

HELSEBY HIGH SCHOOL

Disadvantaged Students Action Plan 2017 - 2018



Mr J Cooney
Pupil Premium Champion

Proposed Spend of the Pupil Premium Funding 2017 - 2018

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.

Closing the Gap

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			

From the table above, the Disadvantaged students at Helsby High School are making better progress than the average for all Cheshire West and Chester secondary schools.

Pupil Premium Grant for 2017 - 2018: Helsby High School has been allocated £153,900

This document details how this money will be spent to close the progress and attainment gap within Helsby High School.

Pupil Premium Action Plan 2017 - 2018

Priorities

- To narrow the in-school gap between disadvantaged and other students at Helsby High School
- To narrow the gap between disadvantaged and other students as compared to national averages

Five Key Objectives

1. **Teaching and Learning:**
 - a. Year 6 to 7 Transition
 - b. Staff CPD on effective intervention techniques
2. **Attendance:**
 - a. Reduction in Disadvantaged PA Figure
3. **Curriculum:**
 - a. Development of a 'Ready for Yr...' Programme in Yr 9 to 10 En/Ma/Sci
 - b. Year 10 Catch Up
4. **Wider Outcomes:**
 - a. Year 9 Options – Career & Life Choices Programme
 - b. Breakfast Club
5. **Pastoral:**
 - a. Peer Mentoring (Yr11 mentor Yr8 for En/Ma/Sci)
 - b. ELT Mentoring of Year 11 students



School Development Plan DRAFT v201017

School Aims	
<p>Achieving Success</p> <p>Encouraging high aspiration and a love of learning Maximising progress and potential Providing rewarding learning experiences Offering diverse opportunities Recognising and celebrating all achievement Preparing for independence and future challenges</p>	<p><i>by</i></p> <p>Valuing Others</p> <p>Contributing to a safe school environment Showing tolerance, respect and fairness Listening to and respecting others' views Appreciating and embracing diversity Being an active member of our school and local community Co-operating with others</p>

Key Priorities						
<p>To narrow the in-school gap between disadvantaged and other students at Helsby High School To narrow the gap between disadvantaged and other students as compared to national averages (P8)</p>						
Objectives	Actions	Who & When	Monitored by When	Resources & costs	Expected Impact When	Progress RAG QA by
<p>1. Teaching and Learning:</p> <p>a. To gain a better understanding of the PPG use in feeder primary schools</p> <p>b. Staff CPD on effective</p>	<p>A. Determine the Disadvantaged Gap on Entry to Year 7</p> <p>B. Work with the feeder primary schools in FVSP to analyse and measure impact of the PPG and how it is being used to:</p> <p>a. Narrow the gap</p> <p>b. Improve attendance</p>	<p>HTA</p> <p>CSI & JDO</p>	<p>Autumn Term 17</p> <p>JCO Feb 18</p>	<p>Time</p> <p>Time at FAVSP</p>	<ul style="list-style-type: none"> Intervention in the autumn term will show a narrowing of the gap the Year 7 Spring assessments Evidence of improving 	

<p>intervention techniques</p>	<p>c. Raise aspirations</p> <p>C. JIGSAW – more engagement from Disadvantaged families</p> <p>D. Lead staff INSET on methods of intervention using guidance from PIXL</p>	<p>CSI</p> <p>JCO</p>	<p>KNE Summer 18</p> <p>KNE Spring term</p>	<p>Cost of Jigsaw</p> <p>Time on INSET and Dept Meetings</p>	<p>attendance from Year 6 to 7</p> <ul style="list-style-type: none"> • 90% of Disadvantaged students and families engage with Jigsaw • Improved attainment data at each data cycle for Disadvantaged students & positive student voice data 	
<p>2. Attendance:</p> <p>a. Reduction in Disadvantaged PA Figure</p>	<p>A. Training for the new Attendance/Education Welfare Officer</p> <p>B. Disadvantaged Focus Groups involving input from:</p> <ol style="list-style-type: none"> Form Tutors Year Leaders KSL SLT <p>C. Regular communication with staff/students/parents/carers on attendance rates and the impact of poor attendance</p> <ol style="list-style-type: none"> First Day Absence Third Day Absence Fifth Day Absence Long Term Absence 	<p>SWA</p> <p>KSL</p> <p>ELT</p> <p>KSL</p> <p>YL</p> <p>FT</p> <p>Att Off</p>	<p>SWA Nov 17</p> <p>SWA/JCO Ongoing all year</p> <p>SWA KSL Ongoing all year</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<ul style="list-style-type: none"> • Disadvantaged PA figure in line with or below national average • Improvement in the overall attendance rate for Disadvantaged students, so it is in line with national data or better • Improved data for Disadvantaged students, showing a 	

<p>4. Wider Outcomes:</p> <p>a. Year 9 Options – Career & Life Choices Programme</p> <p>b. Breakfast Club</p> <p>c. Year 11 (girls) STEM Programme</p>	<p>A. Raise aspirations of our Disadvantaged students by:</p> <p>a. Helping the correct choice of option subjects</p> <p>b. Providing IIAG</p> <p>c. Demonstrating the progression routes after Year 11</p> <p>B. Allow the FSM credit to be used at breakfast time in the canteen (Breakfast Club)</p> <p>C. Identification of Disadvantaged girls who are interested in STEM career to attend the summer scheme run by STEM UK</p>	<p>ASH DSH ETO</p> <p>JCO MVI DBA</p> <p>Core DLs & EDO</p>	<p>JCO Spring 18</p> <p>SWA Sept 18</p> <p>JCO Summer Term 18</p>	<p>Time and costs for stationary</p> <p>None</p> <p>Time</p>	<ul style="list-style-type: none"> • Retention of at least 50% of our Year 11 Disadvantaged students to Year 12 • 0% NEET figure for the Year 11 2018 cohort • 50% of Disadvantaged students eat breakfast in the canteen before school 	
<p>5. Pastoral:</p> <p>a. Peer Mentoring (Yr11 mentor Yr8 for En/Ma/Sci)</p> <p>b. ELT Mentoring of Year 11 students</p>	<p>A. Train the Year 10 and Sixth Form Student Leaders to be peer mentors for Disadvantaged students – academically and pastorally</p> <p>B. Link Student Leaders to Year 8 for the core subjects – to help run mentoring during registration for Disadvantaged students</p> <p>C. Continue with the mentoring process for Disadvantaged Students by:</p> <p>a. TAs</p>	<p>CTA CZO MWI IDU/GSP NTU</p> <p>NTU/GSP CEA</p> <p>ELT</p>	<p>JCO Spring 18</p> <p>CTA CZO MWI</p> <p>JCO</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<ul style="list-style-type: none"> • Student tracking data shows at least 90% of Disadvantaged students achieve their end of year target grades • Student tracking data shows 90% of Disadvantaged students have attended the sessions 	

	b. FT c. YL d. KSL/ELT/SLT					
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