

Hele's School Pupil Premium Strategy

1. Summary of School Information					
School	Hele's School				
Academic Year	2019-20	Total Pupil Premium budget	£225,194	Date of most recent PP Review	September 2019
Total number of pupils	1243	Number of pupils eligible for PP	191 (16%)	Date for next review of strategy	Jan, Apr, July & Sept 2020
			2018-19 (13%)		

2. Cohort Information							
	Cohort Size	Pupil Premium (Disadvantaged) Cohort	Proportion of the Year Group	Prior Attainment LPA	Prior Attainment MPA	Prior Attainment HPA	No KS2 data
Year 7	240/237	45	19%	12 (27%)	26 (58%)	7 (15%)	0
Year 8	210/208	33	16%	12 (36%)	16 (49%)	5 (15%)	0
Year 9	210/208	48	23%	17 (35%)	29 (60%)	1 (2%)	1
Year 10	210/205	29	14%	16 (55%)	11 (38%)	1 (3%)	1
Year 11	210/205	39	19%	3 (7%)	24 (62%)	9 (23%)	3

3. Key Barriers to overcome
<p>a. Historical poor progress from KS2-4: Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally and at Hele's School over Key Stage 3 and 4 than other students.</p>
<p>b. Literacy and numeracy skills: In general, PP students enter Year 7 with lower Key Stage 2 SATs data reflecting the need to develop literacy and numeracy skills further early in KS3. At Hele's, we have increasing numbers of LPA students coming through where these issues are barriers.</p>
<p>c. Aspiration and educational ambition: Students who are eligible for Pupil Premium funding may arrive at the Hele's lacking aspiration and educational ambition when compared to other students.</p>
<p>d. Behaviour: Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress. We know that self-esteem and self-regulation have been and continue to be issues affecting PP students at Hele's.</p>
<p>e. SEND needs: A number of students who are eligible for Pupil Premium, also have a range of SEND needs which can impact on their academic progress.</p>
<p>f. Attendance: Nationally, attendance rates for PP students are generally lower than the attendance rates for others. This is reflected at Hele's.</p>
<p>g. Access to resources: Access to resources such as computers, revision material, extra-curricular activities can be more challenging for PP students.</p>

1. Teaching						
Action	Research	Lead	Timescale	Cost	Success Criteria	Monitoring
All staff to be aware of which students are eligible for the Pupil Premium and what their barriers to learning are.	N/A	EMC/JML HODs DIPs Staff	Sept 2019- July 2020	£0	All teachers and teaching assistants are aware of who the disadvantaged students are, what their role is and details are recorded clearly on seating plans/in mark books. Pen Portraits are read and regularly referred to for all Disadvantaged students All staff understand that being a disadvantaged student does not equate to 'lower ability'.	Teaching Files, HOD files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule
All staff to have high expectations for eligible students in a 'no excuses' culture.	Feedback (EEF +8 months)	EMC/JML HODs DIPs Staff	Sept 2019- July 2020	£0	100% of disadvantaged students' exercise books and assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non-disadvantaged students.	HOD Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule Developmental Book Looks of DS cohort by JML/EMC
Homework package (ClassCharts) & associated seating plan package to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that up to date performance data is always available. Staff to set frequent and meaningful homework that builds on prior learning.	Homework (EEF +5 months) Digital Technology (+4 months)	EMC HODs DIPs	Sept 2019- July 2020	£2350	The progress and achievement of all students, including disadvantaged students, is closely tracked, analysed and appropriate and timely support and intervention is implemented to ensure that students meet or exceed expected levels of progress.	ClassCharts Analytics HOD Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule.

Teachers are provided with high quality internal CPD programme to further develop pedagogy, allowing all students, especially disadvantaged students, to meet or exceed expected levels of progress.	Feedback (EEF + 8 months)	EMC with KJF	Sept 2019- July 2020	£7,975	All staff receive the universal CPD offer and have a baseline knowledge of key pedagogy and initiatives linked to accelerating pupil progress	Staff CPD survey, HOD Files and DIP meeting minutes. Attendance monitored in line with published CPD schedule.
Teachers can access external subject-specific or domain-specific CPD which will advance progress for students	N/A	EMC with KJF/CAP	Sept 2019- July 2020	£7,525	All staff have the opportunity to request access to external CPD linked to their subject area or specific area of work Key take aways are shared with other stakeholders to impart gained knowledge	Staff CPD survey, HOD Files, teaching files and DIP meeting minutes.
Develop and embed the use of Kagan Cooperative learning techniques to maximise engagement and learning Opportunities.	Cooperative Learning (EEF +5 months)	EMC with KJF/CAP	Sept 2019- July 2020		Teachers plan lessons to incorporate Kagan Cooperative Learning for all group work tasks to maximise engagement and learning opportunities for disadvantaged students, including the most able.	HOD Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule.
Develop and embed meta-cognitive strategies to help learners think about their own learning more explicitly.	Metacognition (EEF +8 months)	EMC with KJF/CAP	Sept 2019- July 2020		Teachers plan lessons using metacognition strategies to enable students to understand how they learn and what learning is. Retrieval practice, interleaving and spaced practice is evident in the work of students.	HOD Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule.
Develop positive behaviour management techniques which focus on building relationships with students, particularly those from disadvantaged backgrounds	Behaviour Interventions (EEF +3 months)	EMC with ERC	June 2019- July 2021		Teachers follow the Behaviour Blueprint outlined in the Behaviour Policy ensuring they meet and greet students, engage in positive social interactions and reward positive behaviour at a ratio of 4:1. Weekly contact is made to inform parents of	ClassCharts Analytics Termly behaviour KPIs Student Voice Staff Voice

to maximise learning time for all students					students who have gone Above and Beyond and this includes disadvantaged students. Staff begin to engage in restorative conversations, enabling students to repair relationships following behaviour incidents.	
Purchase of visualisers for all classrooms	Modelling (EEF +3 months)	CAP	Sept 2019	£2,397	All staff have a visualiser they can use in any lesson, are fully trained on how to use it effectively and use it routinely to model for students and to provide examples of best quality work and live marking.	HOD Files and Department Improvement Partner (DIP) meeting minutes monitored in line with published MERRs schedule.
2. Targeted Academic Support						
Action	Research	Lead	Timescale	Cost	Success Criteria	Monitoring
Y11 maths/ English 1:1 / small group tutoring	One to one tuition (EEF + 5 months)	EMC with JML	Sept 2019-May 2020	£8,815	The attainment gap in English and maths between disadvantaged and all other students is reduced to zero or above by August 2020	Review progress and attainment of research group at each IA point
Y11 maths/English tutor time intervention sessions include a significant proportion of disadvantaged students	Small group tuition (+4 months)	EMC with EMP/MJM/CAP	Sept 2019-May 2020	£12,542	The attainment gap in English and maths between disadvantaged and all other students is reduced to zero or above by August 2020	Review progress and attainment of research group at each IA point Discussion at Basics Meeting
Y11 Science peer tutoring	Peer tutoring (EEF +5 months)	RJR	Sept 2019-May 2020	£863	The attainment gap in Science between disadvantaged and all other students is reduced to zero or above by August 2020	RJR (HOD Science) to monitor attendance and success and adapt where necessary
Invitations to all Y11 and 10 disadvantaged students to attend Study Café/Club 11	Extending the school day (EEF +2 months)	EMC	Sept 2019-May 2020	£0	All students, irrespective of home situation have a safe, supervised, supportive environment in which to	Student Voice Exit Ticket Questionnaire

					work independently or with peers each day.	
Y11 Easter Residential	Reduced class size (+3 months)	JML	April 2020	£4,230	Students receive additional intensive English and maths support, mapped to the needs of the cohort and sub groups therein. Students understand what good revision looks like and form strong study habits which they replicate in their independent study during exam period.	Student Voice Exit Ticket Questionnaire
Further utilise the opportunity for Y9/10/11 disadvantaged students to complete relevant work during Key Skills lessons.	Reduced class size (+3 months)	EMC with APS	Sept 2019-May 2020	£0	Learning time is maximised to ensure those students not studying the full EBacc spend time meaningfully, impacting on results in other subjects. Close the gap in the Open Bucket and increase English and maths outcomes for Disadvantaged students.	APS and teachers of Key Skills to track and monitor use of time in Key Skills to ensure maximum progress for all. Learning Walks.
Homework Club (all years)	Reduced class size (+3 months)	CPM	Sept 2019-July 2020	£1,788	All students, irrespective of home situation have a safe, supervised, supportive environment in which to work independently or with peers each day.	CPM (or delegated lead) to monitor attendance. ClassCharts analytics – Homework detentions ratio for attendees
Accelerated Reader (Y7 & 8)	Reading comprehension strategies (EEF +5 months)	KJF with CW	Sept 2018-July 2020	£3,081	The reading ages of all disadvantaged students meets or exceeds their chronological ages by the end of Year 8.	AR analytics. Disadvantaged students tracked as a research group
Provision of GCSE Revision Guides to Y9/10/11 students, along with guidance on how to effectively use them	n/a	EMC with HODs	Sept 2019-May 2020	£10,440	All students, irrespective of background, have access to relevant study material linked to Exam Board specifications. All students know how to use their guides to study effectively independently.	Student Voice Exit Ticket Questionnaire

TA in class and intervention support	Small group tuition (EEF + 4 months)	EMC with CPM (SENCo)	Sept 2019- July 2020	£118,597	Broader links between SEND and PP teams leading to tighter monitoring of and support for PP SEND students. Teaching Assistants are deployed to support PP students in and out of the classroom, with a particular focus on those students who are PP and SEND across all year groups.	Monitoring of attainment and progress across all year groups at each IA point and feature of RSL cycle. Student Voice Staff Voice
3. Wider Strategies						
Action	Research	Lead	Timescale	Cost	Success Criteria	Monitoring
Breakfast Club	n/a	JML with TAs	Trial Term 3	£1369.78	Students receive a free breakfast and can discuss the day ahead, sort uniform, check equipment etc.	JML to monitor attendance and complete SV at the end of Term 3 to evaluate
Personal allowance per pupil x £150	n/a	EMC	Ongoing	£25,500	All students can access extra-curricular activities including Aspirations Week, music lessons, trips etc	Finance keep a log of individual spend and EMC monitors
Intense focus on attendance for disadvantaged cohort in all years	n/a	EMC with HOH and EWO	Ongoing	£0	Early EWO involvement with DS students, increased attendance of this cohort.	HOH with EMC/SEC through fortnightly HIP meetings
Provision of Super 6 equipment for disadvantaged students	n/a	EMC with CW	Term 1	£340	All DS students are equipped for learning	Tutors/HOH refer students through daily tutor check
Purchase of food ingredients (Y7&8 plus Hospitality GCSE students)	n/a	SKW	Ongoing	£1,255	All DS students are equipped to take part in practical lessons	SKW to monitor and inform EMC of any issues
Development of self-esteem, resilience and interpersonal skills: Humanutopia Stage 1 (Who am I?) Workshops Humanutopia Stage 2 (Model of Change) Workshops and Heroes Training	n/a	EMC/JML	Oct 2019 and Jan 2020	£6,000	All Y9 students benefit from the 'Who Am I?' session, looking at self-esteem and behaviours. Increased responsibility and reduced instances of peer-peer bullying. All DS students experience leadership opportunity working with Y5 students at 5Live event.	EMc and JML in attendance. Feedback from Humanutopia and Primary staff.

Maximise learning time for all students, particularly disadvantaged students, through improved behaviour systems: Pivotal Behaviour Curriculum		EMC	July 2019 onwards (3 year commitment)	£6,595	All students are in lessons where the climate is conducive to excellent learning. Students whose behaviour falls below expectations are supported to correct it and restorative practice is used to restore teacher-student relations.	EMC to run regular analytics around behaviour and share with all stakeholders.
Bespoke timetabling to respond to individual needs, featuring, where appropriate, access to alternative provision or therapeutic support, particularly for those where school-based interventions have been unsuccessful.	n/a	EMC with SEC/KLS	Ongoing	£4,191	DS students with specific needs (including SEN) are supported to be successful.	EMC, SEC and KLS to review all alternative provision at fortnightly S&I meeting
Enhanced CIAG		EMC with VY	Ongoing	£2,805	All Y11 DS students receive additional careers guidance through CTSW and are supported 1:1 by VY where appropriate. Y10 and 9 students are seen earlier than the rest of the cohort to increase lead in time. All PP students are supported to acquire a Work Experience placement to increase aspiration and ensure engagement.	EMC and VY meet termly to review appointments and outcomes. Reports are shared with student, parent and staff via SIMs.