

Horizon Community College Pupil Premium Strategy Statement 2022-23



Pupil premium (and recovery premium) strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 2018 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2023/24 |
| Date this statement was published | November 2021 (Revised Sept 2022) |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Mrs Claire Huddart |
| Pupil premium lead | Mr Amir Arezoo |
| Governor / Trustee lead | Mr David Kennedy |

Funding overview

| Detail | Amount |
|---|----------------------|
| Pupil premium funding allocation this academic year | £ 645 050 (estimate) |
| Recovery premium funding allocation this academic year | £ 176 364 (estimate) |
| 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 | £ 821 414 (estimate) |

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 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 students. |
| 2 | The attendance of PP students, as a cohort, compared to non-PP students. |
| 3 | The positive engagement of PP students in terms of character and attitudes, rewards and sanctions. |
| 4 | The positive engagement of PP students in college enrichment opportunities. |

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 better than that of all students nationally. |
| The improved engagement of our PP students within lessons and during unstructured times | <p>PP students receive praise awards in proportion to, or greater than, their cohort size in the college.</p> <p>PP students receive behaviour sanctions in proportion to, or less than, their cohort size in the college.</p> <p>Student voice indicates students feel positive towards their development of character in the classroom.</p> |
| An increased range and uptake of enrichment activities by PP students across all aspects of college life, both academic and social | The proportion of PP students engaging with enrichment is in line with, or greater than all students across the college. |

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: £ 485 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Embed opportunities for metacognitive practice in lesson, developing students' academic resilience and self-regulation.</i> | EEF Guide to the Pupil Premium: Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils. Evidence Based Education's Great Teaching Toolkit EEF toolkit: Metacognition and Self-Regulation (+7 months) | 1, 3 |
| <i>Further develop the planning for and use of assessment and feedback, to ensure students can learn from each experience and can do more as a result.</i> | EEF toolkit: Feedback (+6 months) | 1, 3 |
| <i>Embed cross-curricular skills and knowledge within long term curriculum plans and individual schemes of learning, to enable students to make links in their learning.</i> | EEF School Improvement Planning 1: High Quality Teaching – Curriculum Adaptation | 1 |
| <i>Introduce focused 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> | EEF Guide to the Pupil Premium: Professional development on evidence-based approaches. EEF's Effective Professional Development EEF Guide to the Pupil Premium: Mentoring and coaching. EEF's Effective Professional Development: The mechanisms of PD | 1, 3 |

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| <i>Embed home learning and the use of retrieval practice as a way of improving students' ability to remember more</i> | EEF toolkit: Homework (+5 months) | 1 |
| <i>Enhance staffing within English, Maths, Science and option subjects, to allow for more focused teaching as a result of smaller group sizes.</i> | EEF Guide to the Pupil Premium: Recruitment and retention of teaching staff. EEF toolkit: Reducing class size (+2 months) | 1 |
| <i>Address digital disadvantage through provision of devices for remote and home learning.</i> | EEF Guide to the Pupil Premium: Technology and other resources focussed on supporting high quality teaching and learning. EEF's Using Digital Technology to Improve Learning EEF's Remote Learning: Rapid Evidence Assessment | 1,3 |
| <i>Provide students with the opportunities to use, and monitor the take up of, online learning resources to support in class learning, revision and knowledge retrieval.</i> | EEF Guide to the Pupil Premium: Technology and other resources focussed on supporting high quality teaching and learning. EEF's Using Digital Technology to Improve Learning | 1,3 |
| <i>Further develop students' 'character in the classroom', so developing and embedding successful learning behaviours.</i> | EEF toolkit: Behaviour interventions (+4 months) | 2, 3 |

Targeted academic support

Budgeted cost: £ 95 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Develop students' understanding of texts and the vocabulary within them (reading) through deliberate text</i> | EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Literacy guidance for teachers. | 1, 3 |

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|--|--|------|
| <i>choice and their explanation skills (oracy) through the crafting and targeting of questioning within lessons</i> | EEF toolkit: Reading comprehension strategies (+6 months), Oral language interventions (+6 months) | |
| <i>Undertake New Group Reading Test (NGRT) across KS3, to identify and intervene with students below chronological reading age.</i> | EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Literacy guidance for teachers. EEF toolkit: Reading comprehension strategies (+6 months), Oral language interventions (+6 months) | 1, 3 |
| <i>Utilise baseline testing and KS2 data to identify and intervene with Y7 students below expected progress in Numeracy.</i> | EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Numeracy guidance for teachers. | 1 |
| <i>Provide disadvantaged SEND students with opportunities to access subject interventions (in person and online) in the college Bridge provision.</i> | EEF Guide to the Pupil Premium: Activity and resources to meet the specific needs of disadvantaged pupils with SEND. EEF guidance report on Special Educational Needs in Mainstream Schools | 1, 3 |
| <i>Develop teachers' ability to effectively deploy Learning Support Assistants to address the learning needs of disadvantaged SEND students through in-class, small group interventions.</i> | EEF Guide to the Pupil Premium: Teaching assistant (TA) deployment and interventions. EEF toolkit: teaching assistant interventions (+4 months) | 1, 3 |
| <i>Provide small group interventions at KS3 and 4, to support student recovery of potential lost learning</i> | EEF Guide to the Pupil Premium: One to one and small group tuition. EEF toolkit: one on one tuition (+5 months) and small group tuition (+4 months) | 1, 3 |
| <i>Deploy KS4 peer mentors to support the wellbeing, engagement and literacy of</i> | EEF Guide to the Pupil Premium: Peer tutoring. EEF toolkit: Peer tutoring (+5 months) | 1, 3 |

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|--|--|---|
| <i>vulnerable Y7 and Y8 students.</i> | | |
| <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> | EEF Teaching and Learning Toolkit – Homework (+5 months) | 1 |

Wider strategies

Budgeted cost: £ 310 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>Enhance capacity within the Safeguarding and Wellbeing teams, to ensure effective support around student fragility and vulnerability.</i> | EEF Guide to the Pupil Premium: Supporting pupils' social, emotional and behavioural needs. EEF guidance report on Improving Behaviour in Schools EEF toolkit: Social and Emotional Learning (+4 months), Behavioural Interventions (+4 months), Mentoring (+2 months) | 2, 3 |
| <i>Continue stepped and supportive attendance interventions, including form tutor call, School Team call, Attendance Team home visit, EWS support, and so drive for full attendance and narrow the gap between PP and all students</i> | EEF Guide to the Pupil Premium: Supporting attendance. EEF guidance report on Working With Parents To Support Children's Learning. | 2 |
| <i>Track, promote and support the attendance of students to college enrichment and cultural literacy development opportunities</i> | EEF Guide to the Pupil Premium: Extracurricular activities EEF toolkit: Arts Participation (+3 months), Physical activity (+1 months) | 4 |
| <i>Increase learning time within the college timetable for all</i> | EEF Guide to the Pupil Premium: Extended school time, including summer schools. | 1 |

| | | |
|---|---|------------|
| <i>students (additional 100 minutes per week)</i> | | |
| <i>Provide Y11 students with 'holiday' school study opportunities to support preparation for examinations</i> | EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Homework (+5 months) | 1 |
| <i>Provide Y6 students making the transition to secondary school with Summer School learning opportunities</i> | EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Summer Schools (+3 months) | 1, 3 |
| <i>Offer a free school breakfast to all students, to ensure they are physically fit and ready to learn each day</i> | EEF Guide to the Pupil Premium: Breakfast clubs and meal provision. EEF Project Evaluation: Magic Breakfast | 2, 3 |
| <i>Provide a range of parental workshops, to enable parents to support their children with their learning (and wellbeing) at home</i> | EEF Guide to the Pupil Premium: Communicating with and supporting parents. EEF toolkit: Parental engagement (+4 months) | 1, 2, 3, 4 |
| <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> | EEF – What is the impact of careers education on improving young people's outcomes? | 1, 3 |

Total budgeted cost: £ 890 000

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 2021 to 2022 academic year.

| Intended outcome | Success criteria |
|--|---|
| Our PP students achieve positive outcomes in line with non PP students nationally | PP students achieved an estimated P8 figure of -0.04. This in line with all students nationally for 2021/22. This placed Horizon in the top 20% of schools nationally for PP progress. 99% of Y11 PP leavers in Education, Employment or Training places in 2022, compared with 88% of PP and 96% of non-PP nationally (2020 figures). |
| The attendance of our PP students is in line with the overall national figure (94.4% for 2020-21) | PP attendance at Horizon Community College was 89% in 2021-22. National attendance for all students estimated to have been 89% in 2021-22. |
| 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 | In 2021-22: HT1 to HT6 C2s reduced by 60% HT1 to HT6 C3s reduced by 24% Proportion of suspensions in line with 2020-21 figures. |
| 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 | In 2021-22: 30% of after-school enrichment attendees were PP. 30% of Student Passport Awards given to PP students (July 2022). |

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 |
|-----------------------------|----------|
| National Tutoring Programme | MyTutor |
| | |

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? (Non-service children figures in brackets) | Y11: P8 estimate 1.45 (0.30) Y10: P8 estimate 0.31 (0.29) Y9: Av. performance vs target -0.1 (0.2) Y8: Av. performance vs target +0.3 (-0.2) Y7: Av. performance vs target +0.4 (-0.2) |