

# Helston Community College - Pupil premium strategy statement 2019-2022

## School overview

Metric	Data
School name	<b>Helston Community College</b>
Pupils in school	Main school = 1146; Post 16= 212; 1358 total
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£194,480 for 208 pupils
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 academic year (2018-19)

Progress 8	-0.71 (National -0.45)
Pupils achieving a Positive Overall Progress 8 score	34%
Ebacc entry	11.4%
Average EBacc APS score	3.01
Attainment 8	35.5
% Grade 5+ in English and maths	17.1%
% Grade 4+ in English and maths	57%
Average entries per student	6.9
Average entries per student GCSE	6.5
Attendance of Year 11	Y11 92.7% (Whole College 93.9%) Y11 FSM 85.9% (College FSM 88.9%)

## 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

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
Projected spending	£99,400

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy – see appendix
Priority 2	Inclusion – see appendix
Priority 3	Tutor 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	£51,600

## Wider strategies for current academic year

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	£45,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency of approach across staff</p> <p>New data system (use of data and software package)</p>	<p>SLT change of roles; Increase in lesson drop-ins/ learning walk; T&amp;L group; more focused coaching/support of key staff in need of support (SLT)</p> <p>Staff training on data package and use of data to support learning and inform intervention</p>
Targeted support	<p>New staffing structure/ team ensuring that roles are clear and appropriate training in place to facilitate effective implementation</p>	<p>Clearly defined roles and responsibilities. Appropriate training given/commissioned</p>
Wider strategies	<p>New staffing structure/team ensuring that roles are clear and appropriate training in place to facilitate effective implementation</p>	<p>Clearly defined roles and responsibilities. Appropriate training given/commissioned</p>

## Review: last year's aims and outcomes

Aim	Outcome																																																	
Disadvantaged students improve their progress in maths, so that current gaps are narrowed significantly.	Progress -0.47 (previous year -0.52)																																																	
Students identified as disadvantaged improve their reading age (RA) to their chronological age by the end of Key stage 3.	42 PP students tested summer term of Y9 40 improved RA 24 improved RA by more than 3 years (i.e. greater improvement than their chronological age) 28 were at or above chronological age when tested 4 remain with RA below 10 years of age																																																	
Disadvantaged students with low prior attainment in English to be identified and to improve their progress in English.	Low PA disadvantaged students +0.29 but this was a small cohort and other PA bands had negative scores.																																																	
Disadvantaged students improve their attendance in line with non-disadvantaged students.	<table><tr><th rowspan="2">Attendance</th><th colspan="2">2017-18</th><th colspan="2">2018-19</th></tr><tr><th>all</th><th>fsm</th><th>all</th><th>fsm</th></tr><tr><td>Total 7-11</td><td>94.43%</td><td>91.10%</td><td>93.9%</td><td>88.9%</td></tr><tr><td>7</td><td>95.25%</td><td>93.39%</td><td>94.24%</td><td>83.11%</td></tr><tr><td>8</td><td>94.82%</td><td>90.19%</td><td>94.24%</td><td>91.16%</td></tr><tr><td>9</td><td>94.07%</td><td>94.09%</td><td>93.61%</td><td>89.10%</td></tr><tr><td>10</td><td>92.68%</td><td>81.84%</td><td>94.46%</td><td>92.53%</td></tr><tr><td>11</td><td>95.82%</td><td>93.19%</td><td>92.71%</td><td>85.91%</td></tr><tr><td>12</td><td>83.79%</td><td>73.55%</td><td>89.42%</td><td>74.93%</td></tr><tr><td>13</td><td>79.11%</td><td>43.95%</td><td>84.29%</td><td>85.73%</td></tr></table>	Attendance	2017-18		2018-19		all	fsm	all	fsm	Total 7-11	94.43%	91.10%	93.9%	88.9%	7	95.25%	93.39%	94.24%	83.11%	8	94.82%	90.19%	94.24%	91.16%	9	94.07%	94.09%	93.61%	89.10%	10	92.68%	81.84%	94.46%	92.53%	11	95.82%	93.19%	92.71%	85.91%	12	83.79%	73.55%	89.42%	74.93%	13	79.11%	43.95%	84.29%	85.73%
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## Appendix A

Strategic objective	Actions	Disadvantaged - specific actions or goals
<b>1 Expert teaching</b> (Trust plan – Teaching & Learning)	<ol style="list-style-type: none"> <li>1 Relentless focus on high expectations and consistency</li> <li>2 Expert teaching principles (including Post 16 action plan)</li> <li>3 Learning walks by SLT and coaching conversations</li> <li>4 Teaching and Learning group</li> </ol>	<p>Identify disadvantaged on registers and seating plans. Know who they are.</p> <p>Prioritise marking and feedback for disadvantaged students. Ensure that students act on feedback.</p> <p>Plan and target questioning.</p> <p>Use of knowledge organisers –coaching and support.</p> <p>Chase homework and contact home with positive news as well as problems.</p> <p>Use of data: Combine ATL, progress and attendance data for disadvantaged students – use to inform teaching and support/intervention as appropriate.</p> <p>Disadvantaged students to be a regular focus of learning walks.</p>
<b>2 Curriculum</b> (Trust plan – Teaching & Learning)	<ol style="list-style-type: none"> <li>1 Curriculum maps leading to vertical integration</li> <li>2 Knowledge organisers</li> <li>3 Homework strategy</li> <li>4 Data for learning (including use of SISRA)</li> </ol>	<p>Curriculum is ambitious for disadvantaged students. Ensure disadvantaged students have access to knowledge organisers as a hard copy</p> <p>Provide access to a homework club.</p> <p>Key staff – PSA home school liaison for disadvantage students</p> <p>Focused mentoring, including support from role models in Post 16.</p> <p>Data for learning produced which identifies key students and tracks progress (RAG ratings).</p>
<b>3 Literacy</b> (Trust plan – Teaching & Learning)	<ol style="list-style-type: none"> <li>1 Reading programme (including phonics, fluency and comprehension)</li> <li>2 Tier 2 vocabulary - general focus</li> <li>3 Tier 3 vocabulary - curriculum focus</li> </ol>	<p>Reading issues identified and appropriate interventions put in place – e.g. phonics instruction, Lexia, paired reading with older students.</p> <p>Reading books provided for use in school and home.</p> <p>Reading records used as another source of information for rewards.</p> <p>Create vocabulary books that are year group and subject specific for class and home use.</p>
<b>4 Professional growth of staff</b> (Trust plan – Expectations & Aspirations and Leadership)	<ol style="list-style-type: none"> <li>1 Learning workshops</li> <li>2 Professional growth plans</li> <li>3 Leadership training</li> <li>4 Lesson study programme</li> </ol>	<p>Learning workshops and lesson study programme have CPD targeted at supporting disadvantaged students in class e.g. through effective scaffolding.</p> <p>Build skills and role of PSA – especially communication with home.</p> <p>Good practice identified and shared with others.</p> <p>Develop role of key workers for Pupil Premium students.</p>
<b>5 Wellbeing</b> (Trust plan – Behaviour & Wellbeing)	<ol style="list-style-type: none"> <li>1 PSHE programme</li> <li>2 Student support systems (SEND, Safeguarding &amp; Medical, Pastoral, Post 16)</li> <li>3 Staff wellbeing strategy</li> </ol>	<p>PSHE programme to have an increased focus on wellbeing and mental health.</p> <p>Pastoral team and learning champions build positive relationships with disadvantaged students. Identify the 'key worker' for each student.</p> <p>Establish links with home, enhance communication and break down barriers. Increase parent participation in College events.</p>

Strategic objective	Actions	Disadvantaged - specific actions or goals
<b>6 Community engagement</b> (Trust plan – Expectations & Aspirations and Effective Management Systems)	1 Careers and enterprise education 2 Co-operative Community Award 3 Enrichment activities 4 Parent communication 5 MAT collaboration 6 Transition – HCC Journey 7 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.
<b>7 Inclusion</b> (Trust plan – Behaviour & Wellbeing)	1 Pastoral support system (including attendance) 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 a bursary style system along with extended payment periods to facilitate equality of opportunity for disadvantaged students. This would be used to support: <ul style="list-style-type: none"> <li>• Enrichment activities</li> <li>• Learning resources , e.g. revision guides</li> <li>• Cultural trips and visits</li> <li>• Basic equipment and uniform</li> </ul>
<b>8 Tutor time</b> (Trust plan – Teaching & Learning and Behaviour & Wellbeing)	1 Mapped PSHE programme linked to assemblies 2 Focused early morning support and mentoring (pastoral and academic) 3 Learning strategies 4 Consistency of expectations (uniform, equipment, folders, punctuality etc.)	PSHE programme incorporates a range of activities and workshops that will help disadvantaged students develop resilience and strategies to overcome barriers to learning. Maths, English and reading support sessions available during tutor time. Basic equipment available for students in their tutor base so that they are prepared for lessons.