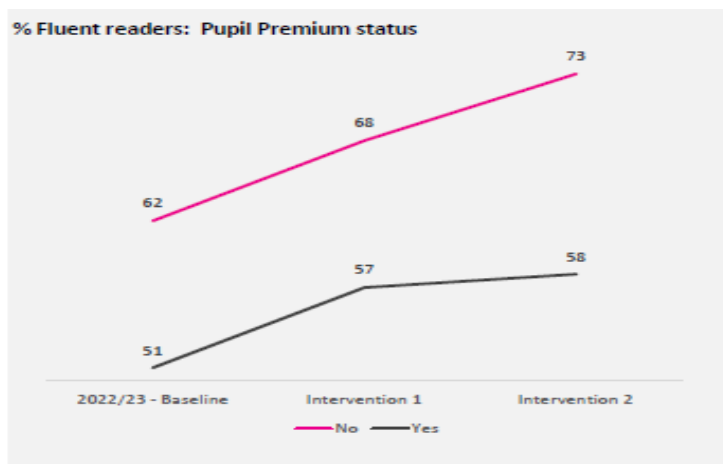
This data shows that disadvantaged students at Highfield perform significantly better, in all performance measures, than disadvantaged students across Blackpool and is ranked second.

The table below shows significant improvements for students who are disadvantaged and non-disadvantaged over outcomes from 2019, which was the last year of full GCSE examinations before the pandemic.

Measure	2018-19		2022-23	
	PP	NPP	PP	NPP
A8	28.57	38.75	30.72↑	44.33↑
9-7 En and Ma	1.6	5.8	3.4↑	18.5↑
9-5 En and Ma	14.8	30.8	17.2↑	44.4↑
9-4 En and Ma	27.9	55	39.7↑	66.7↑
Students achieving 5 standard passes	24.6	44.2	27.6↑	55.6↑
Students achieving 5 strong passes	13.1	22.5	15.5↑	40.7↑

Book culture programme 2022-23

The chart below shows improvements in reading fluency for pupils in receipt of the pupil premium against those who are not. There was a 7 percentage-point increase for pupils classified as fluent readers in receipt of the pupil premium and 11% increase for those who are not.



The data demonstrates that the school has made progress in:

- Increased Attainment 8 for disadvantaged students from 28.57% (2019) to 30.72% (2023)
- Increased grade 5 English and Maths from 14.8% (2019) to 17.2% (2023)

Aspects of our Pupil Premium Strategy that have been most effective at improving outcomes for disadvantaged pupils are:

- Afterschool small group and 1 to 1 intervention sessions through the NTP
- Mentoring led by Senior leaders
- Saturday intervention sessions

Based on all the information above, the performance of our disadvantaged pupils met expectations. When compared to local schools, the performance of disadvantaged pupils at Highfield ranks the school at number 2 or 3 for every performance measure against all Blackpool secondary schools. We are at present on course to achieve the outcomes we set out to achieve over the next three years, as stated in the Intended Outcomes section above.

The Pupil Premium allows us to focus our resources more effectively on those students who are most likely to fail to achieve due to their socio-economic background.

Externally provided programmes

Programme	Provider
Sparx Maths	Sparx
Reading Wise Intervention	ReadingWise
Languagenut (MFL)	Languagenut

Further information

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

- 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. In-school strategies include regular briefings, curriculum guidance events for parents and pupils, revision guidance events and booklets and use of virtual learning platforms to continue dialogue with learners beyond the school day.
- utilising support from our local [Mental Health Support Team](#) and mentoring of learners with emotional and behavioural needs will support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award, National Citizens Service, Star Citizen Award, will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.