Pupil Premium Strategy Statement: Helston Community College 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 127 Services	**Date for next internal review of this strategy**	Jan 2017

2. Previous progress & attainment	3. Current progress & attainment		
	Pupils eligible for PP (at Helston Community College)	*Pupils not eligible for PP (at Helston Community College*	*Pupils not eligible for PP (national average)*
Progress 8 score average (from 2015/16)	**-0.11**	**0.24**	
Attainment 8 score average (from 2015/16)	**4.52**	**5.19**	
English element (from 2015/16)	-0.40	0.03	
Maths element (from 2015/16)	-0.16	0.12	
English Baccalaureate element (from 2015/16)	0.13	0.42	
Open element (from 2015/16)	-0.11	0.29	
Progress 8 score average (October forecast grades, 2016/17)	**-0.53**	**0.07**	
Attainment 8 score average (October forecast grades, 2016/17)	**4.46**	**5.55**	
English element (October forecast grades, 2016/17)	-0.65	-0.13	
Maths element (October forecast grades, 2016/17)	-0.39	0	
English Baccalaureate element (October forecast grades, 2016/17)	-0.49	0.19	
Open element (October forecast grades, 2016/17)	-0.59	0.12	

	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.	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.	

	5. 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.

6. 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**	**Review date**
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)	January 2017
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 being delivered. 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 being used to support student learning.	Deputy Headteacher for Teaching and Learning (PMA) Heads of Faculty	Ongoing review
				Total budgeted Cost	**£80,000**

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.	DSENCo (DLE)	July 2017
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)	Reviewed after each data entry.
				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)	Termly review of the Action Plan

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)	Reviewed every fortnight
Heads of Progress support students to improve progress.	Heads of Progress to oversee student progress at the individual level.

Monitor implementation of RAG actions.

Break Barriers to Learning.

Head of Progress projects. | The Head of Progress will act as coordinator for ensuring students are receiving the necessary support and interventions.

This will be evidenced by teacher feedback, assessment data and parental engagement. | 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 RAG meetings.
Attend Structured Conversation meetings with SLT and Governors.
Report to SLT line manager on the progress of the year group. | Heads of Progress | Termly |
| 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 DSENCo.
Actions will be discussed and implemented. Head of Progress to monitor actions. | Data Manager | RAG meetings will be held each term after data collection entry. |
| 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 |

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 DSENCo 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 DSENCo.	DSENCo (DLE) Pupil Premium Coordinator (DMC)	Termly with impact report in Summer Term
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 DSENCo 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 DSENCo will monitor the support provided for students identified as being disadvantaged with special education needs. Learning walks and work scans will provide evidence.	DSENCo (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 (DDU)	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	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
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.	July 2017
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)	July 2017
				Total budgeted cost	£199,900
				Overall budgeted cost	£287,400