



## Pupil Premium Plan 2014-15

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;

<b>Disadvantaged Pupils</b>	Pupils in Year 7-11 who have claimed Free School Meals at any point in the past 6 years	<b>£935</b>
<b>Looked After Children</b>	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	<b>£1,900</b>
<b>Service Children</b>	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	<b>£300</b>

Pupil Premium Students at Hellesdon High School;

Group	Year 7-11	Year 7	Year 8	Year 9	Year 10	Year 11
<b>All Students</b>	<b>1108</b>	<b>245</b>	<b>245</b>	<b>200</b>	<b>196</b>	<b>222</b>
Disadvantaged Pupils	<b>291</b>	71	68	50	40	62
Looked After Children	<b>4</b>	1	1	0	1	1
Service Children	<b>3</b>	0	1	0	0	2

Group	Year 7-11		Year 7		Year 8		Year 9		Year 10		Year 11	
Male / PP Male	555	150	120	40	128	41	100	21	100	17	107	31
Female / PP Female	554	141	125	31	117	27	100	29	96	23	115	31
SEND / PP & SEND	117	48	30	13	30	15	17	5	14	4	26	11
G&T / PP & G&T	196	89			13	5	33	4	70	8	80	18

Pupil Premium Grant Allocation for **2014-15**

<b>£272,085</b>
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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 3 years.***



<b>OUTCOME 1</b>	<b>To close the gap in attainment and progress between disadvantaged students and non-disadvantaged students</b>
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<b>STRATEGY 1.1</b>	<a href="#"><u>One to One Tuition</u></a>	<b>£12,500</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improvement in student grades / levels at end of the one to one tuition.	

<b>STRATEGY 1.2</b>	Holiday Revision Sessions	<b>£22,500</b>
<b>DESCRIPTION</b>	Class teachers run additional revision sessions during the school holidays for GCSE students to improve coursework or prepare for exams.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improvement in student grades	

<b>STRATEGY 1.3</b>	Mentoring	<b>£9,500</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately two months with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.	
<b>SUCCESS CRITERIA</b>	Individual student grades	

<b>STRATEGY 1.4</b>	Digital Technology	<b>£5,000</b>
<b>DESCRIPTION</b>	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. Apps to support learning include...	
<b>RATIONALE</b>	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)'	
<b>SUCCESS CRITERIA</b>	Student grades / levels before and after use of the technology.	



<b>STRATEGY 1.5</b>	Laptop Library	<b>£5,000</b>
<b>DESCRIPTION</b>	Disadvantaged students who don't have access to a computer at home can hire a laptop from the library to help them complete coursework or homework. The laptops have specific software installed that might not be available on public computers outside of school.	
<b>RATIONALE</b>	Disadvantaged students are given the same opportunity to complete coursework or homework as other students and this gives them the opportunity to complete this work at home rather than finding another computer outside of school.	
<b>SUCCESS CRITERIA</b>	Reduction in detentions for missing homework	

<b>STRATEGY 1.6</b>	Department Allocation	<b>£30,260</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improvement of grades within each subject area	

<b>STRATEGY 1.7</b>	Revision Guides	<b>£3,000</b>
<b>DESCRIPTION</b>	Disadvantaged students are given a revision guide in each subject at KS4 to support their learning outside of the classroom in the run up to their exams.	
<b>RATIONALE</b>	Disadvantaged students are given the same opportunity to complete tasks and revise for their exams.	
<b>SUCCESS CRITERIA</b>	Improved outcomes at KS4	

<b>STRATEGY 1.8</b>	E-Learning	<b>£6,000</b>
<b>DESCRIPTION</b>	Students who have difficulties coming into school for a variety of reasons are given access to SAM Learning where they can study from home.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Individual student grades	

	Pupil Premium administration	<b>£64,981</b>
<b>DESCRIPTION</b>	To investigate strategies to improve the outcomes of disadvantaged students and to make sure the funds are allocated effectively. To ensure the impact of each strategy is analysed.	
	Assistant Headteacher (20%)	£18,058
	Business Manager (5%); Finance Manager (20%)	£7,960
	Data Manager (20%)	£9,557
	Behaviour & Attendance Officer (20%)	£8,369
	Parental Support Assistant (20%)	£5,053
	SENCO (15%); Assistant SENCO (10%)	£11,149
	Learning Mentor (10%)	£2,120
	HLTA (20%)	£2,716



<b>OUTCOME 2</b>	<b>To raise standards of literacy and numeracy across all year groups</b>
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<b>STRATEGY 2.1</b>	Small Group Tuition	<b>£17,585</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improvement in test score or levels / grades	

<b>STRATEGY 2.2</b>	Phonics	<b>£6,544</b>
<b>DESCRIPTION</b>	Students are taught in small groups, 3 times a week in addition to their normal English lessons. Students are taught the skills of hearing, identifying and using phonemes or sound patterns in English.	
<b>RATIONALE</b>	Evidence from the EEF indicates that Phonics approaches can have an impact of up to four months' additional progress, mainly in younger readers.	
<b>SUCCESS CRITERIA</b>	Improvement in test score or levels / grades	

<b>STRATEGY 2.3</b>	Reading Comprehension Strategies	<b>£2,800</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improvement in test scores	

<b>STRATEGY 2.4</b>	Homework / Breakfast Club	<b>£9,500</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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 have an impact of 2 to 3 months progress.	
<b>SUCCESS CRITERIA</b>	Reduction in detentions for missing homework	

<b>STRATEGY 2.5</b>	Handwriting Club	<b>£4,000</b>
<b>DESCRIPTION</b>	Disadvantaged students are taught skills to improve their handwriting. This is part of a 6 week intensive programme run on a one to one basis with an LSA.	
<b>RATIONALE</b>	Students work need to be legible in order for their work to be marked effectively and feedback given.	
<b>SUCCESS CRITERIA</b>	Improvement in student grades / levels	



<b>OUTCOME 3</b>	<b>To extend opportunities and develop skills and personal qualities of all disadvantaged students</b>
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<b>STRATEGY 3.1</b>	Summer School / Transition	<b>£3,500</b>
<b>DESCRIPTION</b>	Disadvantaged students are given the opportunity to attend a summer school that is aimed at being fun and aiding their transition from Primary to Secondary School. Students get used to the school environment and have the opportunity to meet some of the staff they will see at Secondary school.	
<b>RATIONALE</b>	Evidence from the EEF suggests that attending a summer school results in an average of about two months' progress across an academic year.	
<b>SUCCESS CRITERIA</b>	Regular attendance at school	

<b>STRATEGY 3.2</b>	Behaviour Strategies	<b>£14,000</b>
<b>DESCRIPTION</b>	The school pays for support from the Locksley School, an off-site educational facility, which provides specialist support for students with behavioural difficulties.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Reduction in behaviour incidents	

<b>STRATEGY 3.3</b>	Sports Participation	<b>£4,000</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Increase in confidence / well-being	

<b>STRATEGY 3.4</b>	Activities Week	<b>£10,000</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Increase in attendance rates	



<b>STRATEGY 3.5</b>	Educational Visits	<b>£3,000</b>
<b>DESCRIPTION</b>	The school provides funding to support the educational visits for disadvantaged students. Trips include the Castle Museum, Theatre Royal, Banham Zoo, Winterton etc.	
<b>RATIONALE</b>	Students often need to access these field trips to complete their coursework.	
<b>SUCCESS CRITERIA</b>	Improvement in student grades.	

<b>STRATEGY 3.6</b>	School Uniform	<b>£3,000</b>
<b>DESCRIPTION</b>	Uniform is bought for disadvantaged students who are in the most need. This could be due to lack of funds from home to buy the uniform or lack of a washing machine or access to a laundrette to keep the uniform in a respectable state.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Increase in attendance rates	

<b>STRATEGY 3.7</b>	Attendance Support	<b>£4,500</b>
<b>DESCRIPTION</b>	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.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Increased attendance rates	

<b>STRATEGY 3.8</b>	Social and Emotional Learning	<b>£8,355</b>
<b>DESCRIPTION</b>	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. £1,500 is included in this budget for access to the Educational Psychology service.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Improved self-confidence / attitudes to learning	



<b>STRATEGY 3.9</b>	Arts Participation	<b>£9,800</b>
<b>DESCRIPTION</b>	Money has been allocated to the Theatre Royal umbrella trust that run workshops for students and gives them access to productions at the theatre. 80% of music lessons for disadvantaged students are also funded.	
<b>RATIONALE</b>	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.	
<b>SUCCESS CRITERIA</b>	Increased attendance rates	

<b>STRATEGY 3.10</b>	Transport	<b>£2,500</b>
<b>DESCRIPTION</b>	Bus passes are purchased for disadvantaged students who live outside of the catchment area and struggle to get into school on time. Taxis are also paid for to get students home from after-school clubs etc.	
<b>RATIONALE</b>	Students are ready to learn as soon as they get to school as they don't have to worry about who is going to take them to school or how they will pay for transport.	
<b>SUCCESS CRITERIA</b>	Increased attendance rates / reduction in late marks	