Pupil premium strategy statement – Helston Community College

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1346 (1139 in Y7 to 11)
Proportion (%) of pupil premium eligible (disadvantaged) students	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr W Jenkins Headteacher
Pupil premium lead	Ms P Martin Deputy Headteacher
Governor / Trustee lead	Mr D Hearne Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,265
Recovery premium funding allocation this academic year	£32,355
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	£285,620

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

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	Overall attainment and progress of disadvantaged students is lower than their peers at KS4, for example in 2019: Progress 8 gap = -0.62, Attainment 8 gap = -11.5 points Gap in % achieving grade 4 in English and Maths = 11% Gap in average number of entries = -0.87 qualifications (6.92 qualifications overall, indicating not all buckets are filled)
2	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. Assessments on entry to year 7 in the last 3 years indicate that between 33% - 41% of our disadvantaged students arrive below age-related expectations (scaled score ≥ 100 in Maths) compared to 20% - 22% of their peers. 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 50% of their peers.
3	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. 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. PP= 44/234 of whom 29 are below writing age (65.9%), with 12 having a writing age below 8. 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%). 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%) 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).
4	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) This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.
5	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. 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.
6	Referrals, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. Disadvantaged students are also less likely to participate in trips, visits or other enrichment activities and this becomes more pronounced as students get older. These challenges particularly affect disadvantaged students and their sense of belonging to the College community, which in turn affects attainment. During the pandemic, teacher referrals for support markedly increased. For instance, this academic year, the SEN team has made 60 referrals for support to outside agencies. X students (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) currently receiving small group interventions.
7	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. 31.6% of disadvantaged students were 'persistently absent' in 2018-19 compared to 13.0% of non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.

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.	2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: • 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)) • an EBacc average point score of 4 (in the last exam year the national figure for all students was 4.07 (2019))
Improved maths attainment among disadvantaged students across KS4	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+. Learning walks should show an increase in problem solving in lessons and, over time, increased student ability to tackle such tasks.
Improved reading comprehension among disadvantaged students across KS3. Improve writing ability amount disadvantaged students at KS3	Reading tests at end of each academic year will show progress in line with age expectations for understanding of vocabulary. Students on catch up phonics programme will be able to read fluently. No More Marking assessment data will see gap close between disadvantaged and non-disadvantaged students. Teachers should also have recognised improvements through classwork and book scrutiny.
Improved behaviour and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own behaviour for learning. There is a reduction in RTL sanctions and an improvement in average ATL grades. Many more students have clear careers related targets and understand the educational pathway to achieve their goals. This is monitored and reflected in careers interviews and student voice.

To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • 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.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and that for all students being reduced to 2%. (National figures for 2018-19 - 5.5% for all students and 8.2% FSM6) • the percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students being no more than 7% lower than that for all students. (National figures for 2018-19 - 13.7% for all students and 24.7% FSM6)

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: **£69,192**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure teaching within the school is consistently good and that students receive sufficient stretch and challenge 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
Purchase of standardised diagnostic assessments. CAT4, NGRT and No More Marking – Assessing Secondary Writing will be used. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	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.	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	5

	they displace, engaged learning time is unlikely to increase. [Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)](#) [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](#)	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](#) 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: [KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)](#)	1, 2, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will facilitate professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](#) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: [word-gap.pdf (oup.com.cn)](#)	1, 2, 3, 4

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

Budgeted cost: **£106,931**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and reading comprehension interventions. Use of Read Write Inc. phonics intervention to close phonics gap for Year 7 cohort. Reading at start of every English lesson. Reading in tutor times. RWI training for SEN team Writing intervention will initially be tackled through the curriculum in English and reviewed mid-year to see if specific intervention activities are required.	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: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF Read Write Inc. Phonics and Fresh Start | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk) EEF Blog: Phonics - mastering the basics of reading | EEF (educationendowmentfoundation.org.uk) EEF Blog: Teaching reading - Embedding comprehension strategies | EEF (educationendowmentfoundation.org.uk) Why 'just reading' might make more of a difference than teaching reading – David Didau (learningspy.co.uk)	3
Engaging with the National Tutoring Programme 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. Initially using My Tutor for approximately 50 students.	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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£110,735**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement strategic programme for Mental Health and Wellbeing. Support from the Educational Psychology service. Training for SEN team and pastoral team in mental health support and anxiety management. Additional SEN hours to support this strategy.	Students with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of students and their readiness to learn. Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk) Briefing_54_traumainformed schools_0.pdf (centreformentalhealth.org.uk)	1, 4, 6
Extracurricular clubs and educational/cultural visits. Monitoring of take-up and shaping of the programme of events. Financial support available in line with the charging policy.	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory 411 schooling." Social Mobility Commission research.	1, 6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training to develop and implement new procedures. An attendance assistant will be appointed to assist	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE's Improving School Attendance advice.	1, 7

the attendance manager. Extra EWO support will be bought in to support the attendance team.		
Regular in depth analysis of behaviour incident rates and attitude to learning grades leading to early intervention and support at various levels, including external programmes such as BF Adventure. Additional PSA hours to support this strategy.	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. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Data from the, 'Permanent exclusions and suspensions in England 2019-20 shows that: Exclusion rates are higher among students who are eligible for free school meals.	1, 5
Careers interviews and options guidance - Disadvantaged learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	1, 5
Financial support available for uniform, equipment and subject supplies.	Removing potential barriers to participation and engagement and increases attendance.	1, 7
Contingency fund for acute issues.	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.	All

Total budgeted cost: £286,858

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 2020 to 2021 academic year.

We carried out a fair and robust set of assessments in 2021 to inform TAGS. Assessments were carried out under examination conditions and blind marked. Typical grade boundaries were used. Despite this, it is impossible to report on 'progress' measures. Performance related targets that we are able to report on in 2021 include:

Increase average entries per student to 8.0 – Disadvantaged 7.7 in 2021 TAGS
Increase EBACC APS from 3.0 to 4.0 (by 2022) – Disadvantaged 3.69 in 2021 TAGS

Although not set as a target, the average attainment 8 score for disadvantaged was 4.5 as opposed to 5.2 for non-disadvantaged, giving a gap of 0.7. In 2019 the attainment gap was 1.2. Attainment gaps were also narrowed in English, EBACC and Open subject groups.

So overall, our internal assessments during 2020/21 suggested that the performance of disadvantaged students in key areas of the curriculum was better than the last external examination year in 2019.

Our Covid-19 health and safety strategy worked well during the 2020-21 academic year, so we were able to carry out Mock examinations in November and additional examinations in May without significant interruption. In order to mitigate the impact of another lockdown, in the autumn term of 2020 the training of staff was focused on teaching remotely through the Google platform and the use of Loom to create instructional and explainer videos. A detailed Blended Learning policy was created which set out our expectations, responsibilities and protocols. During the January to March lockdown of 2021, students were encouraged to follow their normal timetable of 4 x 75minute lessons a day. Over 200 students attended our in-school provision and approximately 200 Chromebooks were loaned out to students who lacked a device at home.

Our data indicates that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

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