

Pupil Premium Plan 2015-16

In recent years a number of government strategies have focused on narrowing and closing the gap for disadvantaged pupils. In 2011 the Government introduced the Pupil Premium funding; since then there has been a year on year increase in some aspects of the funding that schools receive.

The DfE provides Pupil Premium funding for students meeting the following criteria;

Disadvantaged Pupils	Pupils in Year 7-11 who have claimed Free School Meals at any point in the past 6 years	£935
Looked After Children	Children who have been adopted from care under the Adoption and Children Act 2002 and have left care under a Special Guardianship or Residence Order	£1,900
Service Children	Pupils in Year 7-11 who are recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Pupil Premium Students at Hellesdon High School;

Group	Year 7-11	Year 7	Year 8	Year 9	Year 10	Year 11
All Students	1191	289	250	250	204	198
Disadvantaged Pupils	326	94	69	70	52	41
Looked After Children	6					
Service Children	1					

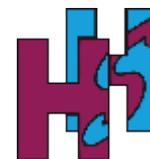
Group	Year 7-11		Year 7		Year 8		Year 9		Year 10		Year 11	
Male / PP Male	607	168	150	46	125	38	130	43	100	22	102	19
Female / PP Female	584	158	139	48	125	31	120	27	104	30	96	22
SEND / PP & SEND	109	57	34	21	17	9	28	15	15	6	15	6
G&T / PP & G&T	258	39			42	6	82	17	51	6	83	10

Pupil Premium Grant Allocation for **2015-16**
(based on financial year calculations)

£273,019

At Hellesdon High school we are focused on quality first teaching for all students, which gives students from all backgrounds the best possible educational experience, however we understand that some students need additional support to fulfil their potential. We make use of the Pupil Premium funding to maintain a high standard of teaching and learning and improve intervention strategies for those students who need additional support. We have reviewed the strategies implemented in previous years, investigated the barriers to learning for disadvantaged students and used the *Education Endowment Fund (EEF) Toolkit* and evidence from the Ofsted report 'The Pupil Premium: how schools are spending the funding successfully to maximise achievement' to research the most effective strategies to overcome these barriers to learning. Our desired outcomes and the strategies to overcome these are listed below.

Our ambition is for disadvantaged students at Hellesdon High school to have higher attainment at the end of Year 11 than all non-Pupil Premium students nationally within the next 2 years.



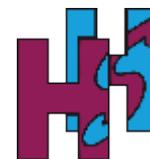
OUTCOME 1	To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students
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STRATEGY 1.1	Reducing Class Sizes	£54,618
DESCRIPTION	Reducing the number of students in a class enables the teacher to adopt a range of approaches and the amount of attention each student achieves is greater, in terms of feedback and one to one support. This approach has been adopted in English and Maths, particularly in Year 10 and 11.	
RATIONALE	Evidence from the EEF indicates that a reduction in class size needs to be significant, e.g. below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year.	
SUCCESS CRITERIA	Improvement in student grades	

STRATEGY 1.2	Teaching Assistants	£42,136
DESCRIPTION	Learning Support Assistants / Teaching Assistants are deployed to work within subjects and support disadvantaged students who also have SEND. The role of the teaching assistant varies between subjects, however in most cases they are used to support the class and allow the teacher to support smaller groups of students.	
RATIONALE	Evidence from the EEF indicates that the use of teaching assistants can have, on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.	
SUCCESS CRITERIA	Improvement in student grades	

STRATEGY 1.3	One to One Tuition	£8,500
DESCRIPTION	Disadvantaged students are tutored on a one to one basis by teaching and support staff. The focus is mainly in English and Maths, but also linked to other subjects. Support staff are trained by subject specialists before delivering one to one sessions. These are one hour sessions lasting a maximum of 8 weeks.	
RATIONALE	Evidence from the EEF indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.	
SUCCESS CRITERIA	Improvement in student grades / levels at end of the one to one tuition.	

STRATEGY 1.4	Revision Sessions	£15,000
DESCRIPTION	Class teachers run additional revision sessions during the school holidays for GCSE students to improve coursework or prepare for exams.	
RATIONALE	Evidence from previous revision sessions run at the school shows that these intensive sessions have a positive impact on the GCSE results of students involved. The school provides a working environment that some students may not have access to during the school holidays.	
SUCCESS CRITERIA	Improvement in student grades	



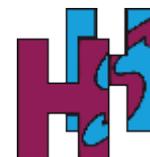
STRATEGY 1.5	Mentoring	£22,800
DESCRIPTION	A Learning Mentor has been employed to work specifically with disadvantaged students to support their individual needs. The Learning Mentor has regular meetings with students to develop a variety of skills, from confidence building, dealing with social and emotional needs to delivering individual academic tutoring.	
RATIONALE	Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.	
SUCCESS CRITERIA	Individual student grades	

STRATEGY 1.6	Digital Technology / Laptop Library	£0
DESCRIPTION	Disadvantaged students in the SEND department have access to iPads to enhance their learning. Staff have been trained in the use of iPads and how to deliver sessions to students. All disadvantaged students have the opportunity to hire a laptop from the library to use at home to complete homework / coursework.	
RATIONALE	Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states 'overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months)'.	
SUCCESS CRITERIA	Student grades / levels before and after use of the technology. Case studies.	

STRATEGY 1.7	Department Allocation	£20,557
DESCRIPTION	Departments have the opportunity to bid for funds to buy resources to support the learning of disadvantaged students within their department. This could range from buying equipment for practical lessons to putting on extra activities to support the completion of coursework.	
RATIONALE	Each Head of Department has plan and carefully consider the teaching and learning of disadvantaged students and how they can best support their needs. The shared responsibility of closing the gap across all departments.	
SUCCESS CRITERIA	Improvement of grades within each subject area	

STRATEGY 1.8	Revision Guides	£5,000
DESCRIPTION	Disadvantaged students are given a revision guide in each of the core subjects to support their learning outside of the classroom in the run up to their exams.	
RATIONALE	Disadvantaged students are given the same opportunity to complete tasks and revise for their exams.	
SUCCESS CRITERIA	Improved outcomes at KS4	

STRATEGY 1.9	E-Learning	£2,500
DESCRIPTION	Students who have difficulties coming into school for a variety of reasons are given access to SAM Learning where they can study from home.	
RATIONALE	Students stay up to date with their work even though they have missed a large proportion of their school career. This will benefit them when they begin their re-integration back into school.	
SUCCESS CRITERIA	Individual student grades	

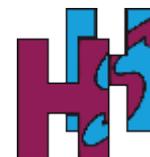


OUTCOME 2	To raise standards of literacy and numeracy across all year groups
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STRATEGY 2.1	Small Group Tuition	£15,000
DESCRIPTION	Students are given additional group work in English and Maths to support their basic literacy and numeracy skills. Students are identified as under-performing and are tutored by experienced teachers on specific skills.	
RATIONALE	Evidence from the EEF indicates that students tutored in small groups can make up to four months progress when compared with larger groups or whole classes.	
SUCCESS CRITERIA	Improvement in test score or levels / grades	

STRATEGY 2.2	Reading Comprehension Strategies	£2,908
DESCRIPTION	Students have access to Accelerated Reader software where they can track their own progress and understanding of certain texts. Students can choose books from the library based on their reading age. These reading strategies are adopted within lessons and at home.	
RATIONALE	Evidence from the EEF indicates that reading comprehension approaches improve learning by an additional five months' progress across an academic year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	
SUCCESS CRITERIA	Improvement in test scores	

STRATEGY 2.3	Homework / Breakfast Club	£9,500
DESCRIPTION	Students are given the opportunity to study in the library before and after school to complete homework tasks and to work on coursework. The clubs are supervised by LSA's who offer support to students completing their work as well as running subject specific workshops, including handwriting tuition. Sixth form students also support students as subject specialists after school.	
RATIONALE	Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however the homework needs to be short and focused. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress.	
SUCCESS CRITERIA	Reduction in detentions for missing homework. Attendance at homework club.	



OUTCOME 3	To extend opportunities and develop skills and personal qualities of all disadvantaged students
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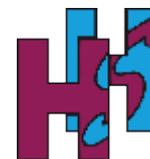
STRATEGY 3.1	Behaviour Strategies	£14,000
DESCRIPTION	The school pays for support from the Locksley School, an off-site educational facility, which provides specialist support for students with behavioural difficulties.	
RATIONALE	Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year with effect sizes larger for targeted interventions with specific students.	
SUCCESS CRITERIA	Reduction in behaviour incidents	

STRATEGY 3.2	Sports Participation	£3,000
DESCRIPTION	Clubs are run after school and offer students the opportunity to take part in sports they might not have access to outside of school. These include swimming, table tennis, rugby etc. Students are given the opportunity to take part in group activities and boost their confidence through sport.	
RATIONALE	The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so can participate in sports they might not have the opportunity to outside of school.	
SUCCESS CRITERIA	Increase in confidence / well-being. Case studies.	

STRATEGY 3.3	Activities Week	£11,000
DESCRIPTION	Activities week runs for 3 days at the end of the school year for students in Year 7-9. It offers students the opportunity to take part in activities with their teachers, such as fishing trips, tours at football stadiums, sailing trips for example. Disadvantaged students are entitled to a 50% reduction in the cost of these activities.	
RATIONALE	Disadvantaged students have the opportunity to take part in activities that they might not have access to outside of school. They get to spend time with their friends and teachers, building confidence and social relationships.	
SUCCESS CRITERIA	Increase in attendance rates. Case studies.	

STRATEGY 3.4	Educational Visits	£3,000
DESCRIPTION	The school provides funding to support the educational visits for disadvantaged students. Trips include the Castle Museum, Theatre Royal, Banham Zoo, Winterton etc.	
RATIONALE	Students often need to access these field trips to complete their coursework.	
SUCCESS CRITERIA	Improvement in student grades. Increased attendance rates.	

STRATEGY 3.5	Attendance Support	£4,500
DESCRIPTION	A parent support advisor works closely with the school and families to support students who have poor attendance. The PSA works with HoY and the pastoral support team to identify the reasons why students are not engaging with education and support their transition back into school.	
RATIONALE	To identify the reasons why students are not attending school and put provisions in place for them to access education and begin a re-integration programme.	
SUCCESS CRITERIA	Increased attendance rates	



STRATEGY 3.6	Social and Emotional Learning	£15,500
DESCRIPTION	Disadvantaged students identified as having social and emotional needs by the school welfare office, Head of Year or Learning Mentor are given access to a programme run by the Benjamin Foundation to support their social and emotional needs. Social skills workshops are also run by the Learning Mentor.	
RATIONALE	Evidence from the EEF indicates that social and emotional learning programmes can have an impact of up to 4 months progress across an academic year. The benefits generally come from the students improved attitude to learning and social relationships at school.	
SUCCESS CRITERIA	Improved self-confidence / attitudes to learning. Case studies.	

STRATEGY 3.7	Arts Participation	£5,500
DESCRIPTION	Money has been allocated to the Theatre Royal umbrella trust that run workshops for students and gives them access to productions at the theatre. The Arts Award is being offered to disadvantaged students to help support this aspect of their academic progress. 80% of music lessons for disadvantaged students are also funded.	
RATIONALE	Evidence from the EEF indicates that participation in extra-curricular activities such as dance, drama, music etc. can have an impact of up to 2 months progress across an academic year. Wider benefits on attitudes to learning and well-being are also consistently reported.	
SUCCESS CRITERIA	Increased attendance rates. Case studies.	

STRATEGY 3.8	Raising Aspirations	£5,500
DESCRIPTION	The school has signed up to the Villiers Park Scholarship which works with the University of East Anglia providing gifted and talented students from disadvantaged backgrounds the opportunity to work with learning mentors from the university and their peers across the county.	
RATIONALE	Evidence from the EEF suggests that aspiration interventions have little impact across a year in terms of academic progress; however research shows that they have a positive impact of student's self-esteem, self-efficacy and self-belief, which develops motivation and engagement.	
SUCCESS CRITERIA	Increased attendance rates. Case studies.	

STRATEGY 3.9	Student Fund	£12,500
DESCRIPTION	The student fund is overseen by the Pupil Premium Learning Mentor who provides students with uniform, stationery, transport costs where needed. Sixth form transition is included in this to help disadvantaged students settle into the school sixth form.	
RATIONALE	Students wearing the correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here.	
SUCCESS CRITERIA	Increase in attendance rates. Case studies.	