

## Headlands School - Student Premium Statement

This statement details our school's use of Student Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our Student Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Student Premium had within our school.

### Overview

Detail	Data
School name	Headlands School
Number of students in school	1049
Proportion (%) of Student Premium eligible students	327
Academic year/years that our current Student Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Bone, Headteacher
School Student Premium lead	Amy Stamford, Deputy Headteacher
Governor	Sophie Thompson

### Funding Overview

Detail	Amount
Student Premium funding allocation this academic year	£287,485.00
Recovery Premium funding allocation this academic year	£42,195.00
Student Premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	329,680.00

## Part A: Student Premium Strategy Plan

### Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make at least **good** progress and achieve high attainment across the curriculum.

The focus of our Student Premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

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 students excel. To ensure they are effective we will:

- ✓ ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

## Challenges

Key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 5 years indicate that between 73% of our disadvantaged students arrive below age-related expectations compared to 37% of their peers. Subsequent internal and external (where available) assessments show that this gap narrows during students' time at our school and 50% of disadvantaged students left with a Grade 4+ in 2021</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have low levels of reading comprehension. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 5 years, both 53% of disadvantaged and non-disadvantaged students arrive below age-related expectations. This gap reduces significantly and 83% of disadvantaged students left year 11 with a Grade 4+ in 2021 in English.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths where the 5+ results for disadvantaged students are not where we would like them to be.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p> <p>During the pandemic, referrals for mental health support markedly increased. In year 11 40 students (31 of whom are disadvantaged) currently require additional support with social and emotional needs, with 40 (31 of whom are disadvantaged) currently receiving small group interventions.</p>
6	<p>Although overall attendance in 2020/21 was lower than the preceding 2 years at 93.5%, (18/19 was 94.4%) it was higher than the national average during</p>

	<p>the pandemic. Absence among disadvantaged students was 4.1% higher than their peers and persistent absence 15% higher. These gaps are larger than in previous years, which is why attendance is a focus for our current plan as per the recovery for attendance due to covid. The proportion of PP students who become PA is the main priority as in 2020/21, addressing this will also drive down absence.</p>
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## 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
Sustained attainment among disadvantaged students across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> <li>an average Attainment 8 score in line with non-disadvantaged students</li> </ul>
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more-able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	The overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to within 2.5%  The percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students being no more than 2.5% lower than their peers. National for 2018/19 5.5% and 13.7 - for PP 8.2% and 24.7%

## Activity in this academic year

This details how we intend to spend our Student Premium (and recovery premium funding) this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments such as CATS, Boxhall profiles, revision guides.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u><a href="#">Standardised tests   Assessing and Monitoring Student Progress   Education Endowment Foundation   EEF</a></u></p>	1, 2, 3
<p>Continue to develop metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>(National College CPD)</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><u><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	4
<p>Enhancement of our maths teaching and curriculum planning for mastery in line with DfE KS3 and EEF guidance. (WSM)</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<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:</p> <p><u><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></u></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: <u><a href="#">KS2 KS3 Maths Guidance 2017.pdf</a></u> (<u><a href="#">educationendowmentfoundation.org.uk</a></u>)</p>	1, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p>	2

<p><u>Improving Literacy in Secondary Schools</u> guidance.</p> <p>We will fund professional development focussed on each teacher's subject area beginning with Literacy and Forensic Reading.</p> <p>LWO Salary</p>	<p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#"><u>word-gap.pdf (oup.com.cn)</u></a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £70,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting GORSE’s a targeted forensic reading and Lexia programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation EEF</a></u></p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.                      JRu Salary</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>                      And in small groups:  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1, 2, 3</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. (SDO)</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:  <u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></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:  <u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</u></p>	5
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.  Attendance/support officers will be appointed to improve attendance.</p> <p>School mini bus to offer transport to disadvantaged students</p> <p>Minibus Driver Salary  SMA Salary</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Contingency fund for acute issues- Paul Hannaford-drug misuse.  Prison Me No way.</p>	<p>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.</p>	All

**Total budgeted cost: £329,680.00**

## Part B: Review of outcomes in the previous academic year

### Student Premium strategy outcomes

This details the impact that our Student Premium activity had on students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was in line with Non-disadvantaged students. However, current assessment data shows that disadvantaged students are performing worse in comparison to their non-disadvantaged peers since the return from the pandemic.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our Student Premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was a live lesson offer which followed our well sequenced curriculum.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used Student Premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider
Nurture Schools	Nurture Schools
Forensic Reading	GORSE
Revision Guides	CPG
Paul Hannaford	Paul Hannaford
CAT Tests	NFER
SMASH	NHS
Prison Me No Way	No Way Trust Limited.

## Further information (optional)

### Additional activity

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

- ✓ embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ✓ ensuring students 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 student anxiety.
- ✓ utilising support from our local [Mental Health Support Team](#) to support students 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), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new Student Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a Student Premium review to get an external perspective.

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 students. We also used the EEF's families of school's database to view the performance of disadvantaged students in school similar to ours and contacted schools with high-performing disadvantaged students to learn from their approach.

We looked at a number of reports and studies about effective use of Student 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 students.

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 students.