

# Helsby High School

## Disadvantaged/Pupil Premium

### Impact Statement 2016 – 2017



### Introduction

The Pupil Premium Grant 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.

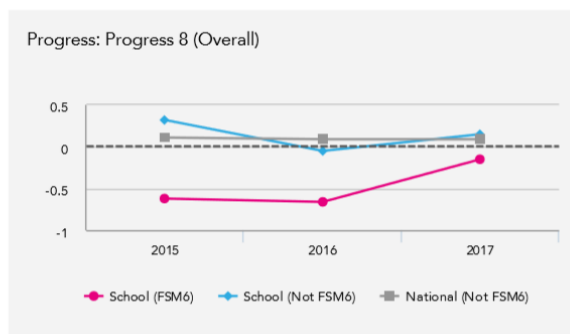
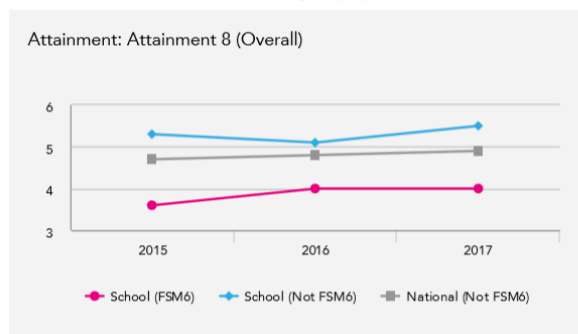
<b>Pupil Premium Grant 2016 – 2017</b>	
Total Number of students in Y7 – Y11	1071
Total Number of eligible students	170
Percentage of eligible students	16%
Total amount of funding	£157,085

<b>Pupil Premium Grant</b>	
2015 – 2016	£147,660
2014 – 2015	£136,140
2013 - 2014	£129,300

Total Number of Disadvantaged Students in Yr11 - 28	HHS Dis advantaged	Dis advantaged CWAC 2017	National Dis advantaged 2017	National Non-Dis advantaged 2017
Disadvantaged P8	-0.19	-0.57	-0.4	-0.03
Disadvantaged English P8	-0.05	-0.51		
Disadvantaged Maths P8	-0.39	-0.60		
Disadvantaged EBacc P8	-0.48	-0.59		
Disadvantaged Open P8	0.16	-0.26		
Disadvantaged Average A8	40.22			

## Disadvantaged pupils

KS4 Performance for disadvantaged pupils 2017



## GCSE Headline Figures Comparison

### Attainment Figures (%)

	2015	2016	2017	CWAC 2017	Nat 2017
<b>% 9 – 4* English</b>	77	86	88	75.6	75.5
Disadvantaged		70	66		
<b>% 9 – 5* English</b>			75	59.6	60.5
Disadvantaged			52		
<b>% 9 – 4 Maths</b>	76	72	81	68.1	69.2
Disadvantaged		50	52		
<b>% 9 – 5 Maths</b>			55	45.2	48.6
Disadvantaged			21		
<b>% 9 – 4 E and M</b>	72	71	79	63.2	63.9
Disadvantaged		47	45		
<b>% 9 – 5 E and M</b>			53	39.8	39.6
Disadvantaged			17		
<b>% EBACC 9 - 4</b>	40	30	39	27.1	23.7
Disadvantaged		10	10		
<b>% EBACC 9 - 5</b>			35	23.1	19.7
Disadvantaged			10.34		
<b>A8***</b>	(56)	54.79	53.20	46.5	49.50
Disadvantaged		46.47	40.30		52.72

## GCSE Headline Figures Comparison

### Progress Figures (%)

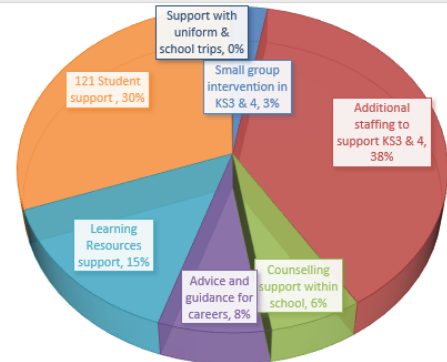
	<b>HHS 2015</b>	<b>HHS 2016</b>	<b>HHS 2017</b>	<b>CWAC 2017</b>	<b>Nat 2017</b>
<b>P8****</b>	<b>0.19</b>	<b>-0.08</b>	<b>0.09</b>	<b>-0.05</b>	<b>0.0</b>
Disadvantaged	<b>-0.52</b>	<b>-0.60</b>	<b>-0.19</b>	<b>-0.57</b>	<b>-0.4</b>
<b>P8 English</b>	<b>-0.08</b>	<b>-0.11</b>	<b>0.10</b>	<b>-0.12</b>	
Disadvantaged	<b>-0.50</b>	<b>-0.50</b>	<b>-0.05</b>		
<b>P8 Maths</b>	<b>-0.11</b>	<b>-0.40</b>	<b>-0.19</b>	<b>-0.16</b>	
Disadvantaged	<b>-0.97</b>	<b>-0.85</b>	<b>-0.39</b>		
<b>P8 EBACC</b>	<b>0.31</b>	<b>-0.04</b>	<b>-0.02</b>	<b>-0.07</b>	
Disadvantaged	<b>-0.49</b>	<b>-0.76</b>	<b>-0.48</b>		
<b>P8 Open</b>	<b>0.45</b>	<b>0.12</b>	<b>0.39</b>	<b>0.09</b>	
Disadvantaged	<b>-0.24</b>	<b>-0.33</b>	<b>0.16</b>		
<b>P8 Science</b>		<b>-0.14</b>	<b>-0.1</b>		
Disadvantaged		<b>-0.72</b>	<b>-0.5</b>		
<b>P8 Languages</b>		<b>-0.52</b>	<b>-0.7</b>		
Disadvantaged		<b>-0.60</b>	<b>-1.0</b>		
<b>P8 Humanities</b>		<b>0.12</b>	<b>0.5</b>		
Disadvantaged		<b>0.04</b>	<b>-0.1</b>		

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.

## Helsby High School Pupil Premium expenditure 2016/17

Small group intervention in KS3 & 4		
Total	£0.00	£5,341.00
Additional staffing to support KS3 & 4		
Total	£0.00	£71,245.00
Counselling support within school		
Total	£0.00	£11,750.00
Advice and guidance for careers		
Within school		£13,507.00
Off site support		£950.00
Total	£0.00	£14,457.00
Learning Resources support		
LRC staffing		£25,756.00
Learning Resources		£1,107.95
Total	£0.00	£26,863.95
121 Student support		
staffing within school		£53,435.00
Off site support (inc transport)		£3,037.45
Total	£0.00	£56,472.45
Support with uniform & school trips		
School trips		£375.00
Uniform		£67.50
Total	£0.00	£442.50
<b>Total Expenditure</b>		
	Budget	Actual
	£157,085.00	£186,571.90

Breakdown of expenditure



Some of the strategies to ensure that all PP students make expected or better than expected progress:

### Learning Resource Centre Manager

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.

### Small Group Intervention

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.

### 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.

### 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 will meet with the school's independent careers advisor for individual advice and support:

Date	Targeted Students
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>

### **(Core) Subject Specific Interventions**

#### **English Disadvantaged student intervention and support 2016-2017**

- Department Leaders met with individual class teachers to discuss results and next steps.
- Teachers used the results of the PPEs to target individuals who were underachieving, group students with common gaps in learning and provide targeted support at lunchtimes and after school as well as targeted interventions in lessons.
- A 'Marginal Gains' approach was introduced to support students in making progress in all areas of both English Language and English Literature
- Individual Action Plans were updated with reviews of existing targets in order to inform new targets. These were communicated with parents via consultation evening, email and copies in student exercise books
- Walking Talking Mocks were introduced as part of the school revision schedule.
- After school revision sessions took place weekly.
- Teachers who were under-allocation delivered small group intervention for an hour once a week.
- Breakfast clubs were introduced to support students post PPE 2

- Details of the support available to students and revision resources available were communicated to parents at the Y11 consultation evening.
- Individual intervention materials were given to students to personalise their learning
- All students were tracked at a question level to ensure maximum impact from interventions
- All students were given a revision pack to support their examination preparation.

### **Maths Disadvantaged student intervention and support 2016-2017**

- Weekly after school revision for all classes for 1 hour available to all students and provided by all staff.
- Additional support for targeted students during registration time
- Intervention for targeted students during core PE and PSHCE sessions in the summer term
- Walking talking mocks

### **Science student intervention and support 2016-2017**

- Department Leaders met with individual science teachers to discuss the results of the Y10 summer exams and identify appropriate intervention strategies.
- Underachieving students were invited to attend after school revision sessions in September and October prior to the Y11 November PPEs.
- Teachers used the results of the Y11 November PPEs to identify individuals who were underachieving, group students with common gaps in learning and provide targeted support at lunchtimes.
- These students were issued with additional study material to complete in the period running up to the Y11 February PPEs.
- Details of the support available to students and revision resources available were communicated to parents at the Y11 consultation evening.
- After-school revision sessions took place weekly on Thursdays.
- Teachers who were under allocation on their timetable were used to support classes where there were higher proportions of disadvantaged students who were underachieving.
- Students who underachieved on Controlled Assessment Tasks completed a second task in an off-timetable day.
- Walking talking mocks were used as part of the school revision schedule.

### **Revision sessions:**

Between September and May, 22 students attended weekly after-school revision sessions.

**In-class support:**

This enabled students to have support with learning of concepts, revision of topics and controlled assessment work for two hours per week.

**Controlled Assessment Tasks:**

- 3/4 students achieved or exceeded their target grade in Biology, Chemistry and Physics
  - 29/30 achieved or exceeded their target grade for Science
  - 28/30 achieved or exceeded their target grade for Additional Science
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- Only one student was below target for both Science and Additional Science and this was due to long term absence from school in Y11.