

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Helsby High School
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Friday 17 th December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martin Hill
Pupil premium lead	Amy Pritchard-Roberts and Ian Duffell
Governor / Trustee lead	Gail Fullbrook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 221,795
Recovery premium funding allocation this academic year	£30,015 Plus £41,334 from 2020-2021 Catch-Up fund carryover
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£293,144

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Helsby High School is that all students, irrespective of their socio-economic background, special educational need or other challenges they face, have a broad, balanced and enriching curriculum experience and make progress which is at the very least in-line with national expectations.

The aim of our pupil premium strategy is to support and guide disadvantaged students to realise the above goals. We will consider the circumstances of every individual student within our setting to ensure that our provision meets their needs, and is considerate of additional challenges experienced by vulnerable students and those with specific social, emotional and behavioural needs. The activities outlined in this strategy document are intended to support these students needs in particular.

At the centre of our strategy is quality-first teaching through the lens of our disadvantaged students and their needs. Ensuring that our teachers have accurate assessments of students' starting points, particularly their literacy and numeracy, will ensure that the quality of education planning is inclusive and designed to prioritise the needs of disadvantaged students. The intention is that strategies to ensure the progress of disadvantaged students improve, also enhance the progress of their non-disadvantaged peers.

Our targeted academic support utilises national strategies such as the National Tutoring Programme and School Led tutoring, as part of the wider educational recovery plan for students most adversely affected by Covid-19. It also prioritises students' learning and progress in English and Maths with the aim of its impact reaching beyond these subject areas into students' wider curriculum learning experience.

Our wider strategies aim to address particular challenges such as attendance, mental health and well-being, and behaviour. These can often present more acute challenges for disadvantaged students leading to a more significant impact on their attainment and progress compared to their peers.

Our aim to is to use diagnostic academic and pastoral assessment evidence and methods to ensure our approaches are consistently applied for all students, with appropriate scaffolds of personalised support to meet the individual student's needs. To ensure our strategies are effective we will:

- Ensure that all of our procedures and actions are planned with a 'disadvantaged first' approach so that there is collective ownership, responsibility and accountability for the attainment and progress of disadvantaged students.

- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>In 2018 our external examination data yielded an overall P8 figure of +0.26 with the progress of disadvantaged students of -0.43. The following year in 2019 our overall P8 figure fell to -0.01 with the progress of disadvantaged students also falling to -0.78. Closer inspection of the data revealed that the progress in English for disadvantaged students had regressed by -0.44 compared to -0.29 for their non-disadvantaged peers; and in Maths the progress of disadvantaged students had regressed by -0.56 compared to -0.17 for their non-disadvantaged peers.</p> <p>Internal assessment evidence over the last 18 months indicates that this progress gap between disadvantaged students and non-disadvantaged students in these core subject areas remains a challenge for the school. English and Maths form the foundation of students' curriculum and progress in these areas can have an impact on student progress across other areas of the curriculum.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of literacy and reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>For GCSE Class 2026 (current Year 7) 75% of disadvantaged students and 75% of non-disadvantaged students have a reading age that is below their chronological reading age.</p> <p>For GCSE Class 2025 (current Year 8) 74% of disadvantaged students and 55% of non-disadvantaged students have a reading age that is below their chronological reading age.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>
4	<p>Our observations suggest that many students, particularly those who are disadvantaged find the lack of continuity to learning as a result of the pandemic particularly challenging, and struggle to manage their behaviour to the changing structures and routines.</p>
5	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such</p>

	as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about the need to catch up lost learning and exams/future prospects, the lack of enrichment opportunities and social interactions with peers due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment and progress.
6	<p>Overall absence for students in receipt of free school meals (11.5%) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017. Persistent absence for students in receipt of free school meals (39.5%) was in the highest 20% of all schools in 2019 as well as in 2018 and 2017.</p> <p>It is inevitable that the challenges of attendance will have increased due to the disruption to learning as a result of the Covid-19 pandemic and as such remains a challenge for us moving forwards.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes for disadvantaged students across the curriculum with particular emphasis on English, Maths and other EBACC subjects.	<p>Our overall EBACC entry has increased from 51% for GCSE Class 2019 to 69% for GCSE Class 2023.</p> <p>In 2019 we entered 57% of non-disadvantaged students for EBACC and only 23% of disadvantaged students. The EBACC APS was 5.38 overall, with a score of 5.51 for non-disadvantaged compared to 4.79 for disadvantaged.</p> <p>For GCSE Class 2023, we have entered onto the EBACC curriculum pathway 72% of non-disadvantaged students and 56% of disadvantaged students.</p> <p>Our aim is to improve our outcomes so that in 2023 disadvantaged students achieve an EBACC APS of 5.53.</p> <p>Our intention is for this strategy to extend beyond this academic year and for the EBACC to remain at the heart of an ambitious curriculum for all students, and in particular our disadvantaged students.</p>

<p>Improved reading comprehension and narrowing of the reading age gap for disadvantaged students, particularly across KS3.</p>	<p>Accelerated Reader and other reading comprehension assessments demonstrate improved reading and literacy and a narrowing of the reading age gap for disadvantaged students compared to their non-disadvantaged peers. Teachers are able to effectively use students' reading age information as a planning tool to support students' learning and progress across the curriculum.</p>
<p>To minimise the attainment and progress gap between disadvantaged and non-disadvantaged students that has resulted from the disruption caused by the pandemic through effective recovery curriculum and catch-up planning and implementation.</p>	<p>Internal and external assessment evidence demonstrates that the progress of disadvantaged students improves across the curriculum, and is more in-line with their non-disadvantaged peers, particularly in English and Maths.</p>
<p>To achieve and sustain improved mental health, well-being and behaviour for all students, particularly those who are disadvantaged.</p>	<p>Sustained high levels of well-being and behaviour as demonstrated by:</p> <ul style="list-style-type: none"> • Quantitative data from lesson monitor scores on students' attitude towards learning and behaviour. • Qualitative data from Student Voice, Student Support Coordinator feedback, parental engagement and feedback, and teacher observations. • Improved participation and engagement with wider extra-curricular and enrichment opportunities, particularly among disadvantaged students.
<p>To achieve and sustain improved attendance and punctuality for all students, particularly those who are disadvantaged.</p>	<p>Sustained high attendance from 2021/2022 and beyond as demonstrated by increasing attendance and decreasing persistent absence for disadvantaged students.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [55,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic Cognitive Ability Tests (CATs). Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student in Year 7 to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing</p>	1,2
<p>Enhancement of our English and Maths teaching and curriculum implementation. We will fund additional teaching groups within KS3 to reduce class sizes and improve student-teacher ratio to aid quality first teaching.</p>	<p>Reduced class sizes result in an increase in the one-to-one support and feedback that can be made available to disadvantaged students within lessons and thus improving quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,3
<p>Reduction in teaching load of ECTs beyond the statutory requirements to enable them to develop their practice. This additional time will be devoted to CPD for ECT colleagues.</p>	<p>Increased time dedicated to CPD, peer observation and coaching will support new colleagues in their development of their curriculum implementation, behaviour management and wider student support, so that they are better equipped to support disadvantaged students.</p>	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [51,644]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.</p> <p>We will fund a Catch-Up Coordinator to support the effective implementation of this tuition for students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund Accelerated Reader Programme for Years 7 and 8, as well as purchase reading canons and SPAG practice for all students in KS3 as part of our Drop Everything And Read and Literacy Strategies across KS3 and KS4.</p> <p>We will fund an additional Learning Resource Centre staff member to support the effective implementation of these strategies.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>2</p>
<p>Improving numeracy in all subject areas in line with</p>	<p>Regular practice with basic number and arithmetic can have</p>	<p>1</p>

<p>recommendations in the EEF guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>We will fund low stakes numeracy practice for all students in KS3 and KS4 as part of our numeracy strategy.</p>	<p>a positive impact on students' ability to retain and recall basic mathematical knowledge and skills and apply across the curriculum.</p>	
<p>Developing metacognitive and self-regulation skills in Year 11 students.</p> <p>This will involve bespoke workshops provided by external providers and ongoing support for students throughout the year.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [186,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. An Educational Welfare and Attendance Officer and a Student Support and Inclusion Lead will be funded to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4,5,6

<p>Appointment of three additional Student Support coordinators to facilitate intervention for students who require support with regulating their behaviour and emotions as well as support with mental health and well-being.</p>	<p>Evidence suggests that all students will have been adversely affected as a result of the pandemic over the last 18 months, and in particular those students who are disadvantaged. This additional student support provision will provide additional capacity to meet the needs of our students.</p>	<p>3,4,5</p>
<p>Providing a Summer School for disadvantaged students to aid their transition into secondary school.</p>	<p>Evidence suggests that summer schools can have a positive impact on students' progress when implemented with a combination of academic and extra-curricular enrichment opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>3</p>
<p>Providing resources for disadvantaged students to remove students' barriers to learning and engagement with school life.</p>	<p>Some evidence suggests that provision of resources including school uniform leads to improved student behaviour and support students' motivation and engagement with the school culture and community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>3,4,5</p>
<p>Providing support for disadvantaged students to increase engagement and participation with extra-curricular and enrichment activities.</p>	<p>Some evidence suggests that providing opportunities for enrichment and extra-curricular alongside an academic component can improve students' aspirations and student outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>3,4,5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ [293,144]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020-2021 indicate that the performance of disadvantaged students has improved in KS4 over the last two years compared to 2019. However, whilst our internal process for awarding grades for the last two years was robust, we recognise that the absence of national external validation of data means that this does not provide the same reliability of evidence.

Our internal assessments during 2020-2021 indicate that the performance of disadvantaged students in KS3 reflects the national picture, that the disruption due to Covid-19 has had a greater impact on the learning and progress of disadvantaged students.

The pandemic has impacted on the academic and pastoral development of all students, but more noticeably our disadvantaged, SEND and vulnerable students. As such our efforts over the last two years to improve quality-first teaching, targeted interventions and wider strategies were not fully realised as we had intended. It is for these reasons that these remain our priorities for our pupil premium strategy moving forwards. We have planned to continue and expand our strategies around targeted academic interventions through the National Tutoring Programme and School Led Tutoring, as well as provide additional capacity in our attendance, student support and inclusion team.

Throughout the last two academic years, including the periods of remote learning as a result of school closures and as a result of student isolations and illness, absence and persistent absence among disadvantaged students was higher than in previous years. Therefore, attendance remains a focus in our current plan.

Overall student engagement and attitude towards learning in lessons and during periods of remote learning was high. However, our assessments and observations demonstrated that student behaviour and attitudes, their well-being and their mental health were significantly impacted last year as a result of the Covid-19 pandemic. This impact was more significant for disadvantaged students who found the disruption to their learning and routines more of a challenge. We used pupil premium funding to support our pastoral support in school to offer interventions where required. We will expand upon this work in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider