Pupil Premium Strategy Statement: Helston Community College 2018/19

1.	Summary information					
School	Helston Community College					
Academic Year	2018/19	Total PP budget	£262,665	**Date of most recent PP Review (external review)**		May 2017
Total number of pupils	1085	**Number of pupils eligible for PP based on student numbers**	FSM (88) £82,280 Ever6 (131) £122,485 Services (193) £57,900	**Date for next internal review of this strategy**		February 2019

2.	Previous progress and attainment						
2017/18 Progress and Attainment Results (unvalidated tables checking data)		*Pupils eligible for PP (at Helston Community College)*		*Pupils not eligible for PP (at Helston Community College)*		*Pupils not eligible for PP (national average)*	
		Progress 8	**Attainment 8**	**Progress 8**	**Attainment 8**	**Progress 8**	**Attainment 8**
Progress 8 score average (31 students)		**-0.65**	**33.85**	**+0.02**	**47.68**	**0.13**	**49.96**
English element (average score per qualification)		-0.54	3.97	+0.27	5.37		
Maths element (average score per qualification)		-0.52	3.36	-0.04	4.56		
English Baccalaureate element (average score per qualification)		-0.64	3.15	+0.12	4.67		
Open element (average score per qualification)		-1.00	3.26	-0.22	4.61		

3.	Current progress and attainment (October forecast data)						
Progress 8 score average (34 students)		**-0.67**	**37.62**	**+0.19**	**50.89**		
English element (average score per qualification)		-1.12	3.69	-0.17	5.07		
Maths element (average score per qualification)		-1.01	3.21	-0.06	4.70		
English Baccalaureate element (average score per qualification)		+0.03	3.95	+0.69	5.14		
Open element (average score per qualification)		-0.85	3.99	+0.12	5.31		

4.	Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Prior attainment Disadvantaged students typically have lower maths prior attainment on entry. Gender and literacy (English) prior attainment gaps vary within each cohort. The main disadvantaged prior attainment gaps for the current cohorts are: Year 7: significant PA gaps for disadvantaged boys and girls in both English and maths, when compared to their non-disadvantaged peers. The prior attainment gaps between disadvantaged and non-disadvantaged students seen in this cohort are the most significant the College has had since the introduction of the scaled scores at KS2. The average KS2 maths scaled score for disadvantaged girls is below the expected standard at 99.0. Year 8: significant PA gaps for disadvantaged boys in English and disadvantaged boys and girls in maths, compared to their non-disadvantaged peers. Year 9: significant PA gaps for disadvantaged boys and girls in both English and maths, when compared to their non-disadvantaged peers Year 10: significant PA gaps for disadvantaged girls in both English and maths, compared to their non-disadvantaged peers. Year 11: significant PA gaps for disadvantaged boys and girls in both English and maths, compared to their non-disadvantaged peers. High PA disadvantaged students are significantly behind their peers in terms of maths KS2 scores. Gaps have been identified as being significant if they are more than half a sub-level, in terms of old National Curriculum levels, and more than 2 points using the new KS2 scaled score. The new KS2 scaled score system is a 41-point system, although most scores achieved by students at the College (> 95% of students in each cohort) sit within a 28-point range (91-118). The gaps seen in Year 7 between disadvantaged boys/girls in reading/maths are 5-6 points.
B.	Reading ages Disadvantaged students with low prior attainment usually have reading ages that are well below their actual age on entry in Year 7. In most year groups, there is a substantial gap between the average reading age of disadvantaged students and that of non-disadvantaged students on their admission into the College in Year 7, with disadvantaged students typically having an average reading age which is below their actual age. For the current Year 7 cohort, disadvantaged students have reading ages that are, on average, 18 months behind their non-disadvantaged peers and below their actual ages. The difference in reading age for disadvantaged students is particularly noticeable for boys in this year group, where the average gap is 2 years. The current Year 8 cohort is unusual, in that their Year 6 reading ages indicated that disadvantaged students had a higher average reading age than their non-disadvantaged peers. Further analysis of this data indicated that in this year group, disadvantaged girls had a much lower average reading age on entry to the College than disadvantaged boys. The reading ages of the current Year 8 cohort were re-tested during Year 7. Analysis of this data indicates that by the end of Year 7, the disadvantaged students in thie year group had maintained an average reading age above that of their peers. Disadvantaged girls showed a significantly increase in their average reading age, having overtaken the boys average reading age by nearly 6 months. The average reading ages of disadvantaged students in the three prior attainment groups all improved by more than 2 years, and the average reading age of disadvantaged students on the Record of Need improved over a year. The current Year 10 cohort had a gap of 9 months between the reading ages of disadvantaged and non-disadvantaged students on arrival in Year 7. In this particular year group, disadvantaged girls had lower average reading ages than disadvantaged boys. This year group was re-tested at the end of Year 9, by which time the average reading age of the

	disadvantaged students had increased by almost 3 years, showing a stronger average increase than that of non-disadvantaged students. The disadvantaged student making the greatest increases relative to their non-disadvantaged peers were disadvantaged girls and mid PA disadvantaged students. High PA disadvantaged students improved their reading ages in line with the improvement made by high PA non-disadvantaged students. This information provides evidence for the need to continue with these strategies.
C.	Attitude to learning Across all year groups, the 2018-19 ATL data indicated that disadvantaged students had a less positive attitude to learning than their peers.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance The attendance rate for disadvantaged students is 89.8% (below the target for all students of 95%). Low attendance impacts negatively upon their overall progress. Other barriers to take into consideration are students' attitude to learning and aspirations.

5.	Outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved progress score for disadvantaged students in maths. This will be measured through assessment data.	Disadvantaged students improve their progress in maths, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
B.	For disadvantaged students to improve upon their reading age. This will assist them in accessing the curriculum.	Students identified as disadvantaged improve their reading age to their chronological age.
C.	For disadvantaged students with low prior attainment in English to be identified and to improve their progress in English. Regular assessments will be conducted to measure progress in 1:1 and classwork.	Disadvantaged students improve their progress in English, so that current gaps are narrowed significantly. Year 11 to achieve a positive P8 score.
D.	To monitor the attendance of disadvantaged students, and put in place interventions and support in order for them to improve their attendance.	Disadvantaged students improve their attendance in line with non-disadvantaged students. This will be evidenced by the Attendance Officer providing attendance data.

Academic year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	How will the impact be evaluated?
Improve the quality of teaching and learning through Professional Development.	CPD training for teachers through Learning Workshops. Robust approach to performance management.	This will be implemented through the CPD programmes on offer, which are aligned with our 'expert teaching' model. Staff will select relevant courses, which meet their professional development needs, or be directed to particular workshops following the previous appraisal cycle of mid-term review. Registers will be kept of attendees to the workshops. CPD to be recorded through appraisal process.	Deputy Headteacher for Teaching and Learning (PMA)	**The Deputy Headteacher will assess impact through analysis of Learning Observation and Learning Walk data, which will indicate quantitatively our strengths and areas of development.**

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	How will the impact be evaluated?
Improve the quality of teaching and learning through approaches which lead to self-development of staff and shared professionalism.	Teaching and learning group, will help to drive the programme of cross-curricular learning walks, sharing of effective practice. Lesson study sessions will be used to help to improve pedagogy and practice.	Regular learning walks and work scans to be calendared. Teaching staff will be assigned to carry out learning walks of particular year groups in small cross-curricular groups. The focus will be our chosen characteristics of expert teaching. There will be a follow-up meeting with a member of SLT to discuss the quality of teaching observed, and identify where effective practice is occurring. Lesson study sessions will be based on predetermined needs, and also be responsive to other needs as they arise throughout the year. They will also be used to give staff a platform for sharing expertise with others across the College. HoFs will keep a record of Lesson Study activities, and link SLT members will monitor these sessions.	Deputy Headteacher for Teaching and Learning (PMA) Heads of Faculty	**The Deputy Headteacher will assess impact by collating and analysing evidence generated through Learning Walks and Work Scans at different points throughout the year.**

				Total budgeted Cost	£29600

ii. Targeted support

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	How will the impact be evaluated?
Improve literacy in KS3.	Intervention using Read, Write Inc. phonics, Lexia and small group literacy.	HLTAs are trained to deliver both RWI and Lexia programmes. Every year 7 is screened on entry. Anyone with a reading age below 10 is further screened to see if one of the following 3 interventions would be best: RWI; Lexia; small group literacy. In the 2018/19 academic year all PP students in year 7 with a reading age below 10 will receive one of the above interventions. Data tracking will show the impact upon student reading age and overall progress in assessments. Anyone receiving intervention will have end of cycle assessments to check progress before the intervention is withdrawn.	SENCo (DLE)	**The SENCo will assess the impact of programmes through initial and final assessments, which will determine student progress.** **WRAT reading assessment will also be used to track reading ages.**
Improve the progress of the Most/More Able (MA) disadvantaged students.	MA coordinators will run bespoke support sessions for each Year Group.	Two MA coordinators paid from the Pupil Premium budget. MA student progress will be tracked through data collection. Activities may include engagement with parents, teachers, HE providers, seminars and Future First.	MA Coordinators (KJA and HRO)	**The MA coordinators will measure impact through pre and post Attitude To Learning (ATL) Grades, Student Voice and parent feedback.**
			Total budgeted cost	**£12000**

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	How will the impact be evaluated?
Have an overview and coherent whole College approach to Pupil Premium students.	Assistant Head Teacher to lead as Pupil Premium Coordinator.	The Pupil Premium Coordinator will be responsible for monitoring the Pupil Premium Action Plan, driving strategies forward. The Coordinator will report to the Headteacher and Governors on its outcomes.	Pupil Premium Coordinator (DMC)	**The Pupil Premium Coordinator will measure impact through Progress Data, Student Voice and ATL grades. Classroom provision will be monitored through PP focused learning walks.**
Increased Attendance Rate.	Attendance Manager monitors and follows up student attendance issues. Graphical communication methods to be used - a stricter approach to authorising absence to be adopted.	The Attendance Manager will be responsible for monitoring student attendance, and ensuring appropriate support and challenge is in place to improve attendance. The Pupil Premium Coordinator will meet every fortnight with the Attendance Manager to review overall attendance figures, discuss students who are causing concern, and generate action plans to address issues.	Attendance Manager (PHA) Pupil Premium Coordinator (DMC)	**The Attendance Manager will analyse evidence linking attendance data to the various interventions (Attendance Matters Letters, Attendance Improvement Meetings, and bespoke support plans).**

Heads of Progress support students to improve Attitude to Learning (ATL) grades.	New RAG process Heads of Progress monitor ATL grades and implement actions to improve ATLs.	Review ATL grades fortnightly. Students with significant number of 1&2 ATL grades are rated red. Head of Progress will liaise with parents, students, and teachers. Review student attendance. Put in place support/intervention packages for both academic and personal wellbeing. Attend Structured Conversation meetings with SLT and Governors Report to SLT line manager on the progress of the year group.	Heads of Progress	**The Heads of Progress will assess impact by monitoring ATL grades before and after interventions. Student voice and parent feedback will also be used.**

Desired outcome	Chosen action/ approach	How will you ensure it is implemented well?	Staff lead	How will the impact be evaluated?
Heads of Faculty and SLT ensure students' learning needs are being met in order to improve their academic attainment and progress.	To monitor student progress, as outlined through the new RAG structure, and check that classroom provision is meeting needs. To arrange bespoke intervention for focus groups of students that need extra support.	Attainment data reviewed every three months. Teachers provide guidance for students performing below level via comments in SIMS. Students are RAG rated by the data team. Senior Leadership Team (SLT) select a sample of students for monitoring. Middle Leaders and SLT check classroom provision through work scans and learning walks. There will be follow-up CPD when necessary, and feedback will influence the Lesson Study sessions. Bespoke intervention is provided for students that require additional support to close the gap. Impact is assessed on the next cycle.	Head of Faculty Subject teachers SLT	**The Heads of Faculty will use the RAG rating of progress data to assess the impact of interventions on targeted groups of students, e.g. numbers moving from Red to Amber and Amber to Green.**

English and Maths Support Tutors provide targeted support - an intervention which improves progress.	Tutors to work with students 1:1 or in small groups.	English and maths tutors will work with students who have been identified as needing extra support. Tutors will work with students either 1:1 or in small groups.	Heads of Faculty for English and maths, Pupil Premium Coordinator	**The English and maths departments will use pre and post assessments to measure the impact the tutors are making upon student progress.**
Supporting students' emotional wellbeing.	The Flexible Learning Zone (FLZ) will provide the most vulnerable students with a supportive learning space. TIS and Nurturing Schools programme will provide support for emotional wellbeing.	The Strategic SENCo will have overarching responsibility for line managing the effectiveness of the FLZ and the emotional wellbeing programmes, and will report to the Pupil Premium Coordinator with updates on the number of students accessing this provision, and its impact on their learning. The Teaching Assistant managing the FLZ and Student Champions will be accountable to the Strategic SENCo. The 'Trauma Informed Schools' programme and Nurturing Schools programme will be used to provide additional support for disadvantaged students with SEMH difficulties.	SENCo (DLE)	**The SENCo will use the Boxall Profile as the platform to measure students' social, emotional and behavioural difficulties. The Boxall Profile will provide clear evidence on what areas of support is needed to improve an individual's wellbeing.**
Desired outcome	**Chosen action/ approach**	**How will you ensure it is implemented well?**	**Staff lead**	**How will the impact be evaluated?**
Supporting students with special educational needs	Identify those students who are disadvantaged and have special educational needs, and put in place bespoke support plans, eg Learning Passports and Access Cards.	The Strategic SENCo will monitor the support provided for students identified as being disadvantaged with special education needs. Learning walks and work scans will take place to monitor provision, as well as thorough annual reviews.	SENCo (DLE)	**The SENCo will use a variety of measures to demonstrate the impact of SEN support, e.g. progress data, Student Voice, parent feedback and learning walk/work scan outcomes.**

To provide impartial careers advice to students as part of an effective careers education programme.	Employ an independent careers advisor and develop a careers education programme, which meets the Gatsby benchmarks.	As part of the new Careers Strategy the College has a careers plan which clearly sets out identified activities for each and every student. These activities involve interaction with a variety of employers and workplaces across the academic year. In addition to this each student in Year 9, 10, 11 will receive guidance from the College's independent careers adviser at their key transition points. Identified PP students will receive additional input from a Careers South West Adviser. A number of PP students in Year 11 will also receive targeted guidance through the Careers South West Ambitions Project, which will provide support until those students are 21 years old if it is required.	Assistant Headteacher (PLA)	**A thorough tracking and audit process will monitor progress against the Gatsby benchmarks and include records of individual student encounters and experiences.**
Homework Club to support independent study.	To provide after-school support for students to assist with homework	The Homework Club is supported by staff, and is open to all students. Students can attend after school from 3.15-4.40 Monday to Thursday, located in the library. Support is on offer and students have access to computers. A register is maintained of attendees.	Pupil Premium Coordinator (DMC)	**The Pupil Premium Coordinator will use Student Voice and staff feedback to determine the impact of homework club on the completion and quality of homework.**

Desired outcome	**Chosen action/ approach**	**How will you ensure it is implemented well?**	**Staff lead**	**How will the impact be evaluated?**

| Improve knowledge of academic vocabulary - Tier 2 and Tier 3 words | Tutorial Programme reinforces tier 2 work done in English. Faculties focus on building Tier 3 vocabulary. | Carefully planned learning of Tier 2 vocabulary words. Increased focus on reading, using a range of sources. Explicit teaching of tier 3 words in lessons. Reading age will be tracked more closely for disadvantaged students as they progress through the College. | Heads of Progress Heads of Faculty | **The Heads of Progress (Key Stage 3) will use Student Voice to evaluate the tutor programme.** **Learning observations and work scans will record information on vocabulary development.** **WRAT reading assessment will also be used to track reading ages.** |

Curriculum Entitlement Statement:
We believe that every child should have the entitlement to a broad and balanced curriculum that will create new and exciting opportunities and experiences. We know that wider cultural experiences can be the key to opening minds, inspiring creativity and generating aspiration.   Many disadvantaged students never participate in life experiences beyond their immediate locality. At Helston Community College, we will endeavour to provide and encourage Pupil Premium students to participate in all aspects of the taught curriculum and extra-curricular activities, which will broaden their life experiences and enhance their cultural capital. This will be monitored through options choices and our trips and visits procedures.

Total budgeted cost	**£221600**

Overall budgeted cost	**£263200**