

Pupil premium strategy statement – Helston Community College

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Helston Community College
Number of students in school	Total = 1157 (in Y7 to 11)
Proportion (%) of pupil premium eligible (disadvantaged) students	29.6% (22%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Mr A Lingard
Pupil premium lead	Mrs M Mugford Assistant Headteacher
Governor / Trustee lead	Beth Hutchins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£310,909.
Recovery premium funding allocation this academic year	£58,374
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	£369, 283

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in academic subjects and subjects relevant to personal career choice.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching based on our 'expert teaching model' is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

We believe that every child should have the entitlement to a broad and balanced curriculum that will create new and exciting opportunities and experiences. We know that wider cultural experiences can be the key to opening minds, inspiring creativity and generating aspiration. Many disadvantaged students rarely participate in life experiences beyond their immediate locality. At Helston Community College, we will endeavour to provide and encourage Pupil Premium students to participate in all aspects of the taught curriculum and extra-curricular activities, which will broaden their life experiences and enhance their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Overall attainment and progress of disadvantaged students is lower than their peers at KS4, for example in 2023:

	<p>Progress 8 gap = -0.74, Attainment 8 gap = -18.3 points Gap in % achieving grade 4 in English and Maths = -36.9% Gap in % achieving grade 5 in English and Maths = -31.3%</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and diagnostic assessments suggest that many disadvantaged students struggle with problem solving tasks such as shape and/or algebra questions set in context, geometrical reasoning and algebra. Some students also lack the numerical fluency required to answer questions confidently.</p> <p>Assessments on entry into Year 7 in the last 2 years indicate a high degree of volatility in the KS2 Maths scaled score of disadvantaged students. In line with previous years, in the two most recent Year 7 intake groups, a larger proportion of disadvantaged students arrived below age-related expectations in Maths (scaled score <100) when compared to their peers. For the Year 7 Sept 2022 intake group the difference was far more extreme than usual, with 67% of disadvantaged student being below age-related expectations, compared to only 29% of their non-disadvantaged years. In the Year 7 Sept 2023 intake group the gap is far smaller (disadvantaged: 31% below age-related expectations, non-disadvantaged: 24 % below age-related expectations).</p> <p>GCSE exam outcomes show that in the last two years, the attainment gap between disadvantaged and non-disadvantaged students (in terms of the percentage of grade 4+ and 5+) has grown. In recent results the gap has typically been wider for the 5+ measure than the 4+measure, indicating that fewer disadvantaged students are able to secure a strong pass in GCSE Maths.</p>
3	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of both reading and writing ability than their peers. This impacts their progress in all subjects.</p> <p>Last year, in terms of writing for Year 7:</p> <p>Last year's Year 7 had 86 PP pupils out of 229. Of these 89, 40 were eligible for FSM. Of the 40 FSM, 18 were below age expectations in terms of reading (of these, 2 were Ukrainian students). One of the Year 7 Ukrainian students returned to Ukraine, but the other has stayed with us and is now in Year 8 and able to engage in the curriculum and read and write at a Year 3 level. Her starting point was that she had no English. Of the 18 below age expectation for reading, 10 had a central issue with comprehension of what was read; 5 had a speed of reading issue; and 3 had a phonics-decoding gap as the underlying core of their need. By end of year 7, all save 2 of the non-Ukrainian PP pupils had closed the reading gap to the point where they do not need significantly different support for literacy. Of the 2 remaining, one has ongoing literacy interventions and support (as well as being placed in an English class with the SENCO) and one has a diagnosis of ASD which impacts</p>

	<p>upon his ability to comprehend the written word – we have applied for an EHC needs assessment for him.</p> <p>In terms of writing for last year’s year 7 – 59 pupils were behind their chronological age in terms of writing ability (using the No More Marking assessment package). Whilst there was significant success in terms of improving reading ages, there was not the same successes seen in terms of writing development. The English department is investigating this and is making adjustments to its curriculum in order to address this.</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</p> <p>This has resulted in:</p> <ul style="list-style-type: none"> • significant knowledge gaps resulting in students falling further behind age-related expectations • a rise in students requiring higher levels of mental health and wellbeing support
5	<p>Our observations and behaviour records suggest many lower attaining disadvantaged students lack self-regulation strategies when faced with challenging tasks, resulting in disengagement and poor behaviour in lessons.</p> <p>Disadvantaged students are also less likely to have focused and ambitious career targets to work towards. Interviews with Year 11 students indicate that many have limited plans for post-16 study and often do not value education as a key to a more fulfilling life after school.</p>
6	<p>Our attendance data for the last full academic year pre-Covid (2018-19) indicated that attendance among disadvantaged students was 4.5% lower than other students. In the academic year 2022/2023 this gap was 5.75% which was a reduction of 0.56% from the previous year.</p> <p>As of the 6th October 2023 the attendance of our FSM6 was 87.84% and the PA of this cohort was 31.72% In comparison our non-FSM6 cohort’s attendance was 93.71% and their PA was 20.23%. The current attendance gap between FSM6 and Non-FSM6 is 5.8% which is a reduction of 1.2% from the same point last academic year. The PA of FSME6 shows a 6.2% reduction from the figure at this point last year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting all students’ (including those from a disadvantaged background) progress. Improving attendance therefore continues to be a whole college priority.</p>

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on academic subjects.	2023/24 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> • An average Attainment 8 score of 45 (in the last two exam years the national figures for all students were 46.7 (2019) and 46.5 (2018)) • A Progress 8 score that falls within the national average band
Improved maths attainment among disadvantaged students across KS4	GCSE exam results demonstrate improved maths ability among disadvantaged students, as evidenced by a decreasing attainment gap between disadvantaged students and their non-disadvantaged peers at GCSE grade 4+ and grade 5+. Learning walks should show an increase in problem solving in lessons and, over time, increased student ability to tackle such tasks.
Improved reading comprehension among disadvantaged students across KS3. Improve writing ability among disadvantaged students at KS3	Reading tests at end of each academic year will show progress in line with age expectations for understanding of vocabulary. Students on catch up phonics programme will be able to read fluently. Teachers should also have recognised improvements through classwork and book scrutiny. Improved writing outcomes from baseline at KS3 from teacher assessment
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are better at monitoring and regulating their own behaviour for learning. There is a reduction in sanctions and an improvement in average attitude grades. Many more students have clear careers related targets and understand the educational pathway to achieve their goals. This will be reflected in an ambitious 0% NEET figure target.
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from 2023/24 demonstrated by:

<p>students, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student surveys and teacher observations. 2021-22 student survey used as a baseline. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. 2021-22 data used as a baseline.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being in line with the national average • to narrow the attendance gap between disadvantaged students and that of non-disadvantaged students. • To reduce the number of disadvantaged students classed as persistently absence, narrowing the gap with that of non-disadvantaged students.

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: £88, 628 ALI

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure teaching within the school is consistently good and that students are appropriately challenged and supported to be able to reach expected progress and attainment bench marks.</p>	<p>Education Endowment Foundation (EEF) evidences that improving teaching has the largest impact on outcomes for disadvantage students. Recruitment, retention, highly effective leadership and high-quality teaching is at the heart of educational success for students. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. EEF: 'The Attainment Gap 2017'</p>	<p>1, 2, 3, 4</p>
<p>Improving behaviour for learning and developing self-regulation skills in all students.</p> <p>This will involve ongoing training, coaching and support for teachers and pastoral staff, including support for the College via the national Behaviour Hubs programme</p>	<p>Behaviour interventions have an impact through increasing the time that students have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>1, 2, 4</p>

<p>planning in line with DfE KS3 and EEF guidance.</p>	<p>Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Develop and implement a whole College strategic literacy plan.</p> <p>Focus on use of disciplinary literacy and supporting reading and extended writing across the College.</p>	<p>Ensuring that all curriculum areas raise the profile of literacy and use of subject specific language can help to develop reading, comprehension and improve student outcomes.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £137,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading comprehension interventions.</p> <p>Use of Read Write Inc. phonics intervention to close phonics gap for Year 7 cohort.</p> <p>Reading at start of every English lesson.</p> <p>Reading in tutor times.</p> <p>RWI training for SEN team</p>	<p>Phonics and reading comprehension strategies can have a positive impact on students' ability to read and understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Writing intervention will initially be tackled through the curriculum in English and reviewed mid-year to see if specific intervention activities are required.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk) EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk) EEF Blog: Teaching reading - Embedding comprehension strategies EEF (educationendowmentfoundation.org.uk) Why 'just reading' might make more of a difference than teaching reading – David Didau (learningspy.co.uk)</p>	
<p>Engaging with the National Tutoring Programme (part of the recovery premium) to provide tuition for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.</p> <p>Initially using My Tutor for approximately 50 students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Targeted academic mentoring for disadvantaged students who are achieving negative progress 8 scores throughout the year.</p>	<p>Small group work and individual sessions can improve academic performance and improve attendance. This is supported by EEF research and a tiered approach</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,6</p>
<p>Targeted 1: 1 support for service students via the Military Youth Worker.</p>	<p>1: 1 support for students which has been seen as an example of best practice by the DfE</p> <p>Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)</p>	<p>All</p>
<p>Trained mental health first aiders to support military students when families are on deployment.</p>	<p>Students has access to mental health first aiders to support their wellbeing when parents are deployed or displaced due to military deployments.</p>	<p>6</p>

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

Budgeted cost: £142,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement strategic programme for Mental Health and Wellbeing.</p> <p>Support from the Educational Psychology service.</p> <p>Training for SEN team and pastoral team in mental health support and anxiety management.</p> <p>Additional SEN and Healthcare Champion hours to support these strategies.</p>	<p>Students with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>The culture, ethos and environment of a school influences the health and wellbeing of students and their readiness to learn.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Briefing_54_traumainformed_schools_0.pdf (centreformentalhealth.org.uk)</p>	<p>1, 4, 6</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training to develop and implement new procedures. An additional AHT to lead on attendance and an attendance assistant will be appointed to assist the attendance manager. Extra EWO support will be bought in to support the attendance team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>DfE's Improving School Attendance advice.</p>	<p>1, 6</p>
<p>Regular in-depth analysis of behaviour incident rates and attitude to learning grades leading to early intervention and support at various levels, including external programmes such as BF Adventure.</p>	<p>Behaviour interventions have an impact through increasing the time that students have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase.</p>	<p>1, 5</p>

<p>Additional PSA hours to support this strategy.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Data from the, 'Permanent exclusions and suspensions in England 2019-20 shows that:</p> <p>Exclusion rates are higher among students who are eligible for free school meals.</p>	
<p>Careers interviews and options guidance - Disadvantaged learners prioritised and, where needed, receive additional support.</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance#:~:text=The%20eight%20Gatsby%20benchmarks%20of%20Good%20Career%20Guidance,further%20and%20higher%20education%208%20. %20Personal%20guidance</p>	<p>1, 5</p>
<p>Financial support available for uniform, equipment and subject supplies.</p>	<p>Removing potential barriers to participation and engagement and increases attendance.</p>	<p>1, 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Monitoring and evaluation calendar to include work sampling for disadvantaged students work in order to ensure consistency of support and quality of work across the curriculum.</p>	<p>Regular evaluation of all students' work to ensure the standard and expectations of disadvantaged students remain high across all curriculum areas.</p>	<p>1</p>

Total budgeted cost: £368,914

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 students in the 2022 to 2023 academic year.

The average attainment 8 grade for disadvantaged students in 2023 was 2.84 as opposed to 4.67 for non-disadvantaged students. This gave a gap in attainment of 1.83. Given the caveats around comparing this cohort to previous years, the gap for the similar measures in 2019 was 1.2. However, the average attainment grade for disadvantaged students was also higher in 2019 than in 2023 (3.55 vs 3.52).

The Maths Faculty at Helston Community College has had a successful year using and embedding their improved lesson structure, which has supported staff and enabled them to use consistent routines and teaching approaches. The structure, which is based on the College's Expert Teaching Model, focuses on teachers providing clear explanations, together with models to provide scaffolding for students, followed by effective use of formative assessment to check for understanding and more substantial practice using graduated questions to master and develop key skills. This has improved the quality and consistency of maths lessons and should, over time, enable us to close the attainment gaps between disadvantaged students and their peers.

In addition to a focus on improving the quality of teaching in the classroom, the Maths Faculty has also enrolled disadvantaged students into the MyTutor programme, where external tutors work with our students on areas for development identified by their class teachers (this is part of the National Tutoring Programme). Disadvantaged students have also participated in the after school intervention sessions and the Easter Revision programme, both which are run by members of the Maths Faculty.

Reviewing our reading age data for last year (above), it is clear that we have some very strong readers in Years 9 and 10 (this year's 10 & 11). Year 9 (this year's Year 10) has the biggest variance in terms of reading ability, which is possibly a leave over from lockdown. Our ongoing daily reading programme as well as specialist interventions from the SEN team are seeking to address this ongoing issue.

We are continuing to develop our whole school literacy systems to support all pupils to be able to engage meaningfully with appropriate and challenging texts.

Pupils' conduct around the College is very good as recognised by OFSTED, the National Behaviour Hub, LA officers and the TPAT School Improvement Partner. Feedback from parents and students also recognises that behaviour around the College is positive.

"Pupils are kind, respectful and polite towards each other. Pupils behave well in lessons and around the school. Leaders and staff have embedded effective routines to support pupils' behaviour." OFSTED 2022-23

The College promotes the consequences of positive behaviours through a comprehensive rewards policy. In 22-23, 9 times more positive behaviour points were awarded than negative points. 93% of students achieved their Bronze Award for positive points, 50% their Gold Award and 25% their Platinum Award.

Pupils' attitudes to learning are typically positive. OFSTED inspectors confirmed that students "...enjoy their lessons and strive to do well". In 2022-23 the average Attitude to Learning score for students in each year group ranged from 3.41 (Y11) to 3.89 (Y7) (where 1 is poor and 5 is excellent), with a whole school average of 3.7. However, our internal QA (corroborated by TPAT's SIP) has picked up that some students are too passive in class and not engaging in deep thinking.

My Tutor programme ran with 36 students last year. The quality of the programme was generally very high, although not all students engaged sufficiently to maximise its impact. Those with higher attendance benefitted much more from the programme than others. A shorter more intense programme is now running for the next academic year.

PP funding has been used to fully or partially fund the trips and visits for disadvantaged students who required financial support. In 2022/2023 Pupil Premium children accounted for 35.32% of the student population. Of the 2400 trip places, 901 were utilised by Pupil Premium children (37.54%) Pupil Premium students account for 444 of our pupil population. Of the 444 students, 345 have been on one or more educational visits. (77.70%).

In addition to the Assistant Headteacher and Attendance Manager there are now two Attendance Officers in post. A new attendance policy has been developed and we are currently in the early stages of implementing a new Trust wide Attendance Strategy. Educational Welfare Officer support has been brought in (23 days over the year) from Peninsula Education.

Class of 2022/2023 students have all been provided with a CEIAG diagnostic interview in Year 10. Students have also been provided with 1:1 CEIAG interviews during Year 11 to support applications and FE choices. Disadvantaged students have been prioritised and given the option of additional support interviews if require.

Externally provided programmes

Programme	Provider
1:1 Tutoring	Savvy education
Social skills and wellbeing programme	BF Adventure
Parent Evening (Video Call) Software	SchoolCloud
Lexia	Lexia Learning
Docsplus	Cricksoft
1:1 / 1:3 online tutoring	MyTutor
Take 2 social skills and support programme	Take 2

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The college hosted half-termly coffee events to invite Military families into the College. This was to increase awareness of events and deployments and allow the College to tailor support for individual students.
Military 1:1 student support sessions for when parents/carers are deployed. Run by local Culdrose Youth Worker and college based Military Support Worker.
Deployment boxes available for families where a member of the family is deployed for significant amount of time.
Service students' extracurricular events such as water sports trips and cinema trips, as well as BBQ events at the local community centre. 50 students were able to participate in the water sports day.
The impact of that spending on service pupil premium eligible pupils
We have had 33 students sign up for 1:1 support in the past twelve months. These students are more engaged in school and there is improved communication between parents and carers. We have more information sharing between HMS Seahawk in relation to support that can be provided to families and students.