

## Hele's School Pupil Premium Strategy

1. Summary of School Information					
<b>School</b>	Hele's School				
<b>Academic Year</b>	2017-2018	<b>Total Pupil Premium budget</b>	£304,204	<b>Date of most recent PP Review</b>	September 17
<b>Total number of pupils</b>	1247	<b>Number of pupils eligible for PP</b>	157 (13%)	<b>Date for next review of strategy</b>	September 18

2. 2016/17 Attainment		
<b>Academic year 2016/2017 comprised of</b>	<b>36 Pupils eligible for PP</b>	<b>172 Pupils not eligible for PP</b>
<b>Progress 8 score average</b>	-0.1	-0.07
<b>Attainment 8 score average</b>	40.86	50.41
<b>% achieving English and Maths at 5+ (Basics)</b>	25%	49%
<b>% achieving Ebacc (each subject at 5+)</b>	17%	35%

3. Outcomes		
	<b>Desired outcomes</b>	<b>Success criteria</b>
A.	Sustained improved performance of Pupil Premium students at GCSE	Maintain or improve upon the reduced gap between the performance of PP students and national non-PP students (Progress 8)
B.	Improved academic support for Pupil Premium students	<ul style="list-style-type: none"> <li>Enhanced teacher awareness of PP students</li> <li>Monitoring and evaluation processes include specific focus on PP students</li> <li>Interim Assessment data evaluated after each IA (PP) and intervention applied appropriately</li> <li>Student profile booklets extended to every KS4 PP student</li> <li>Department focus on developing subject-specific strategies for PP students embedded</li> <li>Revision books for every subject provided free of charge</li> <li>Increased attendance at Study Café</li> </ul>

		Increased parental engagement
C.	Improved pastoral support for Pupil Premium students	Growth Mindset Pastoral Programme (Key Stage 4) implemented Attendance and punctuality monitored (daily at Y11) and intervention applied appropriately Commitment to Learning incentives leading to improved performance at each IA Attendance incentives at KS4 leading to improved attendance each half term More able disadvantaged students (MADS) clear on their target areas after each IA Students have ready access to revision materials Improved engagement across Y9 through Humanutopia work

Key Area	Action Required	Cost	Monitoring strategies & Person Responsible	Date	Success Criteria
<b>Raising Awareness</b>					
Maintain staff awareness of PP(disadvantaged students) students and increase depth of knowledge regarding PP needs.	Launch in briefings and first RSL meeting of the year  Encourage the use of department briefings PP's NOT making progress and be solution focused as a team supporting one another/share ideas identify improved interventions.	N/A	EMC/CPM  HODs/HOHs	On-going.	Raised awareness of the importance of monitoring, supporting and providing the best possible learning opportunities for these students.  Departments create a bank of subject specific strategies in a bid to close the gap.
Enable quick and easy access to current PP lists so all staff are aware of all pupils, not just in teaching groups	PP Disadvantaged and PP Services lists in Pupil Premium folder on T drive as a read-only file. Additions and removals made by T. Algar when appropriate. Information on all current and historical intervention available on this document.  SIMs lists to continue to show PP students by class and cohort and ClassCharts used by teaching staff to identify PP students within lessons	N/A	CPM/EMC/TA	September 2017	All staff are aware of who the PP students are across the school to broaden knowledge of individuals who staff may not teach  Information is used to inform extra-curricular opportunities, funding requests etc.
Progress of disadvantaged students as an appraisal target for all staff	All staff to have a focus on the progress of disadvantaged students within their classes as part of Objective 1 of the 2017-18 appraisal cycle	N/A	JUM/CAP/All staff	October 2017	All staff are acutely monitoring the progress of disadvantaged learners in their own setting to ensure maximum progress is made at all key stages.
Student Profile booklets for disadvantaged students in Year 10 and Year 11. To be called 'Focus Learning Group'	Gather feedback of barriers/strategies from current teacher and include the student by allowing them to share information that they feel may impact on their learning.	N/A	CPM/EMC	Year 11 ready for October half term Year 10 for January	Subject staff will have a greater knowledge of the student and the booklet will again add focus/reinforce the need for careful planning to consider these students.
All staff given timely updates on pupil progress and attainment via RSL meeting	Progress of the disadvantaged cohort to be a discreet feature of the whole staff RSL meeting following each IA.  Staff bulletin to feature a section dedicated to Pupil Premium to provide updates on latest initiatives/successes/foci	N/A	EMC with TWG	Following each IA	Every member of staff is aware of the progress and attainment of the disadvantaged cohort and their contribution to the overall picture. Transparency of data across all staff. All staff are able to take a consistent approach to individual students
Department Requisition opportunities	Make HODs aware that they can request money from PP budget to work with PP students. Staff complete appropriate Requisition including names and planned use. EMC/CPM assess each bid and assign money where appropriate	£10,000	EMC/CPM with HODs	Ongoing	All HODs are aware that they can bid for money to support PP students. Staff are aware of who they are supporting and why. PP students receive additional material/support in specific subject areas to increase progress/attainment
Creation of PP administration team	Coverage of curriculum, finance, data etc	£11,284	EMC	Annual	Team approach of meeting the needs of PP students across all year groups in all aspects of school life
Purchase of food ingredients	Ensure that ingredients are purchased for all KS3 and 4 students studying Food & Nutrition or Hospitality	£1000	EMC/CPM with SKW	From Term 1	Staff in these departments are aware of who their PP students are. All PP students are able to take part in practical cookery lessons and therefore no learning is lost.

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<b>Attainment &amp; Progress</b>					
Y11 Mentoring Programme.	All tutors dedicate one tutor time per week to work solely with KS4 students and mentor around revision, time management, dealing with exam stress etc  Tutors to pay particular attention to PP students within their tutor group and offer additional support	Tutor programme reconfigured to offer this opportunity	CPM/HOHs  Tutors	<b>Term 2 onwards</b>	Increased support for all KS4 students through an 'interested adult' approach, supporting but also holding to account and mentoring around emerging issues
TA in class and intervention support	Deployment of Teaching Assistants to support PP students in and out of the classroom. Particular focus on those students who are PP and SEND across all year groups.	£155,871	EMC/CPM/JM	On-going	Broader links between SEND and PP teams leading to tighter monitoring of and support for PP SEND students.
Stretch the more able PP students (MADs)	Liaise with Josh Clarke and look to complement current provision/add to it, particularly through use of The Brilliant Club to support MADs (Most Able Disadvantaged Learners)	£3,840	CPM/JDC/CAP	On-going	Increase in attainment amongst this sub-group across all year groups through enhanced opportunities within and beyond the classroom and improved aspirations.
Departmental & SLT walkthroughs built into Monitoring & Evaluation schedule to keep priority of needs up to date particularly with disadvantaged students who are not making progress despite interventions.	All HODs and SLT to undertake learning walks in line with whole school MERRs to ensure target students remain high on the agenda and to check progress and attainment of these learners across the curriculum  EMC and CPM to construct a QA cycle of observations and walkthroughs of underperforming PP students, with follow up conversation with students and parents	£749.55	CPM/EMC HODs HOHs SLT	In line with MERRs	Provide staff with an up to date picture (Student Profiles to be amended accordingly as a result of observations made).  'Bigger picture' observations can be recorded and shared with students, staff and parents.
Invitations to all disadvantaged students to attend Study Café	Heighten the requirement for disadvantaged students to attend this provision or subject-specific revision.  Subject staff to be informed of who has committed and provide more individualised work/guidance accordingly.  Logs to be kept of attendance in order to get reward.	£3,763 +£1345 + £6,080  £120	CPM/EMC/LG  Subject staff	Progress monitored between interim assessments.	Attendance rates at Study Café and subject-specific revision  Improvement in progress amongst Y11 disadvantaged learners.
Further utilise the opportunity for disadvantaged students to complete relevant work during Key Skills lessons.	Subject staff to be made aware of and reminded of those disadvantaged students who have an additional 5 hours over the two week timetable to undertake additional study.  Completion of ECDL to enhance qualification portfolio.  Once embedded at Y11, extend provision to Y10 groups.	N/A	CPM  Key skills staff  Subject staff	On-going.	Improvement in progress, particularly in English and maths.
		£249.85	CPM with HOH		Clearer goals leading to greater engagement in GCSE

Improved CIAG for all disadvantaged students (Years 10 and 11)	Reconfigure tutor programme to include general and bespoke CIAG  Offer more 1:1 for students identified as needing more IAG (include parents)  Invite guest speakers in (through Next Steps South West / Alumni) with the aim to raise aspirations.	£660 + £195	Tutors VY CSW LG	Completed throughout the year.	Smoother transition points, less course swapping, increased motivation for subjects studied.
MADs Intervention	Meet once per half term with Y10 and Y11 MADs to look at short-term target setting, review past targets and discuss any emergent barriers to success. For the 3 subject areas chosen as a target, CPM to liaise with staff to make them aware. Completion of proforma per meeting to keep a record of progress	£449.70	CPM	Once per half term	All MADs have a point of contact for any academic concerns and the PP Leadership team have oversight of all pupils in this sub-group and can intervene where necessary. All staff are aware of a MAD student has their subject as a focus area and liaises with CPM regarding any issues
Homework Club	An offshoot of Homework Club is created to provide bespoke support for specific PP/SEN students	£2,933	TA	1 hour per evening Mon-Thurs	Students for whom a more personalised approach is required are supported with homework completion. Students are able to progress better across the curriculum as a result
<b>Key Area</b>	<b>Action Required</b>	<b>Cost</b>	<b>Monitoring strategies &amp; Person Responsible</b>	<b>Date</b>	<b>Success Criteria</b>
<b>Engagement</b>					
Improvement in attendance at KS4	£5 Drake Circus vouchers for targeted students who achieve 95% + attendance each half term.	£1,045	HOHs	Half termly from Term 3	Improved attendance across the key exam cohorts of disadvantaged learners
Allowance per pupil x £150	For uniform/trips etc	£25350	CPM/EMC	Annual	Students will be fully equipped for school and barriers in attending extra curricular activities are significantly reduced.
Easter School	Provision across a range of subjects	£6142	EMC	Term 4	Attendance of all PP students across a range of curriculum subjects
Pastoral Support Programme	Individualised pastoral support available through referral from HOH	£32,080	EMC	Annual	PP Students have appropriate enhanced pastoral support to meet individual needs
Improve parental engagement	Invites for parents WITH students to attend concerts, shows, and fayres free of charge.  HOHs to personally invite parents of PP students to both Tutor Parents Evening and Subject Parents Evening  Follow up calls to be made to all parents who have not made appointments	£150 + £349  Use of Reception staff/ PSMs to call parents  HOH Time	CPM with HOH  HOHs/PSMs	Throughout the year  Before subject parents evenings  After subject parents evenings	No opt-out possible to engage with the school.  Parents fully informed of progress/areas for concern.  Increase in the number of disadvantaged students/parents attending Parents Evenings.

	All parents of PP students who failed to attend Parents Evening contacted to meet with HOH within 2 weeks of Parents Evening				
6th Form mentors PP (disadvantaged) role models and mentors	PP students in need of additional support linked up with a 6 <sup>th</sup> form mentor to ensure they would feel supported by somebody who knew exactly how they were feeling and could relate to their situation. Parents would be reassured that their child had somebody to talk to in	N/A	CPM/KS/RF 6 <sup>th</sup> form JLT	On-going	Students feel supported and comfortable in school thus impact positively on behaviour, attendance and progress.  6th form students widen experience for CV by putting themselves forward to become mentors.  Students have a trusted mentor to talk through feelings/emotions  Parents are reassured
Staff mentor (boys)	Boys identified at any stage in school as in need of a male role model teamed up with Lee Cochrane to improve on basic skills such as team work, resilience, communication and self-management. M  Mentored by Lee through a variety of activities.	£24,372	LC with CPM/EMC	Identified after IA1.	Improved C2L, attendance, reduction in behaviour points.
Reminder letter to parents of the criteria for claiming Pupil Premium funding	Letter to be sent home to all parents as a reminder of the criteria for accessing FSM and PP funding  Encouragement to use personal allowance to fund extra-curricular activities	£661	EMC	Term 1	All parents are aware of the criteria for claiming additional support for their child/ren and the school is therefore receiving maximum funds possible
Continue funding for Accelerated Reader	All disadvantaged students have the opportunity to read appropriately challenging books and take motivational quizzes to demonstrate their understanding. Data is collected to monitor progress.	£2,963	CW/KF	2016-19	Reading ages of disadvantaged pupils can be mapped across KS3 to show significant improvement in reading ability  Disadvantaged students have access to a range of texts and are motivated to read a greater range of texts for pleasure
Humanutopia Stage 2 (Model of Change) Workshops	All students in Y9 are provided with the opportunity to build on the work done in Y8 with these smaller workshops addressing how to make positive behavioural changes to impact on success.	£5,899	CPM/EMC/HOH	Oct 2017	Students are equipped with strategies for changing behaviour and have opportunity to discuss why change is necessary and recognise their personal goals in the process
Provision of Super 6 equipment for PP students		£299.40	CPM	Ongoing	All PP students in Y7-11 have the basic equipment required for school and are equipped for learning

	For any PP students in Y7-11 identified by a tutor as not having the Super 6 equipment, purchase these items once and provide the student with a full set				
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CPD, Monitoring & Evaluation					
Continued CPD opportunities for PP leadership (EMC/CPM/LC) and wider staff where appropriate	EMC and CPM to proactively seek out opportunities to work regionally with other schools (PLT/DTSA/SWTSA/WEST) and access national training	Course costs £573	EMC/CPM	Ongoing	Leadership of PP will have a full picture of the current guidance on PP expenditure and access to best practice models to implement new strategies in school
Middle Leader accountability increased.	Disadvantaged students to feature on DIP/HIP agendas with interventions discussed and evaluated.	N/A	DIP/HIPs minutes evidenced and shared with PP co-ordinator.  Learning walks.  Lesson observations.	At scheduled HIP meeting points throughout the year.	As a result of regular meetings discussing this group of students, HODs, HOHs and subject staff are fully aware of PP students (disadvantaged) and are able to intervene accordingly.  T and L improvements as a result of planning to differentiate and provide relevant educational outcomes.
Departmental & SLT walkthroughs built into Monitoring & Evaluation schedule to keep priority of needs up to date particularly with disadvantaged students who are not making progress despite interventions.	Formal observation sheets to be created and completed for files/discussion with students and parents.  All HODs and SLT to undertake learning walks in line with whole school MERRs to ensure target students remain high on the agenda and to check progress and attainment of these learners across the curriculum	£749.55	CPM HODs HOHs SLT	In line with MERRs (Term 2 & 4 particularly)	Provide staff with an up to date picture (Student Profiles to be amended accordingly as a result of observations made).  'Bigger picture' observations can be recorded and shared with students, staff and parents.
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Services Pupil Premium					
Creation of MKCH group within Hele's	Gather all students to explain the group and look for volunteers to create a Hele's Core Support Group, looking at arranging events, fundraising, taking part in discussions to feed up to Ambassadors etc	n/a	LC/CPM/EMC	Term 1 and ongoing	Students are given the opportunity to become part of the Hele's MKCH. The group becomes active in raising the profile of Services pupils across the school
Representation on the Plymouth MKCH Ambassador Group	Offer students in Y9-13 the opportunity to sit on the Plymouth-wide Ambassador group. Accompany to first	£75	LC/CPM/EMC	Term 1 and ongoing	Hele's is represented on the city-wide Ambassador group. The group becomes active in raising the profile of Services pupils across the city

	meeting and provide communication details of future meetings				
Involvement in Plymouth MKCH opportunities throughout the year	Give pupils timely updates of the events open to them and accompany students to relevant events, undertaking all risk assessments, communication with home, transport arrangements etc	n/a	LC (with EMC/CPM)	Term 1 and ongoing	Representatives from Hele's take part in a range of activities throughout the academic year, covering a range of ages and interests
Opening of Services Room	Complete the decoration of the Services room, including installation of all computer equipment. Arrange Guests of Honour (Heather Ogburn and Jon Goulder) to attend Opening Ceremony	Catering costs £45 Room paid for in 2016-17	LC/EMC/CPM	Term 1	Students have a space available to them for social time use where they can relax/complete work/contact a serving relative (Skype or email facilities)
Services Mentor	Refer students for mentoring through Support Panel/other pastoral channel where support from LC may be deemed beneficial. Students to be mentored over time to remove any barriers created through being a Services student.	n/a	LC (with CPM/HOH/SEC)	Ongoing	Students are aware that there is a staff mentor in school who understands their home situation. Students are responsive to support and improvement is seen in whichever area was causing concern eg. attendance / behaviour / motivation