

# Helsby High School Pupil Premium Strategy Statement

2016 - 17



1. Summary information					
School	Helsby High School				
Academic Year	2016 - 17	Total PP budget	£154,840	Date of most recent PP Review	N/A
Total number of pupils	1072 (Yr7 – Yr11)	Number of pupils eligible for PP	167	Date for next internal review of this strategy	Jan 17
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		47%		64.7%	
% achieving expected progress in English / Maths (2015-16 only)		70% / 50%		75.8% / 73.4%	
Progress 8 score average		-0.59		0.12	
Attainment 8 score average		46.6		52	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Literacy and skills within the disadvantaged cohort are lower than that of other students in KS3				
B.	Behaviour and attitude to learning for a small group of students is having a detrimental effect on their progress and that of their peers				
C.	Lower ability girls are making less progress across KS3, this is affecting aspiration and engagement in KS4				

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance of students eligible for the PPG is 91.9%, which is below the national average of 92.5%	
<b>E.</b>	Increased social, emotional, mental health issues, along with a lack of engagement from some parents, are affecting the progress of students (mainly disadvantaged) across Yr 9 and KS4	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High levels of progress in both literacy and numeracy for disadvantaged students in KS3, especially in Year 7 who are entitled to the Literacy and Numeracy Catch Up Premium.	Students eligible for the PPG in Year 7 make at least the same progress as other students. 50% exceed and 100% achieve their MEGs. This will be evidenced using teacher assessments in Maths and English throughout the year.
<b>B.</b>	Improved rates of progress for girls in the middle to low ability band, leading to greater aspirations in KS4.	Students eligible for the PPG, identified as low ability girls, make at least the same progress other students, so that 100% are on track to make expected levels of progress by the end of KS4. Where they are not in line with expectations, departments are putting in intervention strategies, monitored by DLs/DDs and the PP Champion.
<b>C.</b>	Behaviour and attitude to learning for disadvantaged students in Yr9 and KS4 to improve	Improved behaviour and engagement in lessons and on alternative provision, evidenced via lesson monitor, SIMS Behaviour Points and AP monitoring visits.
<b>D.</b>	Improved attendance for disadvantaged students	Reduce the number of persistent absentees (PA) among students eligible for the PPG. Overall attendance among students eligible for the PPG improves so it is above 95%, in line with other students.
<b>E.</b>	Disadvantaged Students with social, emotional, mental health issues receive appropriate support and guidance	Identified students are signposted correctly, ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with the level of support and accuracy of signposting.

5. 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	When will you review implementation?
High levels of progress in both literacy and numeracy for disadvantaged students in KS3, especially in Year 7	Small group intervention sessions focused on improving literacy and numeracy skills for students who achieved below the expected standard in Reading and Maths	<b>Metacognition and self regulation</b> <i>(This adds 8 months impact – EEF Toolkit)</i> TRL Post Holders in the English and Maths Department are responsible for the leading and monitoring of this strategy. The school strives for all of our students to have strong literacy and numeracy skills.	Regular liaison with the DLs/TLR Post Holders for English and Maths to ensure the correct students are receiving intervention.  Peer observation and learning walks after each data cycle.	CTA/KFO/ EBO & KSD/NRA	January 2017
Improved rates of progress in Literacy and Numeracy for girls in the middle to low ability band, leading to greater aspirations in KS4.	Weekly small group intervention sessions in Maths and English with subject specialists. This takes place at lunchtime or afterschool.	<b>Small Group Tuition</b> <i>(This adds 4 months impact – EEF Toolkit)</i> In order to improve attainment, research has proven small group interventions (no more than 6 students) with specialist staff have been found to be successful.	Regular liaison with the DLs for English and Maths at the end of each data cycle to ensure progress is being made line with or better than expectations. Data analysis will show increased progress towards minimum expected grades	CTA & KSD  CTA & KSD	January 2017
<b>Total budgeted cost</b>					<b>£70,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
High levels of progress in both literacy and numeracy for disadvantaged students in KS3, especially in Y7	Small group provision targeting Literacy and Numeracy levels using Tute.	<b>Digital Technology</b> ( <i>This adds 4 months impact – EEF Toolkit</i> ) Some students need individualised support and this programme has been found to be effective in other schools.	Regular liaison with the DLs for English and Maths at the end of each data cycle to ensure progress is being made line with or better than expectations.	CTA & KSD	January 2017
Improved rates of progress in Literacy and Numeracy for girls in the middle to low ability band, leading to greater aspirations in KS4	Weekly 1 to 1 interventions with the Literacy/Numeracy Prefects. Removal from Form Time one day per week.	<b>Oral Language Interventions</b> ( <i>This adds 5 months impact – EEF Toolkit</i> ) The Literacy Prefects will use texts that help raise aspirations and use their life experience to help put learning into context.	Regular liaison with the DLs for English and Maths at the end of each data cycle to ensure progress is being made line with or better than expectations. Data analysis will show increased progress towards minimum expected grades	CTA KSD	January 2017
Behaviour and attitude to learning for a small group of disadvantaged students in Yr9	1 to 1 and weekly small group aspirational interventions run by the Careers & WRL Department.	<b>Behaviour Interventions</b> ( <i>This adds 4 months impact – EEF Toolkit</i> ) To ensure all students progress to the most appropriate courses in KS4.	Data analysis from SIMS will show a reduction in sanctions for disadvantaged students in Year 9 and an overall higher lesson monitor average grade per student	NTU, PHO & ASH	April 2017

Improved attendance for disadvantaged students	More robust home/school liaison over attendance of disadvantaged students by the Attendance Officer and Year/Key Stage Leaders.	<p><b>Mentoring</b> (<i>This adds 1 month impact – EEF Toolkit</i>)</p> <p>To ensure the school is aware of all issues that may cause an attendance issue each disadvantaged student with an attendance issue will be mentored by a member of the pastoral team.</p>	Attendance data for the EWO Monthly meetings will show a reduction in PA figures for disadvantaged students in line with the rest of the school community.	DCL & Each Key Stage/ Year Group Pastoral Staff	January 2017
<b>Total budgeted cost</b>					<b>£30,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students with social, emotional, mental health issues receive appropriate support and guidance. Strategies are put in place to engage with a number of hard to reach parents	1 to 1 and small group interventions run by the Student Support Coordinators and School Counsellor. Support programmes set up for students with SEMH issues	<p><b>Social Emotional Learning</b> (<i>This adds 4 months impact – EEF Toolkit</i>)</p> <p>Data from the SSCs shows that there has been a large amount of students being referred for SEMH issues. Targeted early intervention, along with the work of the school counsellor has the most impact.</p>	Termly SSC/School Counsellor Report identifying the amount of students seen and evaluating the impact via increased engagement in lessons – as shown by increased average lesson monitor grades	SWA	January 2017
<b>Total budgeted cost</b>					<b>£60,000</b>

# Helsby High School Pupil Premium Impact Statement 2015 – 2016



## Introduction

The Pupil Premium is additional funding provided by the Government to help schools close the attainment gap between disadvantaged (covered by the Pupil Premium Grant) and other (those not covered by the Pupil Premium Grant) students:

- who are from families eligible for free school meals now, or within the last 6 years
  - (£935 per child)
- who have been continuously looked after (CLA) for the past six months
  - (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
  - (£1,900 per child)

*Service Premium (Not classified as disadvantaged students)*

- *who are from families where one or more of the parents is in the armed forces (in the past 5 years) or who's parent/guardian is in receipt of a pension from the MoD*
  - (£300 per child)

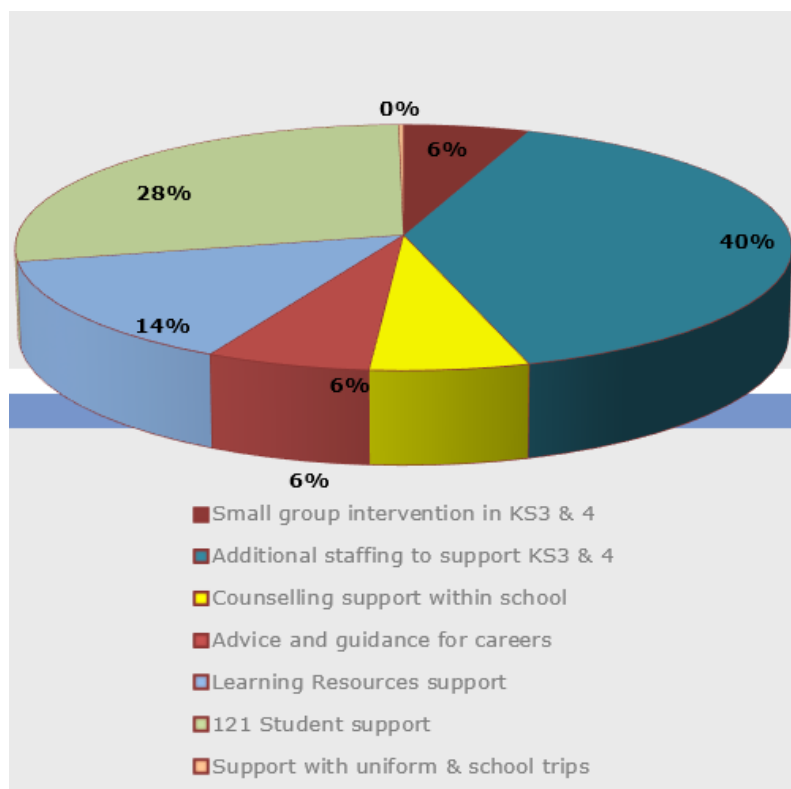
Helsby High School, along with all other educational establishments, is held accountable for the spending of this money and performance tables will capture the achievement of students covered by the Pupil Premium. One of our key objectives is to ensure disadvantaged students make similar or better progress than their peers, who are not covered by the grant – this is called Closing the Gap of Attainment and Progress.

<b>Pupil Premium Grant 2015 – 2016</b>	
Total Number of students in Y7 – Y11	156
Total Number of eligible students	1056
Percentage of eligible students	15%
Total amount of funding	£147,660

<b>Pupil Premium Grant</b>	
2015 – 2016	£146,795
2014 – 2015	£136,140
2013 – 2014	£129,300

Helsby High School uses a variety of strategies, based on the Sutton Trust Education Endowment Foundation, to improve the outcomes of our disadvantaged students. Many of these strategies are low cost, but research has proven them to have a high impact on student progress.

Small group intervention in KS3 & 4	
	£10,136.88
<b>Total</b>	<b>£10,136.88</b>
Additional staffing to support KS3 & 4	
	£69,831.84
<b>Total</b>	<b>£69,831.84</b>
Counselling support within school	
	£10,640.00
<b>Total</b>	<b>£10,640.00</b>
Advice and guidance for careers	
Within school	£8,208.00
Off site support	£2,795.00
<b>Total</b>	<b>£11,003.00</b>
Learning Resources support	
LRC staffing	£24,609.00
Learning Resources	£195.00
<b>Total</b>	<b>£24,804.00</b>
121 Student support	
staffing within school	£49,704.00
Off site support (transport and location)	£152.20
<b>Total</b>	<b>£49,856.20</b>
Support with uniform & school trips	
School trips	£261.50
Uniform	£145.00
<b>Total</b>	<b>£406.50</b>
<b>Total Expenditure</b>	<b>Actual</b>
	<b>£176,678.42</b>



Strategies to ensure that all PP students make expected or better than expected progress:

**Learning Resource Centre Manager (Full Time)**

Provides an environment ideally suited to quiet study, before or after school, every day. During the school day the LRC Manager provides small group support to teachers, usually as part of a lesson. The LRC Manager also leads on the teaching of the Nurture Group in Year 7, as part of the Catch Up Premium.

**Tute (E-Learning)**

A subscription to Tute. This programme has been run via the LRC Manager for our disadvantaged students who are not making expected progress. The software allows for small group or individual tutoring on key topics via fully qualified teachers via a chat room, PC and camera.

**Student Support Coordinators (2 x Full time)**

One SSC works with students in KS3 and the other with students in KS4. Both are professionals that work with a range of students, particularly disadvantaged students, who may have social, emotional, mental health or attendance issues that are causing a barrier to learning and progress. The SSCs work with pastoral, teaching and admin staff in the school and a number of outside agencies to ensure students they are working with make expected progress.

**School Counsellor (Part Time)**

The school has invested in the services of a freelance counsellor to work with our PP students who have Social, Emotional, Mental Health issues. She works Thursday and Friday each week and her work has been invaluable to students in need to a place to discuss issues that are concerning them.

**Small Group Intervention (Core Subjects)**

A number of staff were paid to complete 1 to 1 and small group intervention sessions outside of the normal school day. These sessions ran from 3.10 – 4.10pm a number of evenings per week.



## English PP student intervention and support 2015-2016

- After school revision sessions took place weekly.
- Teachers who were under-allocation delivered small group intervention for an hour once a week.
- A Parental Workshop took place in February 2016.

### GCSE results 2016:

- 50% of the students achieved an A\* - C grade
- 31% of the students were on or above target
- The gap between PP and Non PP students was -0.40
- 69% of PP students made 3 levels of progress and 38% made 4 levels of progress. The gap between PP and Non PP for levels of progress was 18% compared to 36% in 2015

### FFT Aspire report (Nov 2016):

<b>GCSE English</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	30	4.6	-0.54
Non-PP	191	5.3	-0.32

<b>GCSE English Literature</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	30	4.6	-0.40
Non-PP	191	5.5	-0.04

## **Science PP student intervention and support 2015-2016**

- After school revision sessions took place weekly on Tuesdays.
- Teachers who were under-allocation were supporting classes where there were higher proportions of PP students who were underachieving.
- Students who underachieved on Controlled Assessment Tasks completed a second task in an off-timetable day.
- Details of the support available to students and revision resources available was communicated to parents at the Y11 consultation evening.

### **Revision sessions:**

Between February and May, 20 students attended a total of 48 revision sessions.

### **In-class support:**

This enabled students to have support with learning of concepts, revision of topics and controlled assessment work. A total of 14 lessons was dedicated to this during the year.

### **Controlled Assessment Tasks:**

- 5/5 students were on track or better for Biology/Chemistry/Physics
- 22/26 on track or better for Science
- 22/26 on track or better for Additional Science
- All students completing a second Controlled Assessment Task met or exceeded their target
- Only one student was below target for both Science and Additional Science and this was due to long term absence from school in the spring term

### **GCSE results 2016:**

- Disadvantaged students %A\*-C attainment in Science has increased by 4%, whereas non-disadvantaged students attainment has only improved by 2%.
- Disadvantaged students making expected LOP in Science increased by 9%, whereas non-disadvantaged students making expected LOP increased by only 5%.
- Disadvantaged student gap (GCSE result – FFT'D' predictor) was -0.4 in Chemistry/Physics (5 students), -0.59 in Science (26 students), -0.62 in Additional Science (26 students).

There was a slight increase in the PP/non-PP gap (GCSE result – FFT'D' predictor) in Double Science:

- 2015: Sci -0.50, Add Sci -0.42
- 2016: Sci -0.59, Add Sci -0.62

**FFT Aspire report (Nov 2016):**

<b>GCSE Science</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	24	4.3	-0.41
Non-PP	141	5.1	+0.05

<b>GCSE Additional Science</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	24	3.9	-0.80
Non-PP	141	4.7	-0.33

<b>GCSE Biology</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	5	6.6	+0.26
Non-PP	50	6.8	+0.35

<b>GCSE Chemistry</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	5	6.4	+0.11
Non-PP	50	6.9	+0.41

<b>GCSE Physics</b>	<b>Pupils</b>	<b>Attainment (APS)</b>	<b>Progress (APS)</b>
PP	5	6.4	+0.01
Non-PP	50	6.7	+0.24

### **Independent Careers Advisor (Part Time)**

Helsby High School is committed to providing a planned programme of careers education, information and guidance for all students. An external Careers Advisor works with students in KS3-KS5 to provide impartial careers advice and support. PP students in years 9-11 attend a series of talks, workshops and visits looking at the range of career pathways available to them, including higher education and apprenticeships. All PP students in Yrs 9-11 have met with the school's independent careers advisor for individual advice and support:

<b>Date</b>	<b>Targeted Students</b>
September - December	<ul style="list-style-type: none"> <li>• • <b>Prioritise work with Year 11 PP students</b></li> <li>• • Borderline C/D students in English and Maths</li> <li>• • Year 9-13 FT/YL/KSL referrals</li> </ul>
January	<ul style="list-style-type: none"> <li>• • <b>Year 9 PP students</b></li> <li>• • Year 9 referrals re option choices</li> </ul>
February	<ul style="list-style-type: none"> <li>• • Year 11/13 leavers as a priority</li> <li>• • Year 10's without work experience</li> </ul>
March - April	<ul style="list-style-type: none"> <li>• • Year 13's not going to university</li> <li>• • Year 10's without work experience</li> <li>• • Any remaining Year 11 students</li> </ul>
May	<ul style="list-style-type: none"> <li>• • <b>Year 10 PP students</b></li> <li>• • Year 10's without work experience</li> <li>• • Year 9 referrals</li> </ul>
June	<ul style="list-style-type: none"> <li>• • Year 12 students</li> <li>• • Year 10's without work experience</li> <li>• • <b>Year 7/8 PP students referrals</b></li> <li>• • Any year 7 referrals</li> </ul>
July	<ul style="list-style-type: none"> <li>• • Year 10 Work Experience visits</li> </ul>