

Pupil premium strategy statement – Helston Community College

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Helston Community College
Number of students in school	Total = 1,111 (in Y7 to 11)
Proportion (%) of pupil premium eligible (disadvantaged) students	31% (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr A Lingard
Pupil premium lead	Mrs M Mugford Assistant Headteacher
Governor / Trustee lead	Beth Hutchins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,012
Recovery premium funding allocation this academic year	£63,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£375,492

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in academic subjects and subjects relevant to personal career choice.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching based on our 'expert teaching principles' is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

We believe that every child should have the entitlement to a broad and balanced curriculum that will create new and exciting opportunities and experiences. We know that wider cultural experiences can be the key to opening minds, inspiring creativity and generating aspiration. Many disadvantaged students rarely participate in life experiences beyond their immediate locality. At Helston Community College, we will endeavour to provide and encourage Pupil Premium students to participate in all aspects of the taught curriculum and extra-curricular activities, which will broaden their life experiences and enhance their cultural capital.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<p>Overall attainment and progress of disadvantaged students is lower than their peers at KS4, for example in 2022:</p> <p>Progress 8 gap = -1.07, Attainment 8 gap = -10.71 points Gap in % achieving grade 4 in English and Maths = -26.5% Gap in % achieving grade 5 in English and Maths = -15.8%</p>
2	<p>The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks such as shape and / or algebra questions set in context, fraction and percentage calculations and proportional reasoning. Some students also lack the numerical fluency required to answer questions confidently.</p> <p>Assessments on entry to year 7 in recent years indicate that a higher proportion (typically 30% - 40%) of our disadvantaged students arrive below age-related expectations (scaled score ≥ 100 in Maths) compared to their peers (typically 20%). In the 2022 this gap widened significantly, with 65% of disadvantaged students arriving below age-related expectations, compared to 30% of their peers.</p> <p>Subsequent exam outcomes (external where available, exam-based CAGs otherwise) shows that while this gap closes slightly in terms of disadvantaged students achieving GCSE grade 4+ at GCSE, there is still an attainment gap at grade 5+, with roughly 30% of disadvantaged students achieving a grade 5+ compared to over 45% of their peers.</p>
3	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of both reading and writing ability than their peers. This impacts their progress in all subjects.</p> <p>Last year, in terms of writing: 58.9% (138 out of 234) of Year 7 cohort are behind their chronological age in terms of their writing ability according to No More Marking data. Following targeted high-quality teaching, 27% of pupils were still below (63 pupils).</p> <p>PP= 44/234 of whom 29 are below writing age (65.9%), with 12 having a writing age below 8. By next assessment cycle, PP was 52/217 of whom 12 had a writing age still below chronological. This is equivalent to 23% of PP pupils being below. Drilling down further, however, whilst the gap is still there for these pupils, it has narrowed considerably, with one pupil being only one month behind; only 5 pupils have writing ages below 10 and only 1 (in receipt of an EHCP) has a writing age below 8.</p>

	<p>In terms of reading: 35/44 PP pupils were under age expected vocabulary understanding. 10/44 were under age related expectations in terms of phonics decoding (22%).</p> <p>On entry, our current Year 8s, 66% (161 out of 243) were behind chronological age in terms of writing ability. For PP pupils, 46 were below chronological age in terms of writing ability (63%)</p> <p>On entry, our current Year 8s, 32.5% (79/243) were behind chronological age in terms of reading ability (phonics decoding). When analyzing for breadth of vocabulary understanding, this rises to 59.6% (145/243) For PP pupils, 61% (45/73) were under age expected vocabulary understanding whilst 7% had a phonics gap (5/73).</p>
4	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies. EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</p> <p>This has resulted in:</p> <ul style="list-style-type: none"> • significant knowledge gaps resulting in students falling further behind age-related expectations • a rise in students requiring higher levels of mental health and wellbeing support
5	<p>Our observations and behaviour records suggest many lower attaining disadvantaged students lack self-regulation strategies when faced with challenging tasks, resulting in disengagement and poor behaviour in lessons.</p> <p>Disadvantaged students are also less likely to have focused and ambitious career targets to work towards. Interviews with Year 11 students indicate that many have limited plans for post-16 study and often do not value education as a key to a more fulfilling life after school.</p>
6	<p>Our attendance data for the last full academic year pre-Covid (2018-19) indicated that attendance among disadvantaged students was 4.5% lower than non-disadvantaged students and there was larger gap for Year 11.</p> <p>31.6% of disadvantaged students were 'persistently absent' in 2018-19 compared to 13.0% of non-disadvantaged peers during that period.</p> <p>Since Covid, this gap has increased nationally and for the College. Currently (November 2022), our attendance gap for FSM6 is 7%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on academic subjects.	<p>2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> An average Attainment 8 score of 45 (in the last two exam years the national figures for all students were 46.7 (2019) and 46.5 (2018)) A Progress 8 score that falls within the national average band
Improved maths attainment among disadvantaged students across KS4	<p>GCSE exam results demonstrate improved maths ability among disadvantaged students, as evidenced by a decreasing attainment gap between disadvantaged students and their non-disadvantaged peers at GCSE grade 4+ and grade 5+.</p> <p>Learning walks should show an increase in problem solving in lessons and, over time, increased student ability to tackle such tasks.</p>
<p>Improved reading comprehension among disadvantaged students across KS3.</p> <p>Improve writing ability among disadvantaged students at KS3</p>	<p>Reading tests at end of each academic year will show progress in line with age expectations for understanding of vocabulary.</p> <p>Students on catch up phonics programme will be able to read fluently.</p> <p>No More Marking assessment data will see gap close between disadvantaged and non-disadvantaged students.</p> <p>Teachers should also have recognised improvements through classwork and book scrutiny.</p>
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are better at monitoring and regulating their own behaviour for learning. There is a reduction in sanctions and an improvement in average attitude grades.</p> <p>Many more students have clear careers related targets and understand the educational pathway to achieve their goals. This will be reflected in an ambitious 0% NEET figure target.</p>
To achieve and sustain improved	Sustained high levels of wellbeing from 2023/24 demonstrated by:

wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • qualitative data from student voice, student surveys and teacher observations. 2021-22 student survey used as a baseline. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. 2021-22 data used as a baseline.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being in line with the national average • to narrow the attendance gap between disadvantaged students and that of non-disadvantaged students. • To reduce the number of disadvantaged students classed as persistently absence, narrowing the gap with that of non-disadvantaged students. • To increase engagement with disadvantaged families to support re-engagement of disadvantaged children with their learning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure teaching within the school is consistently good and that students are appropriately challenged and supported to be able to reach expected progress and attainment bench marks.	Education Endowment Foundation (EEF) evidences that improving teaching has the largest impact on outcomes for disadvantage students. Recruitment, retention, highly effective leadership and high-quality teaching is at the heart of educational success for students. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. EEF: 'The Attainment Gap 2017'	1, 2, 3, 4
Improving behaviour for learning and developing self-regulation skills in all students. This will involve ongoing training, coaching and support for teachers and pastoral staff, including support for the College via the national Behaviour Hubs programme	Behaviour interventions have an impact through increasing the time that students have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Enhancement of our maths teaching and curriculum	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for	1, 2, 4

planning in line with DfE KS3 and EEF guidance.	<p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Develop and implement a whole College strategic literacy plan.</p> <p>Focus on use of disciplinary literacy and supporting reading and extended writing across the College.</p>	<p>Ensuring that all curriculum areas raise the profile of literacy and use of subject specific language can help to develop reading, comprehension and improve student outcomes.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £139,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and reading comprehension interventions.</p> <p>Use of Read Write Inc. phonics intervention to close phonics gap for Year 7 cohort.</p> <p>Reading at start of every English lesson.</p> <p>Reading in tutor times.</p>	<p>Phonics and reading comprehension strategies can have a positive impact on students' ability to read and understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	3

<p>RWI training for SEN team</p> <p>Writing intervention will initially be tackled through the curriculum in English and reviewed mid-year to see if specific intervention activities are required.</p>	<p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Blog: Phonics - mastering the basics of reading EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Blog: Teaching reading - Embedding comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Why 'just reading' might make more of a difference than teaching reading – David Didau (learningspy.co.uk)</p>	
<p>Engaging with the National Tutoring Programme (part of the recovery premium) to provide tuition for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged.</p> <p>Initially using My Tutor for approximately 50 students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Targeted academic mentoring for disadvantaged students who are achieving negative progress 8 scores throughout the year.</p>	<p>Small group work and individual sessions can improve academic performance and improve attendance. This is supported by EEF research and a tiered approach</p> <p>Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2,3,6
<p>Targeted 1: 1 support for service students via the Military Youth Worker.</p>	<p>1: 1 support for students which has been seen as an example of best practice by the DfE</p> <p>Service Pupil Premium: examples of best practice - GOV.UK (www.gov.uk)</p>	All
<p>Trained mental health first aiders to support military</p>	<p>Students has access to mental health first aiders to support their wellbeing</p>	6

students when families are on deployment.	when parents are deployed or displaced due to military deployments.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £144,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement strategic programme for Mental Health and Wellbeing.</p> <p>Support from the Educational Psychology service.</p> <p>Training for SEN team and pastoral team in mental health support and anxiety management.</p> <p>Additional SEN and Healthcare Champion hours to support these strategies.</p>	<p>Students with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>The culture, ethos and environment of a school influences the health and wellbeing of students and their readiness to learn.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Briefing 54 traumainformed schools_0.pdf (centreformentalhealth.org.uk)</p>	1, 4, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training to develop and implement new procedures. An additional AHT to lead on attendance and an attendance assistant will be appointed to assist the attendance manager. Extra EWO support will be bought in to support the attendance team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>DfE's Improving School Attendance advice.</p>	1, 6
Regular in-depth analysis of behaviour	Behaviour interventions have an impact through increasing the time that students	1, 5

<p>incident rates and attitude to learning grades leading to early intervention and support at various levels, including external programmes such as BF Adventure.</p> <p>Additional PSA hours to support this strategy.</p>	<p>have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Data from the, 'Permanent exclusions and suspensions in England 2019-20 shows that:</p> <p>Exclusion rates are higher among students who are eligible for free school meals.</p>	
<p>Careers interviews and options guidance - Disadvantaged learners prioritised and, where needed, receive additional support.</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance#:~:text=The%20eight%20Gatsby%20benchmarks%20of%20Good%20Career%20Guidance,further%20and%20higher%20education%208%208.%20Personal%20guidance</p>	1, 5
<p>Financial support available for uniform, equipment and subject supplies.</p>	<p>Removing potential barriers to participation and engagement and increases attendance.</p>	1, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>Monitoring and evaluation calendar to include work sampling for disadvantaged students work in order to ensure consistency of support and quality of work across the curriculum.</p>	<p>Regular evaluation of all students work to ensure the standard and expectations of disadvantaged students remain high across all curriculum areas.</p>	1

Total budgeted cost: £375, 377

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

Although comparisons between the 2022 leavers' data and previous cohorts should be conducted with caution, taking into account the impact of the pandemic, the average attainment 8 grade for disadvantaged students in 2022 was 3.52 as opposed to 4.59 for non-disadvantaged students. This gave a gap in attainment of 1.07.

Given the caveats around comparing this cohort to previous years, the gap for the similar measures in 2019 was 1.32. However, the average attainment grade for disadvantaged students was slightly higher in 2019 than in 2022 (3.55 vs 3.52).

Over the course of this year, the College has raised expectations with regards to students' punctuality to college and lessons as well as expectations around uniform and behaviour. Consequences for serious incidents have been clearer and more consistent. Changes to break and lunch arrangements have improved behaviour at these times. As a college we have joined the Behaviour Hub national programme and will continue to participate in this for next 12 months.

Helston Community College Maths team now has a new lesson structure which has helped support staff when embedding consistent routines and teaching approaches. The focus, which is based on the College Expert Teaching Model, is based on clear explanations of shared methods, effective use of formative assessment to check understanding, more substantial practice using graduated questions to master and develop key skills. This has allowed for further opportunities to apply the skills learnt in problem solving contexts, with scaffolding to allow all students to access more challenging questions.

Reading has been taking place at start of every English lesson in KS3. All of the College's Champion Team have conducted Read Write Inc training and deliver interventions to small groups. A paired reading programme was set up for students who have lower than average reading ages - supported by prefects and student leaders. Diagnostic assessments have been purchased and deployed to assess students' reading and literacy levels. This has resulted in targeted and timely support for those at risk of falling behind.

Targeted students in Year 9 - 11 engaged in School-Led Tutoring in maths working in small groups with a maths specialist. Participation rates were high. Students from both Higher and Foundation tier were also supported through targeted intervention focused on exam success, which took place at tutor time.

A student well-being group set up on Monday lunchtimes with clear links to Headstart Kernow and activities they provide. PSHE curriculum redeveloped for 2022/2023 to ensure that every year group receives education on how to stay mentally healthy. Training has been provided to all Champions in mental health support, the team has

had training in self-harm and is undergoing further bespoke training throughout the year.

PP funding has been used to fully or partially fund the trips and visits for disadvantaged students who required financial support. In 2021/2022 Pupil Premium children accounted for 33.11% of the student population. Of the 1895 trip places, 767 were utilised by Pupil Premium children (40.47%) Pupil Premium students account for 441 of our pupil population. Of the 441 students, 349 have been on one or more educational visits. (79.14%).

Class of 2021/2022 students have all been provided with a CEIAG diagnostic interview in Year 10. Students have also been provided with 1:1 CEIAG interviews during Year 11 to support applications and FE choices. Disadvantaged students have been prioritised and given the option of additional support interviews if require.

Externally provided programmes

Programme	Provider
1:1 Tutoring	Savvy education
Social skills and wellbeing programme	BF Adventure
Parent Evening (Video Call) Software	SchoolCloud
Lexia	Lexia Learning
Docsplus	Cricksoft
1:1 / 1:3 online tutoring	MyTutor
Take 2 social skills and support programme	Take 2