Pupil Premium Strategy Statement: Helston Community College Review 2016/17

1. Summary information					
School	Helston Community College				
Academic Year	2016/17	**Total PP budget**	£287,396	**Date of most recent PP Review**	Oct 2016
Total number of pupils	KS3/4 1116	**Number of pupils eligible for PP**	232 FSM6 3 CIC 149 Services	**Date for next internal review of this strategy**	Summer Term 2017

2a. Previous progress & attainment (results from August 2016)			
	Disadvantaged HCC pupils	*Non-disadvantaged HCC pupils*	*Disadvantaged pupils (national)*
Progress 8 score average (from 2015/16)	**-0.16**	**+0.23**	**-0.38**
Attainment 8 score average (from 2015/16)	**44.8**	**51.9**	**41.1**
English element (from 2015/16)	-0.41	-0.01	-0.33
Maths element (from 2015/16)	-0.26	+0.12	-0.33
English Baccalaureate element (from 2015/16)	+0.05	+0.43	-0.45
Open element (from 2015/16)	-0.15	+0.26	-0.38

2b. Current progress & attainment (final forecasts from May 2017, results from August 2017)					
	Disadvantaged HCC pupils		*Non-disadvantaged HCC pupils*		*Disadvantaged pupils (national)*
	Final Forecast	Result	Final Forecast	Result	
Progress 8 score average (the figures in brackets show the outcomes with the six case study students removed from the data)	**-0.34**	**-0.57 (-0.21)**	**+0.36**	**+0.22 (+0.29)**	
Attainment 8 score average	**39.35**	**37.16 (40.59)**	**52.03**	**50.68 (51.28)**	
English element	-0.29	-0.32 (+0.11)	+0.19	+0.38 (+0.45)	
Maths element	-0.61	-0.63 (-0.28)	+0.02	+0.08 (+0.14)	
English Baccalaureate element	-0.22	-0.63 (-0.32)	+0.63	+0.28 (+0.35)	
Open element	-0.30	-0.65 (-0.26)	+0.43	+0.15 (+0.21)	

	2. 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.	Disadvantaged students are typically a sub-level below non-disadvantaged students in maths on entry.	
B.	Disadvantaged students with low prior attainment typically have below average reading ages.	
C.	Disadvantaged boys typically have lower prior attainment in English (prior attainment gaps in Year 11, and in particular Years 10 and 9). However, in Years 9, 8 and 7 disadvantaged girls also have lower prior attainment than non-disadvantaged girls in English.	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
D.	Attendance rate for disadvantaged students 90% (below the target for all students of 95%). Low attendance will impact upon their overall progress. Other barriers to take into consideration are students' attitude to learning and aspirations.	
	3. Outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
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.

4. Planned expenditure

Academic year	2016/17

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	Update
Improve the quality of teaching and learning through Professional Development and Action Learning Sets.	CPD training for teachers through Learning Workshops and Action Learning Sets.	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 and Action Learning Sets, teachers will develop their pedagogical knowledge, and subject knowledge, from internal and external contributors. Evidence teaching and learning through the Sutton Trust.	This will be implemented through the CPD programmes offered through the Learning Workshops and Action Learning Sets. Staff will select relevant courses, which meet their professional development needs, or be directed to particular workshops. This will be followed up with a presentation of their outcomes. Registers will be kept of attendees to the workshops. CPD to be recorded through appraisal process.	Deputy Headteacher for Teaching and Learning (PMA)	Learning Workshops took place and registers were kept of attendees. Feedback surveys were overwhelmingly positive regarding the training delivered. Staff took more responsibility for their own professional development. Many delivered Learning workshops, sharing their experience and expertise.
Improve the quality of teaching and learning through learning walks and work scans.	Learning walks and work scans will be completed to review the quality of teaching. Sharing effective practice. Challenging under-performance.	Research has shown high quality of teaching improves learning, eg Sutton Trust, Hattie, Cooperative Learning. The Education Endowment Foundation Toolkit has provided evidence on what practices are more effective in improving learning. Research conducted by the Wallace Foundation on how leadership influences student learning proves effective leadership is key is improving standards.	Regular learning walks and work scans to be calendared. Heads of Faculty with Senior Leadership Team (SLT) line mangers will implement the learning walks, and work scans, and feedback to SLT. The learning walks and work scans will show evidence of the quality of teaching, and where outstanding practice is occurring, as well as showing where additional support is needed to improve the quality of teaching. The work scans will provide evidence of the quality of work being produced, along with areas of improvement which need to be addressed. There will be a focus on how feedback and Dedicated Improvement Time (DIT) is	Deputy Headteacher for Teaching and Learning (PMA) Heads of Faculty	Two sets of learning walks and work scans were completed. Support plans were put in place as necessary. Outcomes from learning walks and work scans were followed up in structured conversations.
				Total budgeted Cost	£82,000

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 Year 7 literacy.	Small group intervention using Read, Write Inc. phonics programme in tutorial period and curriculum time.	The Read, Write Inc. programme has been independently evaluated, and shown to be effective in improving reading age to age appropriate level.	HLTAs are trained to deliver the programme. Students will attend the sessions daily. Data tracking will show the impact upon student reading age and overall progress in assessments.	SENCo (DLE)	There were 7 students identified for the programme. Five demonstrated significant progress in their reading ages, but two students made limited progress due to a lack of full engagement with the programme.
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 which 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)	The following actions were implemented from September 2016: Staff training, highlighting individual students and sharing good practice. An audit of MA provision across whole College. Engaging students through HE providers. The Brilliant Club (Y8), Uncover HE (Ys9,11) & Future First (Ys10,12). Deep Club (Y6 Transition) in core subjects. Faculty provision e.g. Maths Team Challenge & English Enrichment activities for KS3. External STEM projects.
				Total budgeted cost	**£7,500**

	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 the appointment of Pupil Premium Coordinator from the SLT demonstrates the commitment the College has in closing the gap for our disadvantaged students. The Pupil Premium Coordinator ensures actions are completed, and accountability is 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, and will report to the Head of College and Governors on its outcomes.	Pupil Premium Coordinator (DMC)	The PP Champion has an overarching view and responsibility for the provision for disadvantaged students. This was achieved by attending RAG meetings and Structured Conversations, and through liaison with departments, HoPs, Data Manager, and reporting to Governors.	
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**	
Increased Attendance Rate.	Attendance Manager and Attendance Support Personnel to monitor and follow up student attendance.	The evidence and rationale behind this choice is simple: students can't 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 is in place to improve attendance. The Pupil Premium Coordinator will meet every fortnight with the Attendance Manager to review overall attendance figures, and discuss students who are causing concern.	Attendance Manager (PHA) Pupil Premium Coordinator (DMC)	There were 145 FSM and FSM6 students, and their attendance is monitored regularly. Of these 145, 38 were PA making our PA percentage for FSM 26%. 19 of those students have demonstrated attendance data that is improving, and all bar one (who was new to PA) have attendance intervention or SEND support, attend a PRU or have alternative provision in place. 81 FSM students have over 95% attendance. 27 students are under 95% but not yet PA. Of these 27, 10 have intervention in place and 14 have improving attendance. 7 Service children were PA. One of these has an SSP in place, one is educated by CHES and one attends a PRU. The other four have improving attendance.	
Heads of Progress support students to improve progress.	Heads of Progress to oversee student progress at the individual level.	The Head of Progress will act as coordinator for ensuring students are receiving the necessary support and interventions.	Head of Progress will liaise with parents, students, and teachers. Review student attendance.	Heads of Progress	HoPs monitored the progress of students and implemented appropriate actions for the disadvantaged students in their year groups. This was achieved	

	Monitor implementation of RAG actions. Break Barriers to Learning. Head of Progress projects.	This will be evidenced by teacher feedback, assessment data and parental engagement.	Put in place support/intervention packages both for academic and wellbeing. Attend RAG meetings. Attend Structured Conversation meetings with SLT and Governors. Report to SLT line manager on the progress of the year group.		through the RAG meetings and follow up classroom observations, Structured Conversations, Tutor meetings, mentoring sessions, and special projects.
RAG meetings (Red, Amber, Green) lead to appropriate and impactful student interventions.	To monitor student progress in the Core Subjects through RAG meetings and agree class based interventions.	At the RAG meetings, individual students are discussed, and appropriate support/interventions which have been proved to be successful are put in to place. Evidenced by feedback at next RAG meeting to evaluate impact.	Attending the meetings: Head of College, Data Manager, Head of Progress, Subject Leads or Head of Faculty for the core subjects, Pupil Premium Coordinator and SENCo. Actions will be discussed and implemented. Head of Progress to monitor actions.	Data Manager (JHT)	There were three rounds of RAG meetings with a wide range of follow up interventions put in to place to support learning.
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	English Update Report – See attached. A Maths HLTA was appointed and deployed to work with lower ability KS3 classes. The HLTA supported small groups of students within the classroom and gave further support to groups of students outside of the main class, in the newly created HLTA room. A streamlined SoW was created to ensure that the key objectives were covered at KS3. Pre and post assessments were implemented to track progress within a module. Positive gains were seen in some students' results following this additional support. It needs to be noted that the HLTA resigned in the Spring term and the College was unable to find a suitable replacement at that time.

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' emotional wellbeing.	The 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 TA managing the FLZ and counsellors will be accountable to the Strategic SENCo.	SENCo (DLE) Pupil Premium Coordinator (DMC)	The FLZ supported 44 Pupil Premium students. 3 Children in Care, 29 FSM and 12 Service students. The FLZ provided a secure and safe learning area where students could access support according to their specific individual needs. The emotional wellbeing of each student was paramount; they had the opportunity to discuss their feelings and work through to alleviate any issues. Class work was set to encourage continued study, and to assist In the process of students returning to class. The FLZ encouraged students to attend College and offered guidance in regard of making the right choices for their future. The FLZ card was available for those students who found the classroom environment difficult and need a calming space for a short time. Some students were able to increase their attendance due to accessing the FLZ. 29 students who came under the umbrella of Pupil Premium accessed OASIS, of which 10 were Service Children and 19 FSM. In addition, a further 14 had use of exclusive OASIS cards enabling short notice exit from class to speak to Counsellor without prior appointment. Of the 29, 14 had regular one to one sessions from September, nine of which received ongoing sessions.

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 which 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)	The Strategic SENCO and Operational SENCO monitored the progress of SEND students and put actions in to place to improve progress. This was achieved through the RAG meetings, Structured Conversations, Learning Walks and Annual Reviews.
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 Head teacher (DDU)	All students in Year 11 and Year 9 had at least one appointment with the careers advisor. The majority of appointments in Year 9 were done in mentoring groups, but SEND students were seen on a one-to-one basis and provided with a careers action plan. All Year 11 students were seen individually. Students who were in receipt of Pupil Premium were also seen by a Careers Southwest. The careers advisor also attended Year 9 Options Evening.
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	On average 20 students per evening attended the HW Club and the impact was positive, as evident from discussions with parents and teachers. The session was also used by students to complete additional literacy intervention - Lexia. The students felt very comfortable and well supported in the club. One parent stated that 'homework club has saved them [their child].' The homework club was successful in helping students to remain on or above their targets, and gave them access to a safe social environment where they could interact with friends and staff.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
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 to 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. (DDU)	Year 6 students were invited to attend Summer School and are currently being monitored to check the impact.
Increase student vocabulary.	A combination of direct and indirect instruction, along with independent reading.	There is a high correlation between academic success and vocabulary size. If children do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.	Carefully planned pre-learning of subject specific vocabulary. Increased focus on reading, using a range of sources. Knowledge organisers produced for each subject and topic to aid learning and recall of key words.	Heads of Progress (tutor time), Heads of Faculty (lessons)	The introduction of the Lexia programme has allowed selected students to develop their vocabulary skills. Knowledge organisers were produced in certain subject areas, and are now being extended to many areas of the curriculum.
				Total budgeted cost	£197,900
				Overall budgeted cost	**£287,400**