



Pupil Premium Plan 2017-18

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	1265	246	251	276	237	255
Disadvantaged Pupils	365	98	75	74	58	60
Looked After Children	10	2	1	4	1	2
Service Children	1	0	0	0	0	1

Group	Year 7-11		Year 7		Year 8		Year 9		Year 10		Year 11	
Male / PP Male	672	207	135	53	143	46	140	35	121	33	133	40
Female / PP Female	593	158	111	45	108	29	136	39	116	25	122	20
SEND / PP & SEND	100	38	24	15	23	9	19	3	13	6	21	5

Pupil Premium Grant Allocation for **2017-18**
(based on financial year calculations)

APPROX: £304,500

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.

The main barriers to learning faced by our disadvantaged students include:

- **Attendance**
- **Mental Health**
- **Literacy and numeracy skills**
- **Access to extended learning opportunities**



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	£80,000
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, Maths and Humanities, 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 in English, Maths and Humanities	

STRATEGY 1.2	Teaching Assistants	£20,355
DESCRIPTION	Learning Support Assistants / Teaching Assistants are deployed to work within subjects and support disadvantaged students who also have SEND. The LSA's also provide 1:1 and targeted support for these students to minimise barriers to learning such as Attendance, mental health and behaviour.	
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	Subject Tuition	£15,000
DESCRIPTION	Disadvantaged students are tutored 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 minimum of 8 weeks.	
RATIONALE	Evidence from the EEF indicates that 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	£27,445
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, improved attendance and behaviour	

STRATEGY 1.6	Digital Technology / Laptop Library	£2000
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. Dongles are also available to provide internet access at home for those students without access.	
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 1.8	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, use of SAM learning	

STRATEGY 1.9	Learning Performance workshops	£8,000
DESCRIPTION	Students work with learning performance to develop their metacognitive skills and develop a growth mindset to raise achievement	
RATIONALE	Evidence from the Sutton Trust EEF Teaching & Learning Toolkit shows that equipping students with these skills pupils made an average of 8 months progress.	
SUCCESS CRITERIA	Individual student grades, student feedback from sessions	

STRATEGY 1.10	Staff CPD	£5000
DESCRIPTION	Supporting staff with continuing professional development	
RATIONALE	<p>Why improve teaching?</p> <p>Effect of teaching on students in years of progress</p> <p>Source: Sutton Trust (2013)</p>	
SUCCESS CRITERIA	Improved outcomes for students across subjects	



OUTCOME 2	To raise standards of literacy and numeracy across all year groups
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STRATEGY 2.1	Small Group Tuition	£8000
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 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	Improved numeracy and literacy levels	£10,000
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. Students have access to Maths Whizz, an online Maths tutorial that targets individual weaknesses.	
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. Individualised instruction such as that provided by Maths Whizz improve learning by 2 months progress across an academic year.	
SUCCESS CRITERIA	Improvement in test scores in literacy and numeracy	

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. 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	£26,500
DESCRIPTION	An HLTA for behaviour has been employed to provide specialist support for students with behavioural difficulties. There is also a £6500 allocation to support Educational and Clinical Psychology referrals.	
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. Student specific interventions will have a greater impact.	
SUCCESS CRITERIA	Reduction in behaviour incidents/improvement in academic progress	

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	£7500
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 50% discount, up to a maximum of £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. Improved attitude to school. 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	£8,000
DESCRIPTION	An attendance officer within school carefully monitors attendance of all students and meets with parents regularly if there are any concerns – referrals can then be made for intervention or support.	
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	£28,000
DESCRIPTION	Disadvantaged students identified as having social and emotional needs by the school well-being co-ordinator, Head of Year or Learning Mentor are given access to a programme of interventions 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	£1,000
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. 50% 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	£4,000
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. We will also be working with Inspired Youth to provide our students with the opportunity to interact with people from business and enterprise including 1:1 mentoring and careers workshops.	
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. Improved attitude to learning Case studies.	



STRATEGY 3.9	Student Fund	£20,700
DESCRIPTION	<p>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. Departments can also make bids for funding for resources for disadvantaged students. Every FSM student has a £30 contribution to uniform (£5500). This also includes Summer School for students moving from Y6 into 7 who are worried about the transition.</p>	
RATIONALE	<p>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. Evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not.</p>	
SUCCESS CRITERIA	<p>Increase in attendance rates. Case studies.</p>	