HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

PUPIL PREMIUM

STRATEGY STATEMENT

2019-2022

SLT Responsible Person: Mr D Lewis

Original Publish Date: November 2019

Date Reviewed: November 2020
Date to be reviewed: October 2021

Approved by: Senior Leadership Team – 26 November 2020

Published: Website/Staff Intranet

**Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others**

School Overview - *(All data in black refers to 2018-19 and all data in purple refers to 2019-20)*

Metric	Data
School name	**Helston Community College**
Pupils in school	Main school = 1146; Post 16= 212; 1358 Main school = 1151; Post 16= 219; 1369
Proportion of disadvantaged pupils	18% (20% of main school in 2020-21)
Pupil premium allocation this academic year	£218695 for 229 pupils (2020-21)
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	November 2019
Review date	October 2020
Statement authorised by	W Jenkins (Headteacher)
Pupil Premium lead	D Lewis (Assistant Headteacher)
Governor lead	D Hearne

Disadvantaged pupil performance overview for last two academic years

Progress 8	-0.71 (National -0.45) +0.11 (Centre Assessed Grades with exam board uplifts, non-disadvantaged achieved +0.27)
Pupils achieving a Positive Overall Progress 8 score	34% 48% (non-disadvantaged 63%)
Ebacc entry	11.4% 12.5% (non-disadvantaged 29.2%)
Average EBacc APS score	3.01 3.99 (non-disadvantaged 4.38)
Attainment 8	35.5 48.7 (non-disadvantaged 51.8)
% Grade 5+ in English and maths	17.1% 42.5% (non-disadvantaged 53.8%)
% Grade 4+ in English and maths	57% 67.5% (non-disadvantaged 73.7%)
Average entries per student	6.9 8.1 (non-disadvantaged 8.1)
Average entries per student GCSE	6.5 7.5 (non-disadvantaged 7.4)
Attendance of Year 11 *2019-20 attendance is 9th September 2019 to 20th March 2020*	Y11 92.7% (Whole College 93.9%) Y11 FSM 85.9% (College FSM 88.9%) Y11 94.1% (Whole College 93.6%) Y11 FSM 93.8% (College FSM 90.2%)

Strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress 8	Increase pupils achieving a positive P8 score to 45%	Sept 21
	Increase pupils achieving a positive P8 score to 55%	Sept 22
Average entries per student	Increase average entries per student to 8.0	Sept 21
% Grade 4+ in English and maths	Achieve results in line with the average English and maths 4+ scores for similar schools	Sept 21
Ebacc APS score	Increase from 3.0 to 4.0	Sept 22
Other	Improve attendance to be in line with the College average	Sept 21

Teaching priorities for current academic year (2020-21)

Measure	Activity
Priority 1	Expert teaching – see appendix
Priority 2	Curriculum – see appendix
Priority 3	Professional growth of staff – see appendix
Barriers to learning these priorities address	Disadvantaged students typically have lower prior attainment on entry. Highly effective teaching using evidence based strategies combined with an ambitious curriculum is important for closing prior attainment gaps. Staff need to have a positive attitude to self-improvement and take ownership of their professional development. There is a need to review the curriculum post lockdown and develop remote teaching skills and strategies to ensure access to the curriculum offer.
Projected spending	£44,154

Targeted academic support for current academic year (2020-21)

Measure	Activity
Priority 1	Literacy – see appendix
Priority 2	Inclusion – see appendix
Priority 3	Briefing and catch-up time – see appendix
Barriers to learning these priorities address	Disadvantaged students with low prior attainment usually have reading ages that are well below their actual age on entry in Year 7. They are more likely to become passive or reluctant learners. Analysis of learning walks, student response to feedback and observations show that disadvantaged students are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. Students cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our disadvantaged students are less likely to have good attendance.
Projected spending	£87,531

Wider strategies for current academic year (2020-21)

Measure	Activity
Priority 1	Wellbeing – see appendix
Priority 2	Community Engagement – see appendix
Barriers to learning these priorities address	Disadvantaged students are often more susceptible to mental and physical health issues which have an adverse effect on learning. Some disadvantaged students are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school. They are also less likely to participate in trips, visits or other enrichment activities and this becomes more pronounced as students get older.
Projected spending	£88,384

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	Consistency of approach across staff New data system (use of data and software package) Adapting teaching and learning for Covid safe classrooms Development of remote teaching skills across various platforms e.g. Google Classroom, Google Meet, Loom etc.	SLT change of assigned link faculties based on subject specialism where possible; T&L group; more focused coaching/support of key staff in need of support (SLT) Staff training on data package and use of data to support learning and inform intervention Staff training on software systems to support remote teaching, utilising expertise and experience developed during the last lockdown.
Targeted support	New staffing structure/ team ensuring that roles are clear and appropriate training in place to facilitate effective implementation	Increase capacity within the pastoral support team. Clearly defined roles and responsibilities. Appropriate training given/commissioned
Wider strategies	New staffing structure/team ensuring that roles are clear and appropriate training in place to facilitate effective implementation	Clearly defined roles and responsibilities. Appropriate training given/commissioned

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress 8 Increase pupils achieving a positive P8 score to 45% (Sept 2021) Increase pupils achieving a positive P8 score to 55% Sept 2022	Sept 2020: 44% achieved a positive Progress 8 score based on Centre Assessed Grades and using the 2019 formula.
Average entries per student Increase average entries per student to 8.0 (Sept 2021)	Sept 2020: 7.5 entries per student.
% Grade 4+ in English and maths Achieve results in line with the average English and maths 4+ scores for similar schools (Sept 2021)	Sept 2020: 67.5% (non-disadvantaged 73.7%) National data not available.
Ebacc APS score Increase from 3.0 to 4.0 (Sept 2022)	September 2020: 3.99
Other Improve attendance to be in line with the College average (Sept 2021)	Sept 2020: Y11 94.1% (Whole College 93.6%) Y11 FSM 93.8% (Whole College FSM 90.2%)

Appendix A

Strategic objective	Actions	Disadvantaged - specific actions or goals
1 Expert teaching **(Trust plan –** **Teaching & Learning)**	1. Relentless focus on high expectations and consistency 2. Expert teaching principles (including Post 16 action plan) 3. SLT coaching conversations 4. Teaching and Learning group (Focus - adapting T&L strategies for Covid safe classrooms)	Identify disadvantaged on registers and seating plans. Know who they are. Prioritise marking and feedback for disadvantaged students. Ensure that students act on feedback. Plan and target questioning. Use of knowledge organisers –coaching and support. Chase homework and contact home with positive news as well as problems. Use of data: Combine ATL, progress and attendance data for disadvantaged students – use to inform teaching and support/intervention as appropriate. Disadvantaged students to be a regular focus of learning walks.
2 Curriculum **(Trust plan –** **Teaching & Learning)**	1. Curriculum maps leading to vertical integration 2. Knowledge organisers 3. Homework strategy 4. Data for learning (including use of SISRA) 5. Parallel online curriculum	Curriculum is ambitious for disadvantaged students. Ensure disadvantaged students have access to knowledge organisers as a hard copy Provide access to a homework club. Key staff – PSA home school liaison for disadvantaged students Focused mentoring, including support from role models in Post 16. Data for learning produced which identifies key students and tracks progress (RAG ratings).
3 Literacy **(Trust plan –** **Teaching & Learning)**	1. Reading programme (including phonics, fluency and comprehension) 2. Tier 2 vocabulary - general focus 3. Tier 3 vocabulary - curriculum focus	Reading issues identified and appropriate interventions put in place – e.g. phonics instruction, Lexia, paired reading with older students. Reading books provided for use in school and home. Reading records used as another source of information for rewards. Create vocabulary books that are year group and subject specific for class and home use.
4 Professional growth of staff **(Trust plan – Expectations & Aspirations and Leadership)**	1. Learning workshops 2. Professional growth plans 3. Leadership training	Learning workshops and lesson study programme have CPD targeted at supporting disadvantaged students in class e.g. through effective scaffolding. Build skills and role of PSA – especially communication with home. Good practice identified and shared with others. Develop role of key workers for Pupil Premium students.

Strategic objective	Actions	Disadvantaged - specific actions or goals
	4. Lesson study programme to include the enhancement of remote teaching and learning skills.	Remote learning CPD
5 Wellbeing **(Trust plan – Behaviour & Wellbeing)**	1. PSHE and RSE programme 2. Student support systems (SEND, Safeguarding & Medical, Pastoral, Post 16) 3. Staff wellbeing strategy 4. Covid health and safety strategy	PSHE and RSE programme to have an increased focus on personal wellbeing and mental health. Pastoral team and learning champions build positive relationships with disadvantaged students. Identify the 'key worker' for each student. Establish links with home, enhance communication and break down barriers. Increase parent participation in College events.
6 Community engagement **(Trust plan – Expectations & Aspirations and Effective Management Systems)**	1. Careers and enterprise education 2. Student voice 3. Parent communication 4. MAT collaboration 5. Transition – HCC Journey 6. Green charter	Priority access to Careers Advisor. Specific careers related trips and visits identified and participants targeted. Liaise with local charities – enhance links for support of key students e.g. Young Carers, Mustard Seed Provide a range of low cost enrichment/cultural activities for disadvantaged students. Record and map participation and use student voice to identify potential gaps in provision. Key disadvantaged students to be provided with additional transition activities. Parent communication – use of texting to inform parents of opportunities for their child. Contact home with positive news as well as problems.
7 Inclusion **(Trust plan – Behaviour & Wellbeing)**	1. Pastoral support system (including a review of attendance policy and systems) 2. ATL grades and rewards/intervention 3. RTL system and follow up procedures 4. SEND support (including Thrive)	Attendance figures alongside ATL grades, progress data and Thrive time-outs used to identify students in need of support and create individual action plans. Develop new attendance strategies to reduce persistent absence. Significant behaviour sanctions followed up with plans and support to reduce repeat offences. Develop remissions system along with extended payment periods to facilitate equality of opportunity for disadvantaged students. This would be used to support: - Enrichment activities - Learning resources , e.g. revision guides - Cultural trips and visits

Strategic objective	Actions	Disadvantaged - specific actions or goals
8 Briefing sessions and catch-up time **(Trust plan –** **Teaching & Learning and** **Behaviour & Wellbeing)**	1. Focused early morning support and mentoring (pastoral and academic) 2. Learning/Catch-up strategies 3. Consistency of expectations (uniform, equipment, folders, punctuality etc.)	Catch-up programme incorporates a range of activities that will help disadvantaged students develop strategies to overcome barriers to learning. To include VESPA programme in KS4. Maths, English, Science and reading support sessions available during morning catch-up time plus additional timetabled sessions. Basic equipment available for students in their tutor base so that they are prepared for lessons. Assistance with school uniform also available.