

## Pupil premium strategy statement 2021-2

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.

### School overview

Detail	Data
School name	Horizon Community College
Number of pupils in school	1997
% of students in receipt of the PP Grant	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Huddart
Pupil premium lead	Mr Arezoo
Governor / Trustee lead	Mr Kennedy/Mrs Ledger

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£603 665
Recovery premium funding allocation this academic year	£86 619
Pupil 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	£690 264

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objective is to ensure our students are school ready, work ready, life ready. We believe the quality of the curriculum, teaching and learning and wider support for students work together to ensure that existing gaps are closed and that there is equity of opportunity for every student at Horizon.*

*The plan below has been developed through research conducted by the EEF and is in line with whole college improvement priorities, which aim to ensure that the college delivers an ambitious curriculum that continues to raise aspirations and standards for all groups of learners in every school year.*

*It addresses*

- *Leadership and Management: further developing positive engagement with all stakeholders*
- *Quality of Education: recognising the importance of developing a challenging curriculum and expert teaching to ensure the highest quality of classroom experience*
- *Behaviour and Attitudes: to enable all students to become positive role models*
- *Personal Development: focusing on students' personal and social development within the academic and wider curriculum*

*The key principles of our strategy are:*

*To challenge every learner, in every lesson, every day*

- *through an ambitious curriculum and the highest quality of teaching, to ensure students gain the knowledge, skills and cultural capital needed to graduate with options to be highly successful*

*To develop the character and skillset of all, through the belief that we are positive role models*

- *ensuring students are challenged and supported to reach their highest potential, academically and personally, and become kind, caring, culturally proficient, tolerant, respectful learners who are also able to recognise risk and make positive choices*

*To provide opportunities for all*

- *through our personal development and Careers and Enterprise programme, which enable personal growth and build both character and resilience, ensuring our students they are life ready when they leave us.*

## Challenges

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

Challenge number	Detail of challenge
1	The achievement of PP students, as a cohort, compared to non PP
2	The attendance of PP students, as a cohort, compared to non PP
3	The positive engagement of PP students in terms of character and attitudes, and rewards and sanctions
4	The positive engagement of PP students with enrichment activities

## 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
The improved achievement of our PP students and the narrowing of our internal gaps	Our PP students achieve positive outcomes in line with non PP students nationally
The improved attendance of our PP students and the narrowing of our internal gaps	The attendance of our PP students is in line with the overall national figure (94.4% for 2020-21)
The improved engagement of our PP students within lessons and during unstructured times	A reduction in the number of sanctions and negative conduct points issued to PP students, so that these sit in line with figures for all students across college; positive student voice around the development of character in the classroom
An increased range and uptake of enrichment activities by PP students across all aspects of college life, both academic and social	An increase in participation figures for PP students, as measured through the Student Passport and extra-curricular uptake, so that these sit in line with figures for all students; positive student voice around the development of our enrichment offer

## 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

Budgeted cost: £378 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhance staffing within English, Maths, Science and option subjects, to allow for more focused teaching as a result of smaller group sizes.</i>	“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations”: <a href="#">EEF Teaching and Learning Toolkit – reducing class size (+2 months impact)</a>	1
<i>Provide additional curriculum time for Ebacc subjects in Y11, within the timetable, to minimise potential missed/lost learning due to the pandemic</i>	“Programmes that extend school time have a positive impact on average”: <a href="#">EEF Teaching and Learning Toolkit – Extending School Time (+3 months impact)</a>	1
<i>Introduce focused fortnightly CPD sessions for staff, to contextualise and drive whole college and departmental priorities, ensuring we continue to improve the quality of provision and student outcomes</i>	“A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, upfront training for teachers. The typical purpose of this training is to develop an understanding of the theory and rationale behind a new approach and introduce the necessary skills, knowledge, and strategies.” <a href="#">EEF Putting Evidence To Work – A School’s Guide To Implementation</a>	1, 3
<i>Further develop students’ ‘character in the classroom’, so developing and embedding successful learning behaviours.</i>	“Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills are both effective, on average.” <a href="#">EEF Teaching and Learning Toolkit – Behaviour Interventions (+ 4 months)</a>	1,3
<i>Embed cross-curricular skills and knowledge within long term curriculum plans and individual schemes of learning, to enable</i>	“It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics. It is valuable to look for ways of reinforcing key knowledge and skills across the curriculum, capitalising on	1

<p><i>students to make links in their learning</i></p>	<p>any crossover between topics and subjects where appropriate.”  <a href="#">EEF School Improvement Planning 1: High Quality Teaching – Curriculum Adaptation</a></p>	
<p><i>Develop students’ understanding of texts and the vocabulary within them (reading) through deliberate text choice and their explanation skills (oracy) through the crafting and targeting of questioning within lessons</i></p>	<p>“...we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.”   <a href="#">EEF Teaching and Learning Toolkit – Reading Comprehension Strategies (+6 months)</a>   “There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”  <a href="#">EEF Teaching and Learning Toolkit – Oral Language Interventions (+6 months)</a></p>	<p>1, 3</p>
<p><i>Develop students’ understanding of the learning process and so build their academic resilience, through explicit explanation and modelling, so that they understand how to monitor and evaluate their own learning, enabling them to do more and take responsibility for their future learning</i></p>	<p>“With explicit teaching and feedback [of metacognitive strategies], pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”   <a href="#">EEF Teaching and Learning Toolkit – Metacognition and Self-Regulation (+ 7 months)</a></p>	<p>1, 3</p>
<p><i>Embed home learning and the use of retrieval practice as a way of improving students’ ability to remember more</i></p>	<p>“Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.”   <a href="#">EEF Teaching and Learning Toolkit – Homework (+5 months)</a></p>	<p>1</p>
<p><i>Further develop the planning for and use of</i></p>	<p>“Pupils require clear and actionable feedback to employ metacognitive</p>	<p>1, 3</p>

<p><i>assessment and feedback, to ensure students are able to learn from each experience and can do more as a result</i></p>	<p>strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Feedback (+6 months)</a></p>	
<p><i>Embed the 6 elements of the ‘Additional Student Provision’ strategy, to ensure active participation of all PP students within the classroom and beyond</i></p>	<p>“Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills are both effective, on average.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Behaviour Interventions (+ 4 months)</a></p> <p>“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Mentoring (+2 months)</a></p> <p>“Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Feedback (+6 months)</a></p>	<p>1, 3, 4</p>

## Targeted academic support

Budgeted cost: £35 500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Undertake New Group Reading Test (NGRT) across KS3, to identify students below chronological reading age. Provide tailored small group</i></p>	<p>“Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies</p>	<p>1, 3</p>

<p><i>interventions (Lexia, Literacy Planet, Phonics) for targeted students.</i></p>	<p>through trial and error as they look to better understand texts that challenge them. “</p> <p><a href="#">EEF Teaching and Learning Toolkit – Reading Comprehension Strategies (+6 months)</a></p> <p>“Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”</p> <p><a href="#">EEF Teaching and Learning Toolkit - Oral Language Interventions (+6 months)</a></p>	
<p><i>Provide small group interventions at KS3 and 4 within English lessons, to support student recovery of potential lost learning</i></p>	<p>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Small Group Tuition (+4 months)</a></p>	<p>1, 3</p>
<p><i>Provide out of school hours targeted small group intervention for identified students across KS3 within English and Maths, to lost recovery of learning gaps as a result the pandemic (NTP funding)</i></p>	<p>“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Small Group Tuition (+4 months)</a></p>	<p>1, 3</p>



	<p>“For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Individualised Instruction (+4 months)</a></p>	
<p><i>Provide a range of parental workshops, to enable parents to support their children with their learning (and wellbeing) at home</i></p>	<p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Parental Engagement (+4 months)</a></p>	1, 2, 3
<p><i>Provide revision guides for all Y11 PP students, across English, Maths and Science, to enhance effective revision and support recovery of potential lost learning</i></p>	<p>“Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Homework (+5 months)</a></p>	1

## Wider strategies

Budgeted cost: £290 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue stepped and supportive attendance interventions, including form tutor call, School Team call, Attendance Team home visit, EWS support, and so the drive for full attendance and narrow the gap between PP and all students</i></p>	<p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Parental Engagement (+4 months)</a></p>	2
<p><i>Provide support with uniform and equipment, loaning/providing this where there is evidence that families are experiencing financial difficulties</i></p>	<p>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-</p>	1, 2



	<p>regulation, as well as specific skills, such as reading.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Parental Engagement (+4 months)</a></p>	
<p><i>Offer a free school breakfast to all students, to ensure they are physically fit and ready to learn each day</i></p>	<p>“The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.”</p> <p>“Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.”</p> <p><a href="#">EEF Projects Evaluation (through Institute for Fiscal Studies) – Magic Breakfast (+2 months)</a></p>	1, 3
<p><i>Provide 1-1 careers interview for all PP students in both Y10 and Y11, to ensure they make informed choices about their future and to support the post-16 application process</i></p>	<p>“Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.”</p> <p><a href="#">EEF – What is the impact of careers education on improving young people’s outcomes?</a></p>	1, 3
<p><i>Enhance capacity within the Safeguarding and Wellbeing teams, to ensure effective support around increased student fragility and vulnerability due to the pandemic</i></p>	<p>“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p><a href="#">EEF Teaching and Learning Toolkit – Mentoring (+2 months)</a></p>	2

**Total budgeted cost: £695 500**

## 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.

Target	Outcome
To ensure P8 for those students in receipt of Pupil Premium Grant (PPG) is +0.05 or above.	2019: -0.02 No performance data for 2020/21 was published. This continues to be a target for 2021/22.
For students in receipt of PPG to achieve a minimum A8 score of 40 or above.	2019: 39.7 No performance data for 2020/21 was published. This continues to be a target for 2021/22.
% of students in receipt of PPG achieving English and Maths 5+ to be 40% or higher	2019: 25% No performance data for 2020/21 was published. This continues to be a target for 2021/22.
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.	Measures significantly affected by COVID-19  Autumn Term 2020 national PP PA was 24.1%, Horizon PP PA was 17.88%. This reflects when the college was fully open before lockdown.  2019/20 PP FTEs: 2% of cohort (national rate 9.34%) 2020/21 PP FTEs: 2% of cohort (no national data available).  Priority for 2021/22 – see ‘Wider Strategies’. National figures for 2021 yet to be published.
At least 60% of students in receipt of PPG to be entered for the Ebacc suite of subjects for the academic year 2021/22	Entered for EBacc start 2020/21: 27% Entered for EBacc start 2021/22: 47%  Significant improvement but this measure continues to be a target for 2022 entries. Curriculum and timetable model designed to facilitate this.

## 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
Academic Tutoring (NTP)	Teach First
GROW Project	Sheffield Hallam University

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In line with the overall Pupil Premium intervention strategies as in previous academic years
What was the impact of that spending on service pupil premium eligible pupils?	<p>Attainment broadly in line or above peers in each year group:</p> <ul style="list-style-type: none"> <li>• Y11: No service children</li> <li>• Y10: estimated P8 1.1 (non-service children 0.2)</li> <li>• Y9: 100% making expected progress, working at or above age related expectations (76% non-service children)</li> <li>• Y8: 100% making expected progress, working at or above age related expectations (76% non-service children)</li> <li>• Y7: No service children</li> </ul>