

Pupil Premium Strategy Statement: Helston Community College 2017/18

1. Summary information						
School	Helston Community College					
Academic Year	2017/18	Total PP budget	£310,460	Date of most recent PP Review (external review)		May 2017
Total number of pupils	1108	Number of pupils eligible for PP *348 based on 2017/18 student numbers	FSM6 = 192 Service Children = 155 CIC = 1	Date for next internal review of this strategy		February 2018 June 2018
2. Previous progress and attainment						
2016/17 Progress and Attainment Results	<i>Pupils eligible for PP (at Helston Community College)</i>		<i>Pupils not eligible for PP (at Helston Community College)</i>		<i>Pupils not eligible for PP (national average)</i>	
	Progress 8	Attainment 8	Progress 8	Attainment 8	Progress 8	Attainment 8
Progress 8 score average (the figures in brackets show the outcomes with the six case study students removed from the data)	-0.59 (-0.22)	37.05 (40.47)	+0.22 (+0.29)	50.68 (51.28)		
English element	-0.32 (+0.11)	8.59 (9.38)	+0.38 (+0.45)	11.14 (11.26)		
Maths element	-0.63 (-0.32)	7.04 (7.71)	+0.08 (+0.14)	9.59 (9.71)		
English Baccalaureate element	-0.63 (-0.32)	9.42 (10.30)	+0.28 (+0.35)	14.04 (14.22)		
Open element	-0.69 (-0.30)	12.00 (13.08)	+0.15 (+0.21)	15.91 (16.09)		
3. Current progress and attainment						
Progress 8 score average	-0.11	39.73	+0.45	51.67		
English element	-0.35	8.26	+0.07	10.28		
Maths element	-0.55	6.58	+0.33	9.74		
English Baccalaureate element	+0.64	12.52	+1.15	16.21		
Open element	-0.40	12.38	+0.10	15.43		

4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	<p>Prior attainment</p> <p>Disadvantaged students typically have lower maths prior attainment on entry. Gender and literacy (English) prior attainment gaps vary within each cohort.</p> <p>The main disadvantaged prior attainment gaps for the current cohorts are: Year 7: significant PA gaps for both girls and boys in English and, in particular, maths. Year 8: significant PA gaps for girls in English and for both genders in maths. Year 9: significant PA gaps for girls in both English and maths. Year 10: significant PA gaps for both genders in both English and maths. High PA disadvantaged students (8) significantly behind their peers in terms of maths KS2 scores. Year 11: significant PA gaps for boys in English and for both genders in maths. High PA disadvantaged students (9) significantly behind their peers in terms of maths KS2 scores.</p> <p>(Gaps are identified as being significant if they are more than one sub-level, in terms of old National Curriculum levels, and more than 2 points using the new KS2 scaled score. The new KS2 scaled score system is a 41-point system, although most scores achieved by students at the College (> 95% of students in each cohort) sit within a 28-point range (91-118). The prior attainment gap for Year 7 disadvantaged girls in maths is 4 points; this is a very significant gap.)</p>
B.	<p>Reading ages</p> <p>Disadvantaged students with low prior attainment typically have reading ages that are well below their actual age on entry in Year 7.</p> <p>High prior attaining disadvantaged students on average have reading ages 8 months behind their peers on entry in Year 7; for mid prior attaining disadvantaged students, the gap is 4 months, and for low prior attaining disadvantaged students the gap is 6 months.</p> <p>Disadvantaged students in the SEND K and E categories have reading ages on entry into Year 7 that are on average 14 months behind other students in the same SEND category.</p> <p>Disadvantaged girls have reading ages that are on average 16 months behind other girls on entry in Year 7; for boys the gap is 10 months. The gender gap is most pronounced for disadvantaged girls in the current Year 9 cohort (gap of 22 months on average on entry in Year 7) and for disadvantaged boys in the current Year 10 cohort (gap of 18 months on average on entry in Year 7).</p>
C.	<p>Attitude to learning</p> <p>Across all year groups, the 2016-17 ATL data indicated that disadvantaged students had a less positive attitude to learning than their peers.</p>
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<p>Attendance</p> <p>The attendance rate for disadvantaged students is 91% (below the target for all students of 95%). Low attendance impacts negatively upon their overall progress. Other barriers to take into consideration are students' attitude to learning and aspirations.</p>

5. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress score for disadvantaged students in maths. This will be measured through assessment data.	Disadvantaged students improve their progress in maths, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
B.	For disadvantaged students to improve upon their reading age. This will assist them in accessing the curriculum.	Students identified as disadvantaged improve their reading age to their chronological age.
C.	For disadvantaged students with low prior attainment in English to be identified and to improve their progress in English. Regular assessments will be conducted to measure progress in 1:1 and classwork.	Disadvantaged students improve their progress in English, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
D.	To monitor the attendance of disadvantaged students, and put in place interventions and support in order for them to improve their attendance.	Disadvantaged students improve their attendance in line with non-disadvantaged students. This will be evidenced by the Attendance Officer providing attendance data.

6. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support, and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improve the quality of teaching and learning through Professional Development.	CPD training for teachers through Learning Workshops. Robust approach to performance management.	Helston Community College is committed to offering all students a high standard of education. This is paramount in ensuring all students leave Helston Community College with the best qualifications, in order to prepare them for life. Through Learning Workshops, teachers will develop their pedagogical knowledge, and subject knowledge, from internal and external contributors. Evidence for this includes 'What makes great teaching' and 'Developing Teachers' from the Sutton Trust.	This will be implemented through the CPD programmes on offer, which are aligned with our 'expert teaching' model. Staff will select relevant courses, which meet their professional development needs, or be directed to particular workshops following the previous appraisal cycle of mid-term review. Registers will be kept of attendees to the workshops. CPD to be recorded through appraisal process.	Deputy Headteacher for Teaching and Learning (PMA)	January 2018

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improve the quality of teaching and learning through approaches which lead to self-development of staff and shared professionalism.	Establishment of a teaching and learning group, who will help to drive the programme of cross-curricular learning walks, sharing of effective practice. Lesson study sessions will be used to help to improve pedagogy and practice.	Research has shown high quality of teaching improves learning, particularly for disadvantaged students eg Sutton Trust, Hattie. Evidence for this includes 'What makes great teaching' and 'Developing Teachers' from the Sutton Trust.	Regular learning walks and work scans to be calendared. Teaching staff will be assigned to carry out learning walks of particular year groups in small cross-curricular groups. The focus will be our chosen characteristics of expert teaching. There will be a follow-up meeting with a member of SLT to discuss the quality of teaching observed, and identify where effective practice is occurring. Lesson study sessions will be based on pre-determined needs, and also be responsive to other needs as they arise throughout the year. They will also be used to give staff a platform for sharing expertise with others across the College. HoFs will keep a record of Lesson Study activities, and link SLT members will monitor these sessions.	Deputy Headteacher for Teaching and Learning (PMA) Heads of Faculty	Ongoing review
Total budgeted Cost					£78,750
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Improve literacy in KS3.	Small group intervention using Read, Write Inc. phonics programme in tutorial period and curriculum time. Use of the Lexia programme.	The Read, Write Inc. programme has been independently evaluated, and shown to be effective in improving reading age to an appropriate level. Lexia's efficacy research has been published six times in peer-reviewed scientific reading journals.	HLTAs are trained to deliver both programmes. Identified students in Year 7 will attend the RWInc. sessions daily. A wider range of students access the Lexia programme in College and at home. Data tracking will show the impact upon student reading age and overall progress in assessments. Reading age will be tracked more closely for disadvantaged students as they progress through the College.	SENCo (DLE)	July 2018
Improve the progress of the Most/More Able (MA) disadvantaged students.	MA coordinators will run bespoke support sessions for each Year Group.	Research has shown that education is a key driver of social mobility, and reducing educational inequality is central to this goal. Therefore, it is imperative that our MA disadvantaged students maintain high attainment, and are provided with opportunities and experiences that will ensure their success.	The appointment of two MA coordinators paid from the Pupil Premium budget. MA student progress will be tracked through data collection. Activities may include engagement with parents, teachers, HE providers, seminars and Future First. AHT (data) to monitor impact of MA Coordinators.	MA Coordinators (KJA and HRO)	Reviewed after each data entry.
Total budgeted cost					£8,300

iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Have an overview and coherent whole College approach to Pupil Premium students.	Assistant Head Teacher to lead as Pupil Premium Coordinator.	We believe that the appointment of a Pupil Premium Coordinator from the SLT demonstrates the commitment that the College has in closing the gap for our disadvantaged students. The Pupil Premium Coordinator ensures that actions are completed, and accountability maintained. The Pupil Premium Coordinator has a clear brief when coordinating activities with other colleagues on closing the gap.	The Pupil Premium Coordinator will be responsible for monitoring the Pupil Premium Action Plan, driving strategies forward, and will report to the Head of College and Governors on its outcomes.	Pupil Premium Coordinator (DMC)	Termly review of the Action Plan
Increased Attendance Rate.	Attendance Manager monitors and follows up student attendance issues. New graphical communication methods to be trialled - a stricter approach to authorising absence to be adopted.	The evidence and rationale behind this choice is simple: students cannot progress if they are not in College. They will underperform, and not reach their full potential. This will have long-term impact upon their social and economic future. In addition, 90% attendance rate equates to missing 6 months over 5 years, and this is unsatisfactory.	The Attendance Manager will be responsible for monitoring student attendance, and ensuring appropriate support and challenge is in place to improve attendance. The Pupil Premium Coordinator will meet every fortnight with the Attendance Manager to review overall attendance figures, discuss students who are causing concern, and generate action plans to address issues.	Attendance Manager (PHA) Pupil Premium Coordinator (DMC)	Reviewed every fortnight
Heads of Progress support students to improve Attitude to Learning grades.	New RAG process - Heads of Progress monitor ATL grades and implement actions to improve ATLs. HoPs will aim to raise the self-esteem of students and break barriers to learning.	Disadvantaged students often have low self-esteem, which can impact negatively on their attitude to learning. There is a strong correlation between attitude to learning and student outcomes, so rapid intervention, which improves ATL grades, is likely to have a positive impact on student progress.	Review ATL grades fortnightly. Students with significant number of 1&2 ATL grades are rated red. Head of Progress will liaise with parents, students, and teachers. Review student attendance. Put in place support/intervention packages both for academic and wellbeing. Attend Structured Conversation meetings with SLT and Governors. Report to SLT line manager on the progress of the year group.	Heads of Progress	Half-termly

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Heads of Faculty and SLT ensure students' learning needs are being met in order to improve their academic attainment and progress.	To monitor student progress, as outlined through the new RAG structure, and check that classroom provision is meeting needs. To arrange bespoke intervention for certain students that need extra support.	Research has shown that high quality of teaching improves learning, particularly for disadvantaged students eg Sutton Trust, Hattie. The Education Endowment Foundation Toolkit has provided evidence on what practices are most effective in improving learning. We have adopted certain characteristics of 'Expert Teaching', which are CHALLENGE, EXCELLENCE, EXPLANATION, MODELLING, PRACTICE, QUESTIONING, FEEDBACK & DIT, SCAFFOLDING, VOCABULARY.	Attainment data reviewed every three months. Teachers provide guidance for students performing below level via comments in SIMS. Students are RAG rated by the data team. Senior Leadership Team (SLT) select a sample of students for monitoring. Middle Leaders and SLT check classroom provision through work scans and learning walks. There will be follow-up CPD when necessary, and feedback will influence the Lesson Study sessions. Bespoke intervention is provided for students that require additional support to close the gap. Impact is assessed on the next cycle.	Head of Faculty Subject teachers SLT	Termly
English and Maths Support Tutors provide targeted support - an intervention which improves progress.	Tutors to work with students 1:1 or in small groups.	Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months. (Education Endowment Foundation Toolkit)	English and maths tutors will work with students who have been identified as needing extra support. Tutors will work with students either 1:1 or in small groups. Pre and Post assessments given to determine progress. Heads of Faculty for English and maths to monitor.	Heads of Faculty for English and maths, Pupil Premium Coordinator	Termly
Supporting students' emotional wellbeing.	The Flexible Learning Zone (FLZ) will provide the most vulnerable students with a learning space where they feel comfortable in accessing College. Counselling Services will provide support for emotional wellbeing.	Based on research by Education Endowment Foundation, social and emotional learning can improve attainment by +4months.	The Strategic SENCo will have overarching responsibility for line managing the effectiveness of the FLZ and the Counselling Service, and will report to the Pupil Premium Coordinator with updates on the number of students accessing this provision, and its impact on their learning. The Teaching Assistant managing the FLZ and counsellors will be accountable to the Strategic SENCo. Introduce the 'Trauma Informed Schools' programme to provide additional support for disadvantaged students with SEMH difficulties. Key staff will receive training on this programme. Students in need of such support will be identified and monitored by the SENCo.	SENCo (DLE) Pupil Premium Coordinator (DMC)	Termly with impact report in Summer Term

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Supporting students with special educational needs	Identify those students who are disadvantaged and have special educational needs, and put in place bespoke support plans, eg Learning Passports and Access Cards.	At Helston Community College, the SENCo is responsible for Children in Care, and maintains the Pupil Premium Plus budget for this cohort. Some disadvantaged students have specific learning needs, which are addressed through the Learning Development Team. Learning Passports and Access Cards enable staff to use appropriate teaching strategies that meets the needs of the students.	The Strategic SENCo will monitor the support provided for students identified as being disadvantaged with special education needs. Learning walks and work scans will provide evidence	SENCo (DLE)	Termly
To provide impartial careers advice to students.	Employ an independent careers advisor who will discuss appropriate education choices and career pathways with students.	All students need access to independent career advice and guidance to assist them in making the right choices at each Key Stage. Having the right career information will raise aspirations and promote social mobility. (Briefing Paper: Career guidance in schools, colleges and universities. November 2016)	Annual review of PSCHE, Careers and Work Experience, student surveys.	Assistant Headteacher (DMC)	Termly
Homework Club to support independent study.	To provide after-school support for students to assist with homework	On average, the impact of homework on learning is consistently positive (leading to on average five months additional progress). (Education Endowment Foundation Tool Kit)	The Homework Club is supported by staff, and is open to all students. Students can attend after school from 3.15-4.40 Monday to Thursday, located in the library. Support is on offer and students have access to computers. A register is maintained of attendees.	Pupil Premium Coordinator (DMC)	Termly
Summer School provision.	To assist students with the transition from Year 6 to Year 7.	On average, evidence suggests that students who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. (Education Endowment Foundation Tool Kit)	Disadvantaged primary students will be invited to attend the summer school in July. The programme will be planned carefully and focus on transition, numeracy, literacy and cultural experiences. Student feedback and outcomes will be analysed.	Assistant Head teacher for Transition.	July 2018

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
Increase student vocabulary, particularly in relation to Tier 2 and Tier 3 words	Tutorial programme reinforces tier 2 work done in English. Faculties focus on building Tier 3 vocabulary.	The vocabulary of children from the poorest backgrounds lags more than a year behind that of their classmates from richer homes by the time they start school. (Sutton Trust) There is a high correlation between academic success and vocabulary size. If children do not grow their vocabulary knowledge adequately and steadily, their reading comprehension and examination performance will be affected.	Carefully planned pre-learning of Tier 2 vocabulary words. Increased focus on reading, using a range of sources. Reading age will be tracked more closely for disadvantaged students as they progress through the College.	Heads of Progress Tutors	July 2018
Total budgeted cost					£223,500
Overall budgeted cost					£310,550