

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Academy overview

Detail	Data
School name	Harrogate High School
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Lucy Greenwood
Pupil premium lead	Mr L Wilson
Governor / Trustee lead	Richard Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,720
Recovery premium funding allocation this academic year	£26,670
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	£202,390

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to raise overall outcomes for all students at Harrogate High School, with a collective drive to further accelerate the progress of disadvantaged students by creating an environment where they feel supported, rewarded, and inspired.

These strategies will support and develop all students particularly those who may not be 'officially' disadvantaged, but who have many of the same barriers to learning given the high deprivation index of our catchment area.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and learning quality is improving, but inconsistency, and gaps in learning are not always diagnosed quickly enough. Teaching could be more responsive and assessment more effective. Disadvantaged students make less progress than non-disadvantaged students.
2	Curriculum intent is now secure across most subjects. Curriculum implementation and impact still needs to be more effective for all students to engage in a rich, relevant and well-sequenced spiral curriculum.
3	Work is still required to develop high-quality alternative provision and bespoke curriculum offer for those students (often Disadvantaged) who struggle to access their education at school.
4	EBacc entry levels for students in this cohort are lower than those for Non-Disadvantaged students – no PP students were entered for the EBacc in 2020.
5	Many students in the PP cohort need literacy skills development to make good progress (vocabulary, reading comprehension, extended writing skills).
6	Many students in this cohort demonstrate a lack of emotional resilience, self-regulation and poor self-efficacy. As a result, behaviour is often poor, and their attendance is significantly below their non-disadvantaged counterparts. Disadvantaged students are over-represented in sanctions data and under-represented in some rewards data, meaning a less positive school experience.

7	Staff expectations of students in this cohort are not consistently high enough.
8	The progress made by PP students in English and Maths (core facilitating subjects) has not been in line with national average progress for the last 3 years.
9	Some disadvantaged students lack knowledge, experience and understanding of higher education, apprenticeships and career pathways, along with a lack of the aspiration and the inspiration to aim for higher-educational success.
10	Disadvantaged students are less likely to have appropriate guidance and positive academic and extra-curricular support from home. This can make building cultural capital difficult.

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												
An improved Progress-8 score which improves over time and closes the gap between disadvantaged and non-disadvantaged nationally.	<table border="1"> <thead> <tr> <th>P-8</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>-0.15</td> <td>0.00</td> </tr> <tr> <td>2023</td> <td>-0.05</td> <td>0.10</td> </tr> <tr> <td>2024</td> <td>0.00</td> <td>0.15</td> </tr> </tbody> </table>	P-8	Disadvantaged	Non-Disadvantaged	2022	-0.15	0.00	2023	-0.05	0.10	2024	0.00	0.15
P-8	Disadvantaged	Non-Disadvantaged											
2022	-0.15	0.00											
2023	-0.05	0.10											
2024	0.00	0.15											
Responsive teaching is consistently in place in all lessons/subjects and assessment is robust and effective. This will result in improvement over time in the proportion of disadvantaged students having a positive Progress-8 score overall and in each bucket.	<ul style="list-style-type: none"> Monitoring data (lesson visits, work scrutiny, student interviews) indicate that teaching is responsive. Evidence of very regular formative assessment and acting on assessment in lessons/student work. Evidence of robust, standardised summative assessments in all subjects. The proportion of disadvantaged students with a positive P-8 score to be within 10% of non-disadvantaged students nationally. 												
Students engage in a rich, relevant, and well-sequenced curriculum that builds cultural capital. Implementation matches intent and impact is evidenced in outcomes for all, including Disadvantaged students.	<ul style="list-style-type: none"> Students learn well, achieving well and in line with targets. Progress measures are strong (e.g.: P8). Students experience a broad and balanced curriculum with no narrowing, unless there are exceptional circumstances, and a student has excellent alternative provision/bespoke alternatives. Monitoring data indicate that curriculum design is effective and supports long-term learning and retention through interleaving and regular retrieval practice. 												

<p>All students benefit from regular, high-quality homework to deepen and embed learning.</p>	<ul style="list-style-type: none"> • Homework timetable in place and followed. • Students have a high completion rate for homework. • Monitoring suggests homework is high quality, linked to class work and embeds/deepens learning.
<p>High quality AP is in place to ensure personalised learning and provision leads to improved student achievement, confidence, and reduced behaviour incidents for the most vulnerable students.</p>	<ul style="list-style-type: none"> • High quality AP in place and bespoke curricula for individual students not accessing the range of subjects. • Improved student outcomes at KS4. • Students have successful reintegration back to mainstream education. • Student/staff voice indicates that students are happy with their curriculum offer (AP route) and growing in confidence. • Monitoring data suggest that learning and progress are effective for AP students. • Reduced behaviour incidents/removals for Disadvantaged students.
<p>The gap between Disadvantaged and Non-Disadvantaged students accessing the EBacc is significantly reduced.</p>	<ul style="list-style-type: none"> • Entry for EBacc figures by cohort: gap reduced.
<p>Literacy skills for all students (but particularly Disadvantaged students) are developed and improved, as evidenced through work scrutiny and improved outcomes.</p>	<ul style="list-style-type: none"> • Monitoring data suggest that explicit academic vocabulary instruction, extended writing skills development and reading skills development are in place across the range of subjects. • Form time reading programme in place and impact monitored. • DEAR and form time reading programmes in place. • Literacy teaching strategies in place and knowledge organiser actively used as a planning tool by staff. Also used as a QA tool.
<p>Behaviour, resilience, self-regulation, and self-efficacy are improved across the student body (which will impact on Disadvantaged students disproportionately beneficially).</p>	<ul style="list-style-type: none"> • Reduced lesson removals (data). • Reduction in negative behaviour credits (including for organisation/missing equipment and homework) on ClassCharts. • Student voice indicates that students in this cohort have a toolkit of self-regulation and metacognition strategies. • Improved outcomes. • Students access lessons without removals/truancy. • Students access academic and pastoral support as needed, either through self-identification or intervention. • 1-1 mentoring in place for those students who are a cause for concern (from Y7 upwards with Achievement Leads). • Disadvantaged students will not be over-represented in suspensions data.
<p>All students benefit from strong careers guidance and support. PP students are targeted</p>	<ul style="list-style-type: none"> • All Y11 Disadvantaged students receive a careers interview in the first term.

<p>specifically for early/extra guidance and support, to raise aspiration and ensure an end goal is envisaged.</p>	<ul style="list-style-type: none"> • Disadvantaged students in Y10 are prioritised for careers-linked support, guidance and opportunities, such as careers conferences, workshops, summer schools and university visits. • All Y9 PP students also receive a careers interview during the year as priority students. • The PSHE programme for all year groups includes a specific programme of careers education. • All students will have meaningful encounters with employers and people who have taken varied career paths. • Y11 Disadvantaged students will be targeted for the National Citizenship Service programme. • University visits (may be virtual) organised and targeted students take part (WP programmes). 						
<p>All Disadvantaged students engage in the arts, enrichment opportunities (sport, music, drama, dance, educational visits) and are supported to build cultural capital through enrichment, and a rich curriculum.</p>	<ul style="list-style-type: none"> • All students in KS3 have sport, dance, drama and music as part of their curriculum offer. • All Disadvantaged students access at least one educational visit per academic year. • Students expressing a desire to access music instrumental/vocal tuition are supported with bursaries to do so (one instrument if on FSM). • The curriculum offer includes opportunities for all to study literature, art and knowledge that builds cultural capital. • PP students access a laptop as part of the school's new laptop scheme (when this is rolled out). • PP questionnaires/student voice information indicate that this cohort are fully accessing school, the curriculum and homework. • PP students are supported to wear high quality uniform and have appropriate learning equipment for school, such as stationery and PE kit. • PP students have full access to the educational visits programme, and all take part in at least one educational visit in the year to support their learning. • PP students are targeted for literacy and numeracy support/intervention. • PP students are encouraged to attendance Homework club. 						
<p>Attendance of all PP students in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.</p>	<ul style="list-style-type: none"> • Attendance gap narrows between PP v Non-PP nationally. • Attendance of PP students increased over time. <table border="1" data-bbox="719 1753 1329 1917"> <tr> <td>2021/22</td> <td>91%</td> </tr> <tr> <td>2022/23</td> <td>93%</td> </tr> <tr> <td>2023-24</td> <td>95%</td> </tr> </table> <ul style="list-style-type: none"> • Punctuality of individual students improves, and all PP students are arriving on time to school. 	2021/22	91%	2022/23	93%	2023-24	95%
2021/22	91%						
2022/23	93%						
2023-24	95%						

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: £70,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching so that all learners, and in particular those who are disadvantaged, benefit from improvements in responsive teaching, literacy and memory strategies.</p>	<p>The EEF key principles identify that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’.</p> <p>EEF research and evidence has shown that ‘great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’</p> <p>Furthermore, Sorbel (2018) explains that outstanding teaching can half the attainment gap.</p>	<p>1, 7</p>
<p>Ensure that the curriculum is fit for purpose by delivering challenge and progress through students knowing and remembering more by way of an Academic knowledge rich curriculum.</p>	<p>The EEF key principles identify that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’.</p> <p>EEF research and evidence has shown that ‘great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’</p>	<p>2,3,4</p>

<p>Review and develop the alternative provision and curriculum at Key Stage 3, designing and implementing an alternative provision model at Key Stage 4, to ensure personalised learning and provision leads to improved student achievement, confidence and reduced behaviour incidents for the most vulnerable students.</p>	<p>EEF Toolkit shows a +4 month improvement as a result of small group tuition.</p> <p>The Assistant Headteacher overseeing AP provision is building the current model on the success of the programme developed in his previous school which saw a significant reduction in FTE and improvement in attendance of the PP cohort.</p>	<p>2,3</p>
<p>Improve the literacy levels of all students to ensure the gap between PP and Non- PP narrow and to ensure we are more in line with national averages.</p>	<p>The EEF Teaching and Learning Toolkit states that, 'on average, reading comprehension approaches deliver an additional six months' progress.'</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Dixons Kings Academy identified in their EEF case study that 'a particular focus on developing pupils'</p>	<p>1, 2, 5, 6, 7, 8</p>

	vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.'	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are targeted specifically for early/extra career guidance and support, in order to raise aspiration and ensure an end goal is envisaged.	<p>The Gatsby Foundation in Good Careers Education advocate for importance of high-quality careers guidance because their evidence suggest that:</p> <ol style="list-style-type: none"> 1. Students get a better understanding of potential work and profession routes. 2. Students are better motivated to acquire skills and qualifications. 3. Students are more likely to achieve better outcomes in the labour market. 4. Students less likely to become NEET. <p>This approach is reflected in our NEET data figures which have remained in line with national figures.</p>	9
Ensure that all students benefit from regular, high-quality homework to deepen and embed learning.	EEF Toolkit shows a +5 month improvement for homework.	2,6

Social and emotional coaching and learning as part of work in the Bridge and PSHE.	EEF Toolkit shows a +4 month improvement as a result of SEAL.	3,6
Small group literacy and numeracy tuition.	EEF Toolkit shows a +4-month improvement as a result of literacy and numeracy intervention: Small group tuition.	5,8

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

Budgeted cost: £ 108,430

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p>Improve attendance of all PP students in line with the expectation for all (97%+, min. 94%). All students arrive on time.</p> <p>Targets:</p> <table border="1"> <tr> <td>2021/22</td> <td>91%</td> </tr> <tr> <td>2022/23</td> <td>93%</td> </tr> <tr> <td>2023-24</td> <td>95%</td> </tr> </table>	2021/22	91%	2022/23	93%	2023-24	95%	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent, including English and mathematics, than pupils missing 15-20% of KS4 lessons." (DfE, 2016)</p>	6, 7
2021/22	91%							
2022/23	93%							
2023-24	95%							
<p>To support improvements in behaviour, resilience, self-regulation, and self-efficacy across the student body (which will impact on Disadvantaged students disproportionately beneficially).</p>	<p>The EEF Teaching and Learning Toolkit identifies behaviour interventions as producing improvements in academic performance, but the 'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions</p>	6,7						

	<p>or whole school strategies.'</p> <p>EEF suggest behaviour interventions can improve outcomes by +4 months.</p>	
<p>Use of mentoring team and counsellors to promote better learning habits and support in mental health issues</p>	<p>Mentoring offers a +2 months improvement according to the EEF toolkit.</p>	6
<p>Bespoke enrichment strategies including: York SHINE and other WP projects, Sutton Trust Residential to offer insight to further education</p> <p>Ensure breakfast club before school and homework club afterschool are well attended. Fund music instrumental/vocal tuition on one instrument if desired for PP students (1 instrument) and encourage participation in school production. Ensure all staff are aware that they should target PP students for enrichment opportunities. Fund trips/visits up to a certain amount to support PP students.</p>	<p>EEF research, identified through the case study at Limpsfield Grange School, shows that supporting students to access a range of off-site trips and experiences had a positive impact on the engagement and achievement of their disadvantaged students.</p> <p>Arts participation is shown to offer a +3 month improvement according to the EEF toolkit.</p>	10

Total budgeted cost: £ 202,390

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 4 years in key areas of the curriculum. There is a difference of 0.81 between the progress of pupil premium v non-pupil premium students.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted every subject area to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil 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 knowledge rich curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, live lessons delivered by teaching staff and bespoke teaching in school for those who attended.

Although overall attendance in 2020/21 was 92.5% it was slightly higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 8% higher than their peers. 33% of disadvantaged students were PA compared with 13% of non-disadvantaged students. These gaps are larger than in previous years, which is why attendance is a focus of our academy development plan.

Our internal data shows that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, to provide laptops and dongles for home learning along with additional targeted interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider