

# Helsby High School

## Disadvantaged/Pupil Premium

### Impact Statement 2017 – 2018



#### 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 whose 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 2017 – 2018</b>	
Total Number of students in Y7 – Y11	1065
Total Number of eligible students	169
Percentage of eligible students	15.7%
Total amount of funding	£153,900

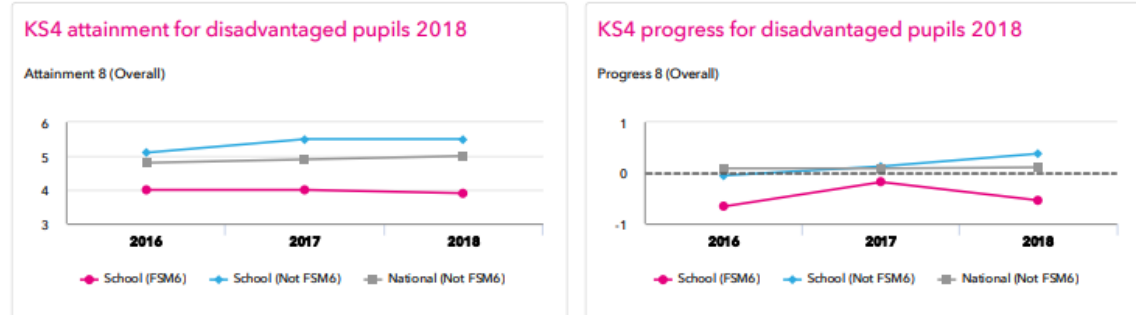
<b>Pupil Premium Grant</b>	
2016 - 2017	£155,775
2015 - 2016	£147,660
2014 - 2015	£136,140
2013 - 2014	£129,300

Total Number of Disadvantaged Students in Yr11 -	HHS Dis Advantaged 2018	Dis advantaged CWAC 2018	National Dis advantaged 2018	National Non-Dis advantaged 2018
Disadvantaged P8	-0.46	-0.63	Not Available	Not Available
Disadvantaged English P8	-0.38			
Disadvantaged Maths P8	-0.43			
Disadvantaged EBacc P8	-0.43			
Disadvantaged Open P8	-0.45			
Disadvantaged Average A8	40.34			

Helsby High School

2018 KS4 VA

## Disadvantaged pupils

**GCSE Headline Attainment Figures Trends**

	2015	2016	2017	2018	CWAC 2018
<b>% 9 – 4* English</b>	77	86	88	84	76
Disadvantaged		70	66	61	Not available
<b>% 9 – 5* English</b>	Not available	Not available	75	72	60
Disadvantaged	Not available	Not available	52	42	Not available
<b>% 9 – 4 Maths</b>	76	72	81	84	72
Disadvantaged		50	52	67	Not available
<b>% 9 – 5 Maths</b>	Not available	Not available	55	60	48
Disadvantaged	Not available	Not available	21	30	Not available
<b>% 9 – 4 E and M</b>	72	71	79	76	66
Disadvantaged		47	45	49	Not available
<b>% 9 – 5 E and M</b>	Not available	Not available	53	56	41
Disadvantaged	Not available	Not available	17	27	Not available
<b>% EBACC 9 - 4</b>	40	30	39	39	27
Disadvantaged		10	10	12	Not available
<b>% EBACC 9 - 5</b>	Not available	Not available	35	27	18
Disadvantaged	Not available	Not available	10.34	9.0	Not available
<b>A8***</b>	(56)	54.79	53.20	52.63	45.9
Disadvantaged		46.47	40.30	40.31	Not available

**GCSE Headline Progress Figures Trends**

The following colour indicators are used to compare outcomes to identify trends in the data.

Blue = greater than 0.00

Green = between -0.01 and -0.25

Amber = between -0.26 and -0.50

Red = less than -0.51

	2015	2016	2017	2018
<b>P8****</b>	<b>0.19</b>	<b>-0.08</b>	<b>0.09</b>	<b>0.29</b>
Disadvantaged	<b>-0.52</b>	<b>-0.60</b>	<b>-0.19</b>	<b>-0.40</b>
<b>P8 English</b>	<b>-0.08</b>	<b>-0.11</b>	<b>0.10</b>	<b>0.16</b>
Disadvantaged	<b>-0.50</b>	<b>-0.50</b>	<b>-0.05</b>	<b>-0.35</b>
<b>P8 Maths</b>	<b>-0.11</b>	<b>-0.40</b>	<b>-0.19</b>	<b>0.28</b>
Disadvantaged	<b>-0.97</b>	<b>-0.85</b>	<b>-0.40</b>	<b>-0.39</b>
<b>P8 EBACC</b>	<b>0.31</b>	<b>-0.04</b>	<b>-0.02</b>	<b>0.38</b>
Disadvantaged	<b>-0.49</b>	<b>-0.76</b>	<b>-0.48</b>	<b>-0.40</b>
<b>P8 Open</b>	<b>0.45</b>	<b>0.12</b>	<b>0.39</b>	<b>0.30</b>
Disadvantaged	<b>-0.24</b>	<b>-0.33</b>	<b>0.16</b>	<b>-0.46</b>
<b>P8 Science</b>		<b>-0.14</b>	<b>-0.1</b>	<b>0.28</b>
Disadvantaged		<b>-0.72</b>	<b>-0.5</b>	<b>-0.35</b>
<b>P8 Languages</b>		<b>-0.52</b>	<b>-0.7</b>	<b>-0.35</b>
Disadvantaged		<b>-0.60</b>	<b>-1.0</b>	<b>-0.82</b>
<b>P8 Humanities</b>		<b>0.12</b>	<b>0.5</b>	<b>0.92</b>
Disadvantaged		<b>0.04</b>	<b>-0.1</b>	<b>0.36</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.

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.

### **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 Year 7, 8 and 11 and the other with students in Year 9 and 10. 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 schools 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 grade 4/5 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> </ul>
March - April	<ul style="list-style-type: none"> <li>• Year 13's not going to university</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 9 referrals</li> </ul>
June	<ul style="list-style-type: none"> <li>• Year 12 students</li> <li>• <b>Year 7/8 PP students referrals</b></li> <li>• Any year 7 referrals</li> </ul>

### **Subject Specific Interventions**

- 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 further developed 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
- Intervention for targeted students during core PE and PSHCE sessions in the summer term Walking talking mocks
- Underachieving students were invited to attend after school revision sessions in September and October prior to the Y11 November PPEs.
- These students were issued with additional study material to complete in the period running up to the Y11 February PPEs.
- Teachers who were under allocation on their timetable were used to support classes where there were higher proportions of disadvantaged students who were underachieving.