

## Hele's School Pupil Premium Strategy

1. Summary of School Information					
School	Hele's School				
Academic Year	2020-21	Total Pupil Premium budget	£206,349	Date of most recent PP Review	September 2020
Total number of pupils	1302	Number of pupils eligible for PP	202 (16%)	Date for next review of strategy	Jan, Apr, July & Sept 2021
	2019-20: 1243		2019-20 (16%)		

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	240/240	51	21%	x	x	x	240
Year 8	240/240	47	20%	10 (21%)	30 (64%)	6 (13%)	1 (2%)
Year 9	210/204	30	15%	11 (37%)	13 (43%)	5 (17%)	1 (3%)
Year 10	210/207	45	22%	14 (31%)	28 (62%)	2 (4%)	1 (2%)
Year 11	210/199	28	14%	14 (50%)	12 (43%)	1 (4%)	1 (4%)

3. Key Barriers to overcome
<p><b>a. Historical poor progress from KS2-4:</b> Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally, regionally and at Hele's School over Key Stage 3 and 4 than other students.</p>
<p><b>b. Literacy and numeracy skills:</b> 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, having had increasing numbers of LPA students coming through over the past few years, this is evening out where these issues are barriers, they tend to be significant.</p>
<p><b>c. Aspiration and educational ambition:</b> 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><b>d. Behaviour:</b> Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress. We know through student voice and behaviour data that self-esteem and self-regulation have been and continue to be issues affecting PP students at Hele's.</p>
<p><b>e. SEND needs:</b> A number of students who are eligible for Pupil Premium, also have a range of SEND needs which can impact disproportionately on their academic (and social) progress.</p>
<p><b>f. Attendance:</b> Nationally, attendance rates for PP students are generally lower than the attendance rates for others. This is reflected at Hele's.</p>
<p><b>g. Access to resources:</b> Access to resources such as computers, revision material and other learning resources, as well as engagement in 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-	£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'.	ClassCharts, MS Teams class information 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-	£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.  Increasing use of Microsoft Teams for Assignment setting and feedback.	Homework (EEF +5 months)  Digital Technology (+4 months)	EMC HODs DIPs	Sept 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.

Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support memory retention.						
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 2020-July 2021	£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 2020-July 2021	£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 through appropriate channels (Teaching & Learning Briefing, Department Meeting, Year Team Meeting etc) to impart gained knowledge	Staff CPD survey, HOD Files, teaching files and DIP/PIP meeting minutes.
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 2020-July 2021		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	Behaviour Interventions	EMC with ERC	June 2019-July 2021		Teachers follow the Behaviour Blueprint outlined in the Behaviour Policy ensuring they meet and greet	ClassCharts Analytics Termly behaviour KPIs

relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students	(EEF +3 months)				students, engage in positive social interactions and reward positive behaviour at a ratio of 4:1. Weekly contact is made to inform parents of 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.	Student Voice  Staff Voice
Purchase of visualisers for all classrooms to support in-class modelling, as well as delivery of live lessons to those self-isolating or for use during any period of school closure	Modelling (EEF +3 months)	CAP	Sept 2020	£2,397	All staff have a visualiser they can use in any lesson (face-to-face or remote), 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.
<b>2. Targeted Academic Support</b>						
<b>Action</b>	<b>Research</b>	<b>Lead</b>	<b>Timescale</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Y11 maths/English 1:1 / small group tutoring	One to one tuition (EEF + 5 months)	EMC with JML	Sept 2020-May 2021	£20,000	The attainment gap in English and maths between disadvantaged and all other students is reduced to zero or above by August 2021	Attendance and engagement data shared by tutors with JML and HODs weekly.  Review progress and attainment of research group at each IA point through RSL process
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 2020-May 2021	£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 through RSL process

						Further discussion at Basics Meeting
Invitations to all Y11 and 10 disadvantaged students to attend Study Café	Extending the school day (EEF +2 months)	EMC	Sept 2020-May 2021	£0	All students, irrespective of home situation have a safe, supervised, supportive environment in which to work independently or with peers each day.	Student Voice Exit Ticket Questionnaire
Y11 Easter Residential*  *COVID restrictions permitting	Reduced class size (+3 months)	JML	April 2020	£4,500	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
Implementation of GCSEPod online learning resource aimed at KS4 students across all subjects	Digital Technology (+4 months)	EMC with RJR, KJF and LPG	July 2020-	£2500	Following a phased roll out beginning with Year 11 Science, students in years 9, 10 and 11 are regularly accessing pods across all subject areas and the practice of setting pods as a learning tool is embedded with staff across all curriculum areas.	Student Voice GCSEPod analytics IA reviews
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 2020-May 2021	£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.
Learn & Grow group tuition (all years)	Reduced class size (+3 months)  Extending the school day (EEF +2 months)	EMC	Sept 2020-July 2021	Catch Up Funding	All students, irrespective of home situation have a safe, supervised, supportive environment in which to work independently or with peers each day.	Michelle Keen to monitor attendance.  ClassCharts analytics – Homework detentions ratio for attendees

						IA review of progress of attendees
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 2020-	£10,500	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 2020-	£120,000	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
Purchase of 4 x Exam Reader Scanning pens to support PP/SEN students for whom accessing texts is a barrier to learning. Trial usage with control group of students pending decision on use for exam access arrangements	Digital Technology (+4 months)	EMC with CPM (SENCo)	Sept 2020- July 2021	£2000	Group of SEN students who experience difficulties accessing texts across the curriculum trial this product and provide feedback on suitability for further roll out.	Student Voice Teacher feedback
Purchase of subscriptions to educational and emotional wellbeing resources eg. Kooth, Twinkl, BossMaths	Digital Technology (+4 months)	JML	Ongoing	£5000	PP students and others are actively engaged in their learning across a range of mediums and range of subjects.	Student Voice Staff Voice
<b>3. Wider Strategies</b>						
<b>Action</b>	<b>Research</b>	<b>Lead</b>	<b>Timescale</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Implementation of the Achievement for All Schools Programme – leadership development and coaching and staff training around SEN/PP crossover		JML with EMC, CPM and FB	Sept 2020- July 2021	£3000	To build knowledge, skills, capacity, expertise and effectiveness across the teams looking independently at SEN and PP progress to focus more forensically on those vulnerable to	3 visits across the year from School Coach with progress mapped against initial needs analysis.

					underachievement and put appropriate interventions in place.	IA reviews with CPM (SENCo) to map outcomes for SEN/PP students
Breakfast Club/food provision* *COVID restrictions permitting	n/a	JML	Sept 2020-	£3000.00	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 HOY 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	£400	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	£1,500	All DS students are equipped to take part in practical lessons	SKW to monitor and inform EMC of any issues
Maximise learning time for all students, particularly disadvantaged students, through improved behaviour systems: Pivotal Behaviour Curriculum		EMC	July 2019 onwards (3 year commitment)	£6,600	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.
Audit participation of PP students in organised extra-curricular activities and look to increase participation rates to a minimum of one organised activity per child per week		JML	Sept 2020- July 2021	Dependent on audit outcome	All PP students will be engaged in at least one regular organised activity leading to greater self-esteem, improved attendance for PP cohort and enhanced access to a broad and balanced curriculum.	Audit results  Monitoring tracker of extra-curricular attendance
Bespoke timetabling to respond to individual needs, featuring, where appropriate, access to alternative provision or therapeutic support, particularly for those where	n/a	EMC with SEC/KLS	Ongoing	£4,200	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

school-based interventions have been unsuccessful.						
Enhanced CIAG		EMC with VY	Ongoing	£2,800	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.