

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Horizon Community College
Pupils in school	2004
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£614 000 (provisional, as of Sept 2020)
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs C Huddart
Pupil premium lead	Mr A Arezoo
Governor lead	Mr R Punshon

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.02 (2019)	No performance data was published for 2020.
Ebacc entry	46% (2019)	
Attainment 8	39.7 (2019)	
Percentage of Grade 5+ in English and maths	25% (2019)	

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To ensure P8 for those students in receipt of Pupil Premium Grant (PPG) is +0.05 or above.	September 2021
Attainment 8	For students in receipt of PPG to achieve a minimum A8 score of 40 or above.	September 2021
Percentage of Grade 5+ in English and maths	% of students in receipt of PPG achieving English and Maths 5+ to be 40% or higher	September 2021
Other	Continue to reduce the rates of persistent absence of students in receipt of PPG. Continue to reduce the exclusion rates of students in receipt of PPG compared to 2019/20.	September 2021
Ebacc entry	At least 60% of students in receipt of PPG to be entered for the Ebacc suite of subjects for the academic year 2021/22	September 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Review the curriculum offer to ensure that it is ambitious and progressive for all students, particularly our disadvantaged.
Priority 2	Through the college Teaching and Learning Strategy, develop and embed pedagogy which evidence and research show to be most effective in closing the disadvantaged gap, i.e. questioning, modelling, feedback, deliberate practice and responsive teaching.
Priority 3	Embed the whole college approach to Reading, to support the academic progress of students and develop a love of reading.
Barriers to learning these priorities address	Below average attainment and chronological reading ages on entry. Historical EBacc take-up. Teacher knowledge of pedagogy that addresses disadvantage.
Projected spending	£395 000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed the whole college approach to student feedback, reflection and metacognition, to enable students to think for themselves, become independent, and to be resilient.
Priority 2	Continue to develop positive attitudes to learning and resilience to overcoming academic challenges through college Character in the Classroom strategy, Academic Mentoring and targeted interventions by EBacc Tutors.
Priority 3	Review and revise the college Home Learning strategy, to ensure disadvantaged students have the skills to consolidate learning outside the classroom.
Barriers to learning these priorities address	Knowledge and understanding of metacognition and associated strategies. Attitudes to learning.
Projected spending	£70 000

## Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Increase the cumulative attendance of students in receipt of PPG (2020, 92.7%) and reduce the percentage of persistent absentees (2020, 14.03%), so that both are in line with their non-PP peers and students are present and able to learn and succeed.
Priority 2	Continue to raise aspirations of students in receipt of PPG by prioritising careers guidance interviews and support specific to their interests, needs and potential vulnerabilities post-16.
Priority 3	Enhancement of well-being provision to support the learning and aspirations of students most at risk of disaffection.
Barriers to learning these priorities address	Attendance to school. Student aspirations for academic success. Student engagement with learning.
Projected spending	£150 000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Subject leaders and teaching staff understanding the principles of curriculum design and implementation.</p> <p>Teachers and leaders understanding how to effectively implement pedagogical practice.</p> <p>Consistent implementation of approaches to literacy and, in particular, reading across the subject range.</p>	<p>Whole college training at College Leadership, Subject Leadership and Departmental level.</p> <p>Implementation of the Horizon Teaching and Learning Development Toolkit, providing concrete strategies. Coaching support.</p> <p>Whole college and departmental INSET and support. Working in partnership with trust leaders of teaching and learning to share best practice.</p>
Targeted support	<p>Students understanding how to make use of targeted feedback through effective reflection.</p> <p>Teachers and leaders understanding how to effectively model positive learning behaviours.</p> <p>Consistent implementation of approaches to home learning, focusing on metacognitive development of students.</p>	<p>Whole college and departmental CPD. Dedicated reflection time in lessons, with modelling by teachers to support.</p> <p>Whole college CPD. Teacher drop ins. Monitoring of hotspots through college dashboard. Coaching support.</p> <p>Quality assurance of current practice. Development of working group to identify needs. Communication with parents. Stepped introduction of revised strategies.</p>
Wider strategies	<p>Students and families understanding the importance of attending college.</p> <p>Understanding of risk factors in students not taking up appropriate post-16 routes.</p> <p>Students knowing how to access well-being support/teachers understanding how to signpost well-being support where appropriate.</p>	<p>Wellbeing phone calls from form tutors and school teams to increase parental engagement.</p> <p>Analysis of trends from previous cohorts. RAG rating of students in terms of risk so to prioritise personal guidance.</p> <p>Promotion through form time, staff CPD and briefings to support referral process. Monitoring of college dashboard for student trends.</p>

## Review: last year's aims and outcomes

Aim	Outcome
To ensure P8 for those students in receipt of Pupil Premium Grant (PPG) is positive.	2019: -0.02 No performance data for 2019/20 was published. This continues to be a target for 2020/21.
For students in receipt of PPG to achieve a minimum A8 score of 40	2019: 39.7 No performance data for 2019/20 was published. This continues to be a target for 2020/21.
% of students in receipt of PPG achieving English and Maths 5+ to be 40% or higher	2019: 25% No performance data for 2019/20 was published. This continues to be a target for 2020/21.
To continue to reduce the rates of persistent absence of students in receipt of PPG.  To reduce the exclusion rates of students in receipt of PPG compared to 2018/19.	Rates of persistent absence of students in receipt of PPG across 2018/19 was 9.8% and up to March 2020 sat at 14.03%  The number of FTEs for students in receipt of PPG for 2018/19 was 34 and in 2019/20 was 9.
At least 60% of students in receipt of PPG to be entered for the Ebacc suite of subjects for the academic year 2021/22	Option pathways revised. Students starting KS4 in 2021/22 choose option routes in the Spring of 2021.