Horizon Community College
Pupil Premium
Strategy Statement 2024-25

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	2000
Proportion (%) of pupil premium eligible pupils (2023-4)	30%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Claire Huddart
Pupil premium lead	Mrs Rachael Gillatt
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 690 000 (provisional)
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	£ 690 000 (provisional)

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 a culture of positive engagement with all stakeholders
- Quality of Education: recognising the importance of implementing a challenging curriculum through expert teaching and assessment, to ensure the highest quality of classroom experience
- Behaviour and Attitudes: enabling 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 and assessment, 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 our PP students, as a cohort, compared to our non-PP students.
2	The attendance of our PP students, as a cohort, compared to our non-PP students.
3	The positive engagement of our PP students with particular reference to character and attitudes and praise and consequences.
4	The positive engagement of our 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 gaps (national and internal, as appropriate)	Our PP students achieve positive outcomes in line with non-PP students nationally
The improved attendance of our PP students and the narrowing of gaps (national and internal, as appropriate)	Our PP students attend in line with our non-PP students and better than that off all students nationally.
The improved engagement of our PP students, within lessons and during unstructured times	The continued development of PP student character is evidenced through: - Praise being achieved in proportion to, or greater than, their cohort size in the college. - Consequence points being awarded proportionally less than for non-PP students. Student voice indicates students feel positive towards their learning, both within the classroom and through wider opportunities.
An increased uptake of enrichment activities by PP students, both academic and social, and of post-16 opportunities.	Our PP students engage with enrichment and move on to post-16 Education, Employment

	or Training in line with, or greater, than all students across the college/nationally.

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: £ 379 500 (provisional)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed opportunities for metacognitive practice in lesson through summative assessment weeks, so developing students' academic resilience and self-regulation.	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) EEF toolkit: Feedback (+6 months)	1, 3
Further develop bespoke approaches to disciplinary literacy within the curriculum and embed cross-curricular skills and knowledge within long term curriculum plans. Use individual schemes of learning to enable students to make links in their learning.	EEF School Improvement Planning 1: High Quality Teaching – Curriculum Adaptation EEF Guide to Improving Literacy in Secondary Schools Reading for pleasure – University of Cambridge	1
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. T&L Enquiry groups and responsive	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

coaching program used to enhance provision of quality first teaching.		
Enhance staffing across both the EBacc and option subjects, to allow for more focused teaching as a result of smaller group sizes.	EEF Guide to the Pupil Premium: Recruitment and retention of teaching staff. EEF toolkit: Reducing class size (+2 months)	1
Introduce Sparx Reader for all KS3 students to ensure every student has independent and purposeful reading opportunities every week.	Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009) EEF Guide to Improving Literacy in Secondary Schools	1, 3
Introduce and develop the whole college oracy strategy that underpins quality first teaching in all lessons. Embed the Voice 21 'Springboards for Talk' strategies within the curriculum.	Voice 21 – Springboards for Talk	1, 3
Further develop student pride and articulation at subject level. Introduce a student-led college wide self-assessment task for pride and presentation. Enhance the QA processes of pride and presentation across college.	EEF toolkit: Behaviour interventions (+4 months) EEF – Effective Learning Behaviours	3
Further enhance high quality teaching through the development of the whole school priority related to technology in the classroom.	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
Further develop the opportunities for students to use online	EEF Guide to the Pupil Premium: Technology and other resources	1,3

	focussed on supporting high quality teaching and learning.	
home learning resources through the creation of KS3 & KS4 revision hubs, enhancing revision and core knowledge retrieval practices.	EEF's Using Digital Technology to Improve Learning EEF toolkit: Homework (+5 months)	

Targeted academic support

Budgeted cost: £ 126 000 (provisional)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of GCSE English literature texts for all students to remove barriers, promote ownership and encourage independent study.	EEF Guide to Improving Literacy in Secondary Schools	1, 3
Utilise NGRT data to identify students below chronological reading age. Further develop reading intervention pathways at KS3 & KS4 to ensure students are reading at or above their chronological age.	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) EEF toolkit: Peer tutoring (+5 months)	1, 3
Utilise baseline testing and KS2 data to identify and intervene with Y7 students working below the expected standard in Numeracy.	EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Numeracy guidance for teachers.	1
Enhance staffing within Bridge, enabling focused individual interventions with SEND students to further develop effective learning behaviours and	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

Activity	Evidence that supports this approach	Challenge number(s) addressed
personalised self-regulation strategies.		
Develop teachers' ability to effectively deploy Learning Support Assistants to address the learning needs of disadvantaged SEND students through in-class, small group interventions.	EEF Guide to the Pupil Premium: Teaching assistant (TA) deployment and interventions. EEF toolkit: teaching assistant interventions (+4 months)	1, 3
Provide small group interventions at both KS3 and KS4 in English and maths, to support student progress drive the GCSE match-up at grades 4, 5 & 7.	EEF Guide to the Pupil Premium: One to one and small group tuition. EEF toolkit: small group tuition (+4 months)	1, 3
Provide revision guides for all KS4 PP students, across English, Maths and Science, to enhance student independence across the key stage and effective revision in the run-up the final exams.	EEF Teaching and Learning Toolkit – Homework (+5 months)	1
Address digital disadvantage through providing devices where appropriate to support remote and home learning.	EEF – Using Digital Technology to Improve Learning	1
Provide targeted Y11 students with 'Easter College' opportunities to support effective revision and preparation for examinations.	EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Homework (+5 months)	1

Wider strategies

Budgeted cost: £ 184 500 (provisional)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Enhance capacity within the Safeguarding and Wellbeing teams, to ensure effective support around student resilience and vulnerability.	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
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.	EEF Guide to the Pupil Premium: Supporting attendance. [EEF guidance report on Working With Parents To Support Children's Learning.](#)	2
Promote, support and drive sustained student engagement with the college's 'enrichment and cultural opportunities' program across the year.	EEF Guide to the Pupil Premium: Extracurricular activities EEF toolkit: [Arts Participation](#) (+3 months), [Physical activity](#) (+1 months)	4
Launch and deliver the Y10 work experience program to provide students with career and personal development opportunities and exposure to life 'beyond-horizon'.	[EEF – Careers Education Summary](#)	1, 3
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	EEF – [What is the impact of careers education on improving young people's outcomes?](#)	1, 3
Introduce the Relational Policy – including the focus on supported regulation and teaching	[EEF – Improving School Behaviour](#)	3

of responsibilities. The 'Thrive' principles will underpin the relational work across the college		
Work with feeder primary schools to engage KS2 students in the work of the college, support successful transition and ensure learning in Y7 continues to build on that of Y6.	EEF – School Transition Tools: A Trio of Challenges.	1, 3
Offer a free school breakfast to all students, to ensure they are physically fit and ready to learn each day	EEF Guide to the Pupil Premium: Breakfast clubs and meal provision. EEF Project Evaluation: Magic Breakfast	2, 3
Introduce a leadership role focused on 'Parent Partnership' to further develop collaboration and communication between home and school. Provide a range of parental engagement events, to enable parents to support their children with their learning (and wellbeing) at home.	EEF Guide to the Pupil Premium: Communicating with and supporting parents. EEF toolkit: Parental engagement (+4 months)	1, 2, 3, 4

Total budgeted cost: £ 690 *000 (provisional)*

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 2023 to 2024 academic year.

Intended outcome	Success criteria
Our PP students achieve positive outcomes in line with non PP students nationally	For the academic year 2023-4: - Our PP students achieved an average attainment grade of just over a 4, with 48% achieving a grade 4 or above in both English and Maths and 32% a grade 5 or above. - The overall P8 figure for our PP students was -0.02. This was slightly **above** the P8 for **all** students nationally (who achieved a figure of -0.03) and will have placed Horizon in the top 25% of schools nationally for PP progress. The P8 figure for non PP students nationally was +0.17.
Our PP students' attendance is in line with overall national figures year on year	Across the 2023-4 Autumn and Spring terms (where comparable national data is available): - PP attendance was 89.7%, compared to the national PP figure of 89.1%. - PP persistent absence figures were 33.5%, compared to the national PP figure of 35.7%. Both percentages were therefore above the comparable national figures for this cohort – but still slightly below the national attendance figure for all students of 92.3% and the persistence absence figure for all students of 25.2%.
Our PP students demonstrate positive engagement within lessons and during unstructured times	Across the academic year 2023-4: - PP students accounted for 28% of all Achievement Points awarded - 26% of all Bronze, Silver, Gold and Platinum Awards presented. These figures showed an increase in the proportion of PP students being rewarded for positive engagement with their learning, though is not yet in line with the proportion of PP students within school.

	This increasingly positive attitude towards learning was reflected in the 2024 Student Survey, where 80% of students said they enjoyed school, that they were challenged within lessons, that they were listened to and that they were encouraged to take responsibility for their own success. They also valued the Careers support they were given – though some felt there was almost too much information to process here.
Our PP students demonstrate positive engagement with extra-curricular activities (including trips and visits) and with Post-16 opportunities (so that these sit in line with non PP students nationally)	Across the academic year 2023-4: - 45% of PP students accessed enrichment activities (up from 45% the previous year). This figure compared to 64% of non PP students. - 32% of all students undertaking a trip or visit were PP students. This figure was in line with the percentage of PP students on roll. - 100% of Y11 PP leavers in 2024 were in Education, Employment or Training places in November 2024. Of our 2021 PP cohort, 88% were still in Education, Employment or Training for two terms after leaving us. This was in comparison to a national figure of 96% for non PP students.

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	Fledge

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?	Y11: P8 outcome = 0.0 Y10: P8 average estimate = +0.9 Y9: Average performance vs target = +0.5 Y8: Average performance vs target = +0.4 Y7: Average performance vs target = +0.6