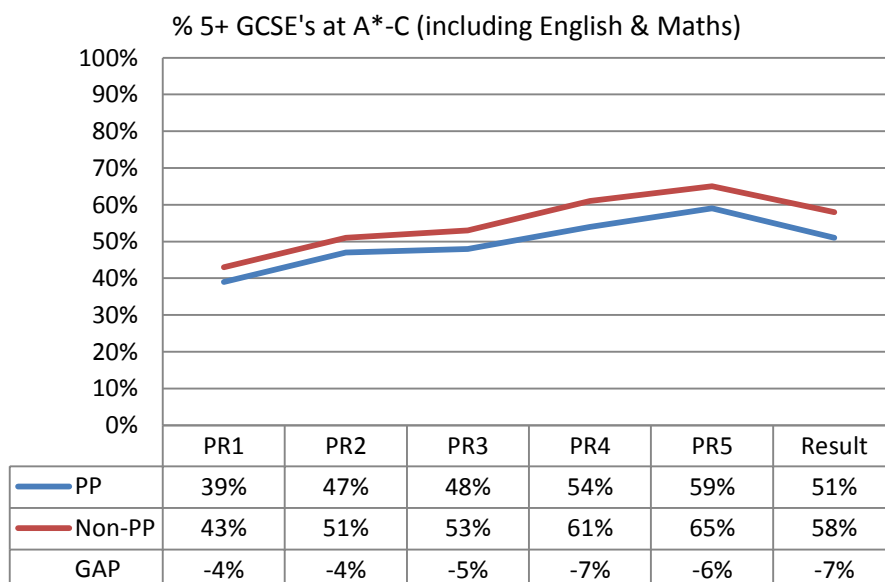




Pupil Premium Review – September 2015

This review outlines the expenditure and impact so far this year. A full review will be conducted once we have results in the Summer 2015.

Outcome 1 - To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students



Strategy 1.1 – One to One Tuition	Budget 2014/15	£12,500
	Expenditure	£8,816
<p>207 sessions have been delivered so far across a range of subjects and year groups. The main focus has been English and Maths but other subjects have also made use of the money available for tuition.</p> <p>2 students in Year 7 – 100% of students improved their grade 6 students in Year 8 – 83% of students improved their grade 6 students in Year 9 – 83% of students improved their grade 0 students in Year 10 15 students in Year 11 – 60% of students improved their grade 29 students in Year 7 to 11 – 72% of students improved their grade</p>		
<p>Continue next year? Yes</p> <p>In a more formalised way for English and Maths, e.g. tutors with regular slots each week. More external tutors will be used as the capacity of in-school staff is limited.</p>	Budget 2015/16	£10,000

Strategy 1.2 – Revision Sessions	Budget 2014/15	£22,500
	Expenditure	£13,412
<p>42 sessions have been delivered so far across a range of subjects, mainly for Year 11. The main focus has been English and Maths but other subjects have provided revision sessions during the holidays. Sessions have been run by HHS staff as well as external companies.</p> <p>2 PP students in Year 10 50 PP students in Year 11</p>		
<p>Continue next year? Yes</p> <p>To be used more in Year 10 and lower down the school to provide longer lasting revision skills.</p>	Budget 2015/16	£15,000



Strategy 1.3 – Mentoring	Budget 2014/15	£9,500
	Expenditure	£9,500
<p>The Learning Mentor has been employed since 1st April and has seen 41 PP students to identify their barriers to learning. Abby has put on revision skills sessions for Year 10 students, run one to one sessions in English and Maths and small group work in Science for Year 11's. She has also organised training from the police based on Internet safety for Year 7 and helped to organise social skills groups for Year 9 students.</p> <p>16 students in Year 7 36 students in Year 8 13 students in Year 9 29 students in Year 10 23 students in Year 11</p> <p>Highest ever results for Year 11 PP students. Work to do with Year 10 in terms of Progress 8 score. Impact can be seen from attached case studies (Appendix B)</p>		
<p>Continue next year? Yes</p> <p>The work so far has been invaluable in identifying students with the highest level of need. The gap is closing as a result of the work.</p>	Budget 2015/16	£22,800

Strategy 1.4 – Digital Technology	Budget 2014/15	£5,000
	Expenditure	£5,000
<p>SEND students have made use of the iPads and the Apps. Training has been given to LSA's to support students with the use of the iPads.</p> <p>Attached report details the impact of the apps on students with SEND (Appendix C)</p>		
<p>Continue next year? Yes</p> <p>The initial outlay was for the purchase of hardware. There may be funds needed for the purchase of further apps and maintenance etc.</p>	Budget 2015/16	£0

Strategy 1.5 – Laptop Library	Budget 2014/15	£5,000
	Expenditure	£5,000
<p>Students have loaned the laptops on a 2 week basis to help with coursework / homework. 9 students have used the service this year, which is disappointing. This needs to be advertised more. Uptake will increase next year with the Learning Mentor directing students to the service.</p>		
<p>Continue next year? Yes</p> <p>The initial outlay was for the purchase of hardware. Students need to be able to use the Internet on these laptops, therefore a change of policy is needed.</p>	Budget 2015/16	£0

Strategy 1.6 – Department Allocation	Budget 2014/15	£30,260
	Expenditure	£29,864
<p>Departments have used the funds in a variety of ways to improve the outcomes of PP students in their subject areas. The overall impact on PP students in Year 11 can be seen in Appendix A. HoD will need to present the impact of the funding on PP students at the Governors meeting in September.</p>		
<p>Continue next year? Yes</p>	Budget 2015/16	£20,000

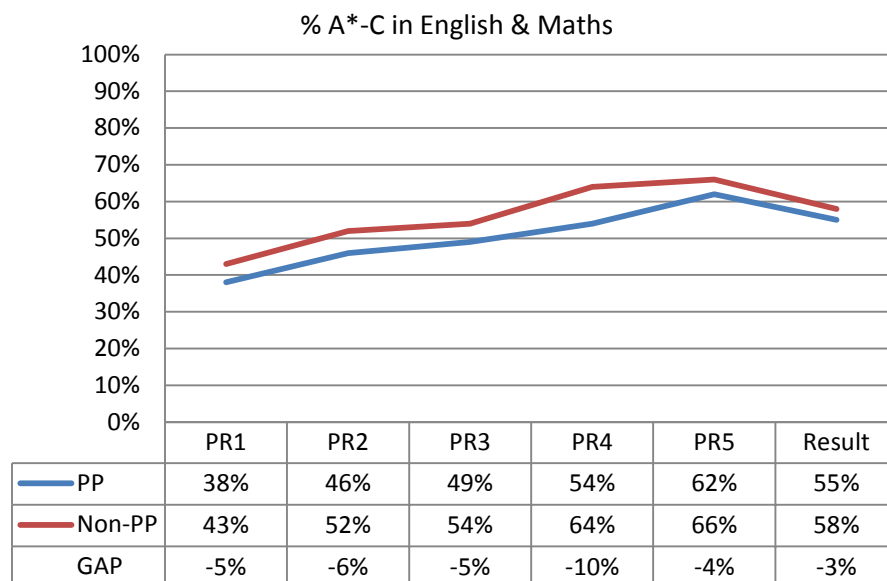


Strategy 1.7 – Revision Guides	Budget 2014/15	£3,000
	Expenditure	£2,212
Revision guides have been bought by departments for PP students; mainly in Year 10 and Year 11. Highest ever PP results in Year 11. See Appendix A for department results.		
Continue next year? Yes – for English, Maths and Science and extended to KS3. Will form part of the bidding process for other subjects.	Budget 2015/16	£5,000

Strategy 1.8 – E-Learning	Budget 2014/15	£6,000
	Expenditure	£6,000
School refusers have been using SAM Learning to access work from home. 1 student in Year 7 9 students in Year 8 4 students in Year 9 6 students in Year 10 4 students in Year 11 (<i>Student A was on or above target in all 7 subjects studied; Student B achieved 6 passes at GCSE when they were close to failing all subjects; Student C achieved 6 passes at GCSE including a C in English Language; Student D failed to take any GCSE exams</i>) These students would not have had the opportunity to sit their exams without the support of SAM Learning.		
Continue next year? Yes	Budget 2015/16	£2,500

Pupil Premium Administration	Budget 2014/15	£75,741
	Expenditure (June 2015)	£75,741
% of salary costs from Assistant Headteacher, Data Manager, Business Manager, Finance Team, Pastoral Support etc.		
Continue next year? No – these costs will come from the main school budget	Budget 2015/16	£0

Outcome 2 - To raise standards of literacy and numeracy across all year groups



Strategy 2.1 – Small Group Tuition	Budget 2014/15	£17,585
	Expenditure (June 2015)	£17,585
Mainly literacy and numeracy support delivered to Year 7-9 students. 58 students in Year 7 – 50 students improved their grade 23 students in Year 8 – 20 students improved their grade 26 students in Year 9 – 20 students improved their grade 0 students in Year 10 12 students in Year 11 – 10 students improved their grade Overall – 84% of students improved their grade		
Continue next year? Yes	Budget 2015/16	£15,000

Strategy 2.2 – Phonics	Budget 2014/15	£6,000
	Expenditure	£6,000
Phonics delivered to Year 7 students. 6 Year 7 PP students took part in the course, 50% of students improved their English grade since the start of the year.		
Continue next year? No – funded through main school budget	Budget 2015/16	£0

Strategy 2.3 – Reading Comprehension Strategies	Budget 2014/15	£2,800
	Expenditure	£2,800
Accelerated reader for Year 7-9 students. Impact is being assessed by the English department based on reading ages at the start and end of the year. (Awaiting report)		
Continue next year? Yes	Budget 2015/16	£2,908

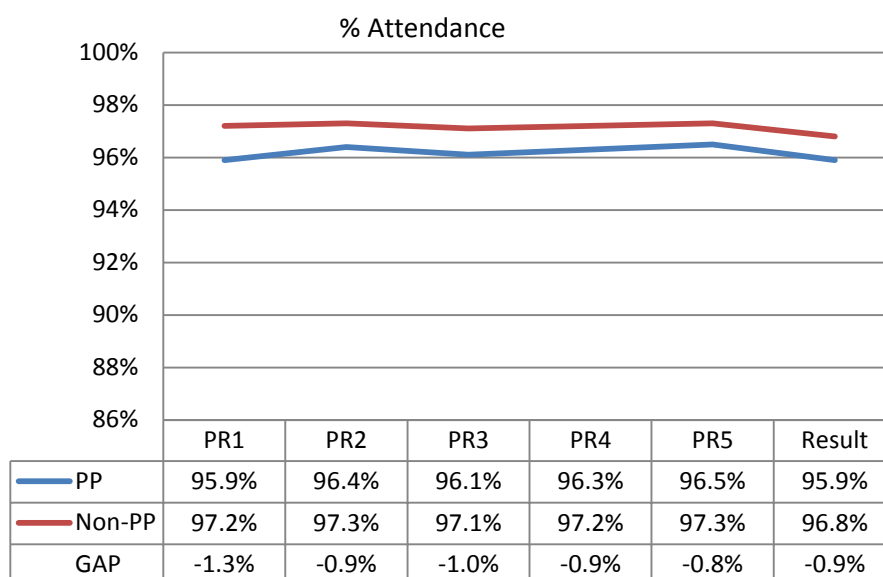


Strategy 2.4 – Homework / Breakfast Club	Budget 2014/15	£9,500
	Expenditure	£9,500
<p>The library is supervised by LSAs to help students with their homework and provide them with access to the Internet and somewhere quiet to study.</p> <p>Homework club is going to be relaunched by the LSAs and the Learning Mentor in September 2015 to encourage uptake. Workshops will be delivered in each subject. Sixth form students will offer support and tuition to lower school students.</p> <p>Attendance at homework club is being recorded on SIMS so the impact can be monitored.</p>		
Continue next year? Yes	Budget 2015/16	£9,500

Strategy 2.5 – Handwriting Club	Budget 2014/15	£4,000
	Expenditure	£3,756
<p>One to one tuition is given to PP students who struggle with handwriting.</p> <p>8 students in Year 7</p> <p>6 students in Year 8</p> <p>4 students in Year 9</p> <p>More formal assessment is needed to assess the impact</p>		
Continue next year? Yes – as a workshop at homework club	Budget 2015/16	£0



Outcome 3 - To extend opportunities and develop skills and personal qualities of all disadvantaged students



Strategy 3.1 – Summer School / Transition	Budget 2014/15	£3,000
	Expenditure	£2,610
Additional funds have been made available to support the transition from Year 6 to Year 7. 10 Year 6 students attended summer school, working with the Learning Mentor and getting to know students from other schools and getting used to the school environment.		
Continue next year? No - money will come directly from DfE	Budget 2015/16	£0

Strategy 3.2 – Behaviour Strategies	Budget 2014/15	£14,000
	Expenditure (June 2015)	£9,099
Behaviour interventions provided by Locksley, e.g. boxing club, small group work. 3 students in Year 7 8 students in Year 8 7 students in Year 9 0 students in Year 10 2 students in Year 11 All students were close to exclusion; all remained at school with behaviour managed by the school behaviour system.		
Continue next year? Yes	Budget 2015/16	£14,000



Strategy 3.3 – Sports Participation	Budget 2014/15	£4,000
	Expenditure	£1,897
<p>After-school clubs are funded to give PP students the opportunity to take part in sport they would not normally have access to. Clubs on offer are; rugby, swimming, table tennis.</p> <p>12 students in Year 7 2 students in Year 8 1 student in Year 9 2 students in Year 10 4 students in Year 11 21 students in Y7-11 – attendance has increased for 50% of the students. Indicator may need to be updated, could use case studies.</p>		
Continue next year? Yes	Budget 2015/16	£3,000

Strategy 3.4 – Activities Week	Budget 2014/15	£10,000
	Expenditure	£9,451
<p>All PP students in Y7-9 are funded 50% for their activities week placement. See case studies (Appendix B1)</p>		
Continue next year? Yes	Budget 2015/16	£11,000

Strategy 3.5 – Educational Visits	Budget 2014/15	£3,000
	Expenditure	£10,464
<p>50% of educational visits are paid for PP students. Will be evaluated through case studies (see Appendix B1)</p>		
Continue next year? Yes	Budget 2015/16	£3,000

Strategy 3.6 – Uniform	Budget 2014/15	£3,000
	Expenditure	£737
<p>Uniform is bought for those PP students who can not afford their own. Done on a needs basis, identified by HoY and Learning Mentor.</p> <p>Case studies to follow.</p>		
Continue next year? Yes – as part of the student fund.	Budget 2015/16	£0



Strategy 3.7 – Attendance Support	Budget 2014/15	£4,500
	Expenditure	£4,500
Part of PSA salary paid for to work with PP students and their families.		
Continue next year? Yes	Budget 2015/16	£4,500

Strategy 3.8 – Social and Emotional Learning	Budget 2014/15	£8,355
	Expenditure	£8,355
Benjamin Foundation have been working with emotional needs. Impact is difficult to measure but will be done through case studies next year and reports from 1 to 1 counsellors.		
Continue next year? Yes – extended to one to one counselling for students with mental health issues	Budget 2015/16	£12,500

Strategy 3.9 – Arts Participation	Budget 2014/15	£9,800
	Expenditure	£9,800
Group work with the Theatre Royal as well as one to one music lessons. Case studies to follow.		
Continue next year? Yes – but will be delivered by trained staff in school	Budget 2015/16	£3,500

Strategy 3.10 – Transport	Budget 2014/15	£2,500
	Expenditure	£2,115
To enable students to attend after school clubs and trips where they can't be picked up by parents. Increase in attendance rates.		
Continue next year? Yes – as part of the student fund.	Budget 2015/16	£0



Appendix A

Department Gap Analysis (A*-C)

Department	Initiative	Expenditure	Gap PR1 (Year 11)	Gap Final Grade (Year 11)
Art	Materials & Equipment	£1,000	-9%	+4%
English	iPads / Visualisers	£5,104	-18%	-6%
Geography	Visualisers	£2,500	+16%	+36%
History	20-20 revision sessions	£2,680	-10%	-10%
Maths	Visualisers / My Maths	£3,500	0%	-1%
MFL	Laptops / listening software	£6,706	-5%	+24%
Music	One to one lessons	£2,808	-50%	+25%
Science	Visualisers	£1,012	-9%	-10%
Technology	Digital Cameras / Materials	£4,293	-6%	-9%



Appendix B1

The Positive Impact upon Pupil Premium Students during Activities Week

Activities Week at Hellesdon operates across three to five days for Years 7-9. Years 8 and 9 are offered a range of activities and experiences from which to choose from; this includes: the performing arts, sports, beauty and cultural visits. Residential visits are offered for five days to Paris or Sailing on the Norfolk Boards at Ludham. Pupil Premium students made up a sizeable cohort for these visits: 35% of Paris students were Pupil Premium; 38% of Sailing students were Pupil Premium. By entitling Pupil Premium students to either a 50% discount or paying fully for their trips allowed some of our most disadvantaged students to have new experiences and gain greater opportunities.

Sailing

By taking part in the Sailing Trip, students learnt to set sails, trim, rig, steer and sail with and against the wind. "Teamwork was really important as two people were needed to sail the boat," said Emma Patchett the trip's organiser. "They even had a go at synchronised sailing with great success." Emma Patchett also cited *Student A* and *Student B* as being some of her best sailors. Both of these students have had school attendance issues so working upon ways to engage and encourage these students is really important. *Student A* said that she learnt to persevere on the trip; initially she was very doubtful about sailing. Following the trip, *Student A* and *Student B* were both vocal about wanting to continue with sailing in the future.

Furthermore *Student C*, who throughout the previous academic year received alternative provision, took part in the five day trip, surprising both her parents and staff. *Student C* suffers from severe anxiety and struggles with mainstream schooling. Her parents were worried that she would be unable to cope away from home, but cope she did. One major challenge Jolee felt she would face was eating with others. The trip helped her to cope with this as every group were encouraged to cook together which meant everyone would be eating around the same time. *Student C* says that, 'this made me feel more comfortable'. She went onto say that: 'usually this would be near impossible for me to do, due to social anxiety'.

Paris Trip

A number of Pupil Premium students who went on the Paris Trip were quite weak and vulnerable pupils, but all eventually coped with the cultural differences and the demands of being away from home, some for the first time. There were opportunities for students to be independent: they spent time within peer groups at Disneyland, and were exposed to the French language when shopping independently in a market. *Student D*, a Pupil Premium student who went on the trip, suffered from homesickness as she had never spent much time away from her family before. Support from staff and her friends helped her a great deal. She also found visiting the cemetery at Ypres had a profound effect upon her: "in a way, history came to life". It helped her and others to appreciate the importance of subjects such as History.

Another Pupil Premium student, *Student E*, described the Paris trip as "the most incredible week of my life". *Student E* was commended highly by the trip's organiser, Angela Riley, for taking a leadership role and helping a weaker student on the trip. *Student E* said that as there were only two boys he felt that they had to stick together. He felt that he had to use his initiative, especially when communicating to French people (he is learning Spanish, not French), and at times he had to make himself known in other ways, through body language.



Music and Media

Some students chose to take part in the planned programmes offered within school. Music and Media was an option which was organised and delivered by English and Media teachers. Students worked in small groups to make their own short film- either from the thriller or horror genre. They also attended a Sci-Fi film, Hannah, at Cinema City in Norwich which was preceded by a Q&A with the cinema's Education Officer. *Student F*, a Year 10 student, has chosen Music and Media two years running as she found it enjoyable last year. She felt that making a film and acting has helped her confidence. She also felt that planning dialogue may help build upon her English skills.

Miss Miah, the activity's organiser, said that the key aims of the week were to help students develop skills of team work, independence and creativity. They also had access to video cameras and editing software which helped them to develop technology skills. *Student G* said that she felt much more confident with the camera and the tripod as she had used them the previous year; she could also recall different camera shots and why they were used so put into practise prior learning. Another important focus was to help raise aspirations- students gained insights into film as a cultural institution and were prompted to probe the expert at Cinema City.



Appendix B2

The Positive Impact upon Theatre Social Skills Intervention upon Pupil Premium Students

A group of eleven students, seven of which are Pupil Premium, took part in a six week intervention at school to improve their social skills. Subcontracted by the Theatre Royal, a professional musician Xenia Horne organised and ran the sessions. Furthermore, a number of Arts professionals came in to run tailored sessions including, music, dance and drama activities. The aims of the programme were to improve self-esteem and confidence, communication, empathy and promoting the completion of tasks. The six weeks culminated in students achieving Trinity's Bronze Arts Award after documenting their involvement, appreciation and understanding of the Arts they encountered. Each student, who attended every session, successfully completed their folders and is on course for achieving their awards.

Head of Year, Carol Barnes feels that the main aims of the intervention were met. She said that 'bickering' and low-level disruption involving students who partook in the intervention generally reduced from early June onwards. An example of this can be seen when looking at *Student H's* behaviour points on SIMS. From 5th June until the end of the year, *Student H* had 11 behaviour marks; prior to this he received 25 marks in April and May. In April and May, 19 of these points were due to disruption; after this in June only 8 of these marks were due to disruption. Another student *Student I* came off her PSP at the end of last year which Mrs Barnes attributes in part to the social skills intervention.

The intervention was timetabled on a Friday morning and involved them returning to Maths afterwards. It was feared that this change to their regular timetable could lead to disruption for the Maths teacher, but Joe Birley commented upon how calmly they returned, allowing the lesson to progress a lot smoother.

Students were also very positive about the social skills sessions. *Student J* was a key student for the intervention as she has a number of issues with her peers. *Student I* felt that the group 'got on better' and she has now become friends with a student she previously had a lot of arguments with from the intervention. She also feels that the intervention has increased her appreciation of the Arts: she has always enjoyed going to the theatre, but when watching recent productions she considers what happens backstage, following the group's backstage tour of Norwich Theatre Royal. *Student I* was also looking forward to receiving the Bronze Arts Award as she is studying Drama and Music so feels that this will help her succeed in these subjects. Another student, *Student J* felt a real sense of achievement completing her folder. She took a lot of care over it and feels that she showed a lot of dedication.

Confidence was the motivation behind including some students in the intervention, such as *Student K*. She was an in-year transfer and struggles with communication. The sessions required essential team work and speaking in front of the group, staff and to camera. The group's organiser and I were amazed at how much better *Student K* progressed over the weeks. She took on speaking parts and participated fully in every activity. She says: "I still find talking hard but I got to know the others better in the group so it was ok".