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The Pupil Premium Funding Statement

Allocation and Impact of the Pupil Premium

Hessle High School and Sixth Form College

2014-15 Review Document

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Pupil Premium 2014-15

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Glossary of Terms

Free School Meals (FSM)	Students currently entitled to a daily free school meal
Disadvantaged Students	Students for whom the school receives the Pupil Premium have been entitled to FSM at some time in the past six years (FSM Ever6), are Looked After Children, or have a parent currently in the armed forces
Non-Disadvantaged Students	that do not meet the above criteria
Achievement	The level of progress and attainment achieved by individual learners
Attainment	The grades or levels that a student or school accomplishes; measures include 5A*CEM (The proportion of students that attain 5 GCSEs at Grade C including English and Maths.
Progress	The academic journey travelled by a student. Expected progress is made by students that make 3 levels of progress between Key stage 2 and Key Stage 4 (e.g. a student working at Level 4 at the end of Year 6 who achieves a Grade C at GCSE has made 3 levels of progress)
APS	Average Point Score. All GCSE Grades are accorded a numerical value (A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16)

**the term disadvantaged and non-disadvantaged students relates to the previous term Pupil Premium (PP) and non-Pupil Premium (Non-PP) learners for comparison*

2014-15

PUPIL PREMIUM FUNDING AND GENERAL INFORMATION

At the start of the 2014-15 Academic Year, there were 156 students in receipt of Free School Meals (FSM) at the school and 288 students were entitled to the Pupil Premium Grant. Our FSM students make up 12.5% of the school population and the students entitled to the Pupil Premium (PP) make up 23.1% of the population, which is below national average. In addition there are a disproportionate number of the total in the lower age groups of learners across Hesse High School and Sixth Form College.

Year Group	FSM (% of year group)	LAC	Disadvantaged (% of year group)
7	22 (14.5%)	0	44 (29%)
8	24 (13.3%)	0	57 (31.5%)
9	38 (15.5%)	2	56 (23.8%)
10	23 (10.5%)	2	45 (20.5%)
11	38 (15%)	1	62 (24.5%)
12	8 (5%)	0	15 (9.3%)
13	3 (3.2%)	0	9 (9.5%)

The spread of ability on intake amongst the Disadvantaged (PP) cohort varies considerably from year to year, as the table below shows. We understand clearly that eligibility for Pupil Premium is not associated with low ability (*Ofsted's Pupil Premium report, January 2013*).

Year Group	High	Middle	Low
7	17 (38%)	21 (47%)	6 (13%)
8	12 (21%)	30 (53%)	15 (25%)
9	7 (12.5%)	32 (57%)	14 (25%)
10	2 (4%)	32 (71%)	11 (24%)
11	7 (11%)	41 (66%)	14 (22.5%)

USE OF PUPIL PREMIUM FUNDING: 2014-2015

The government allocates grant funding to schools in the form of Pupil Premium Funding. This is non-ring fenced funding. This funding is allocated to raise the achievement of Disadvantaged (PP) students and close the gap in internal and national achievement between Disadvantaged (PP) and non-disadvantaged (non-PP) students, to improve the life chances of these learners. We have been allocated the following amount of Pupil Premium funding:

Academic Year	Pupil Premium Funding	Allocated Spending to support PP students
2012-13	£133,754	£146,739
2013-14	£232,618	£246,739
2014-15	£238,425	£250,000

We have used the 2014/15 funding as in 2013-14 following successful outcomes but have increased the provision with the addition of the following;

- New leadership post of Assistant Headteacher-Raising Standards Leader (from September 2014) to co-ordinate the increased programmes aimed at improving achievement of Disadvantaged students. Including a termly report to the Governing Body of the Academy Trust on the developments and progress of the disadvantaged strategy
- New members of teaching staff in Maths and English to support more curriculum time for English and Maths and to provide small-group tutoring for PP students during Autumn term (another effective strategy according to Sutton Trust findings);
- Appointment of two Student Support Managers to track attendance, punctuality and behavioural issues and to provide support in the form of programmes shown in 2013-14 to have strong impact on attitudes of students involved;
- ‘Reading’ has been maintained as a discreet programme to the KS3 curriculum with all students benefitting from at least 50 minutes of dedicated reading time (100 minutes for lower ability groups). Delivered by Learning Assistants;
- Introduction of ‘Class Data Sheets’ including student photographs to ensure that all teaching staff are aware of which students are disadvantaged (*Ofsted Pupil Premium Report, January 2013*). An effective leadership strategy.
- Extensive review of Marking and Feedback Policy to further develop strategies during teacher training events to maximise achievement of PP students.
- Introduction of SISRA Analytics to enable all class teachers to track progress of their students, including Disadvantaged (PP) students;
- Establishment of the PiXLEdge programme to support Disadvantaged (PP) learners in accessing opportunities to evidence core Further Education and work place skills, to include liaison with local business partnerships and increasing engagement with extra-curricular clubs and activities;
- Provision of wider range of home/school liaison, including ‘new style’ information evenings, and skills workshops for Disadvantaged (PP) students and their families, with

the intention to support parents with helping students with their learning at home, To include KS4 Revision skills, KS3 Kagan strategies, and KS3 intervention support;

- Utilising new technologies in order to facilitate better, regular and more immediate forms of communication between home and school for often harder to reach parents.

Allocation of Funding – 2014-15

We allocated Pupil Premium Funding to the following activities. Figures show the approximate amount spent on support to Disadvantaged (PP) students. The number of Disadvantaged (PP) students that participate in these programmes is recorded and efforts are made to encourage greater participation where appropriate.

Area of Expenditure	£
Learning in the Curriculum	154,000
We employ Intervention Tutors and Learning Assistants to work within core subject areas to work with vulnerable students including PP students. Our Foundation Learning programme supports a high proportion of KS4 PP students each year who benefit from small group support as well as an appropriate curriculum which includes development of reading skills and vocational work placements. Class sizes are below average especially in lower ability groups. We employ lead teachers in English and Maths to work with small groups and ensure progress for all. Student support managers work with subject areas to track all students. The total of £154,000 relates to that proportion of funding that is spent specifically on support for PP students. To maximise the effectiveness of quality first teaching, leadership strategies and staff training have been a key feature focussed on progress of disadvantaged learners.	
Enrichment beyond the curriculum	32,794
Students are supported outside of the curriculum through an academic learning centre open six days per week and during most school holidays. A wide range of study activities were provided to students in Year 11. Subject areas were funded to offer regular Saturday morning classes to Years 10 and 11 and, prompted by subject teachers, participation by PP students proportionally exceeded the participation of non-PP students. After school classes were provided throughout the year with some funding for staff time. Work experience placements were subsidised for many PP students. Subsidies were also available for school trips for PP students. A full Easter holiday revision programme was provided. KS3 students making insufficient progress were provided with 1-2-1 support in a Summer term adaptation of the KS3 support programme.	
Action focused on social and emotional welfare	2,982
PP students in Year 11 were part of a mentoring programme with senior staff to guide them throughout the academic year. The mentoring offered both academic target reviews and personal development support.	
Action focused on families and communities	3,577
A free breakfast facility is provided for all students every day. On examination mornings, students are provided with a breakfast revision session with subject staff on hand. A Year 7 transition day held each year in late August supports all students before they start the new term. Uniform subsidies are provided where required. A hardship fund is provided for school meals. Regular contact with PP families is made prior to school events, such as Consultation and Information Evenings. Study skills evening held for Year 11 students and families to support learning.	

Alternative learning pathways:	32,403
Vocational learning courses are provided to appropriate students in Y10/11. Alternative Learning Placements are also provided to a small number of students each year.	
Total	246,739

IMPACT OF PUPIL PREMIUM FUNDING

Key Stage 4 GCSE Results – 2015

Evaluation:

- This funding was successful in narrowing the gaps in achievement between Hessle students eligible for the pupil premium and non-disadvantaged students nationally;
- The funding enabled some internal gaps to narrow and in areas where it widened this was mostly due to the increased achievement of non-disadvantaged students alongside the increased achievement of disadvantaged students;
- The funding of long-term strategies to address the under-performance of disadvantaged students shows signs of success;
 - The achievement gaps in Year 11 are narrower than at the end of 2013-14
 - APS gaps in English and Maths in summer 2015 narrowed to 2.8 in English and 5.5 in Maths from 4.8 and 5.9 the previous year
 - The gap in students achieving 5A*-C including English and Maths narrowed to 9% against non-disadvantaged students nationally (from 30% in 2014) and to 19% against non-disadvantaged at Hessle compared to 28% the previous year. This improvement in outcomes for disadvantaged learners has resulted in a more positive progression onto Level 3 courses.
 - Intervention in KS3 is beginning to narrow progress gaps in English and Maths and as evidenced in Autumn 2015 Subject SEF documentation, thus providing a more positive platform for KS4 achievement and continuing narrowing of internal gaps

Summary of changes in Gap since 2013:

Figures show the change in 'gap' between 2013 and 2014. For national comparisons, 2014 data has been used. The use of green and blue shading is for illustration purposes only and is not intended to indicate statistical significance.

This data will be updated with the 2015 comparison to National Performance with the December release of RAISE Online.

Measure	2014		2015
	Disadv Hessle v non-Disadv National	Internal Gap (Disadv Hessle v non Disadv Hessle)	Internal Gap (Disadv Hessle v. non-Disadv Hessle)
5A*CEM (new)	Narrowed from -30% to -25%	Widened from -27% to -29%	Narrowed from -29% to -19.%

BASICS (A*-C in English and Maths)	Narrowed from -31% to -16%	Narrowed from -29% to -22%	Narrowed from -22% to -19%
APS English	Narrowed from -5.0 to -3.0	Narrowed from -5.5 to -4.9	Narrowed from -4.9 to -2.8
APS Maths	Narrowed from -6.2 to -5.1	Widened from -4.1 to -5.4	Narrowed from -5.9 to -5.5
Exp Prog – English	Narrowed from -26 to -21	Widened from -26 to -28	Narrowed from -28% to -13%
Exp Prog - Maths	Narrowed from -17 to -4	Widened from -4 to -12	Widened from -12% to -19%
More than Exp Prog – English	Widened from -24 to -25	Widened from -14 to -23	Narrowed from -23% to -5%
More than Exp Prog - Maths	Narrowed from -25 to -22	Widened from -5 to -22	Narrowed from -22% to -14%
Progress VA – English	Narrowed from 3.7 to 1.2	Narrowed from 2.7 to 1.9	Narrowed from 1.9 to 0.9
Progress VA - Maths	Narrowed from 3.9 to 1.8	Widened from 0.7 to 1.6	Widened from 1.6 to 2.8

Key Stage 3 – 2014-15

Within school, at KS3, the internal gaps in attainment between Disadvantaged (PP) students and non-Disadvantaged (non-PP) students are closing as a result of our Pupil Premium policies and interventions.

This is measured by the Average Point Score achieved by Disadvantaged students in English and Maths compared to the Average Point Score achieved by non-disadvantaged students.

The impact of these actions has been to close the APS gap across both Maths and English. The slowing rate in Maths between 2014 and 2015 is reflected in the KS4 trends. Disadvantaged learner progress in Maths is, therefore, a core part of the 2015 planning for Outcomes by the new Subject Leader of Maths.

2013-14	APS Gap pre-intervention (July of Y7)	APS Gap after intervention (July of Y8)	Impact on APS 'gap'	
English	-4.37	-3.80	Narrowed by -0.57	
Maths	-5.29	-4.20	Narrowed by -1.09	
	2014-15	APS Gap after intervention (July of Y7)	APS Gap after intervention (July of Y8)	Impact on APS 'gap'
	English	-2.62	-2.20	Narrowed by 0.42
	Maths	-3.11	-3.10	Narrowed by 0.01

At the start of 2013-14, we deployed a team of Intervention Tutors to support vulnerable students in Year 7 and Year 8 in English and Maths. Each tutor worked with a ‘case load’ of approximately 40 students over a half term. In 2014-15 this was continued and refined so as to ensure greater personalisation for the disadvantaged students involved. In summer 2014-15 one-to-one sessions were conducted with disadvantaged students who had not made at least expected progress across the year. Rather than measure the results of these personalised intervention purely by levels, the outcomes were also recorded as personalised reports between the intervention tutors and the students’ subject teachers. These are available as case study examples.

Attendance Figures 2014-15

The attendance of Disadvantaged students is lower than that of their non-disadvantaged peers across all year groups. Across the full cohort in 2014-15 the average attendance of non-disadvantaged students was 95.1% whilst that of disadvantaged students was 90.9%, generating a whole school cohort average of 94.0%.

Where individual cases of attendance issues were identified for disadvantaged students, such as in Year 9 where 89.7% is directly impacted by particular individuals, strategies were put in place by the student support team and Federation Attendance and Welfare Officer to support students and families and promote high levels of attendance.

Year Group	% attendance of all pupils	% attendance of non-disadvantaged students	% attendance of disadvantaged students
7	95.0%	95.7%	93.4%
8	95.0%	96.5%	92.0%
9	94.3%	95.8%	89.7%
10	94.0%	94.7%	91.3%
11	92.4%	93.8%	88.2%
12	94.3%	94.6%	92.3%
13	94.2%	94.1%	95.1%

Parental Engagement

At the start of 2014-15 we began to use a series of strategies in order to improve the engagement of parents of disadvantaged learners in the schools' existing series of Consultation and Information evenings. These included making 'priority calls' prior to all events to highlight the event and to ascertain expected attendance; text message prompts of key events and, at Key Stage 4 of revision attendance; and by hosting events to promote learning alongside students. In general these strategies have been effective in raising the attendance to school events of parents of disadvantaged students.

The resulting improvements in attendance are tabled below:

Attendance at Parents Information and Consultation Evenings:

The addition of the Year 9 Consultation Evening has since been added to the figures. This was a lower overall turn out for the evening and it is noted that last year's consultation for Year 9 was in May, not March, which may have had an impact on turn out.

Event	2013-14 Attendance PP Cohort	2014-15 Attendance PP Cohort	Difference
Y11 Information	25%*	39.6%	+14.6%
Y10 Information	12%*	11%	-1%
Y7 Consultation	-	63.6%	
Y8 Information	20%*	33.9%	+13.9%
Y8 Consultation	20%	54.3%	+34.3%
Y11 Consultation	25%	46.7%	+21.7%
Year 9 Consultation	33%	29%	-4%

**Attendance figures at Information Evenings were not collected in the same way last year. Consequently, in order to provide comparison the figures from the consultation evenings 2013-14 have been used.*

Teaching, Learning and Assessment

Teaching and Learning:

The increase in proportion of teaching to 88% Good or better with 100% at KS5. This indicates that the vast majority of staff are able to ensure that students of vulnerable groups, including those in receipt of the Pupil Premium Funding, make at least progress which is in line with national expectation and the majority which is above national expectation, from their different starting points.

KS3 has also been the focus for the Kagan Cooperative Learning strategies. Introduction workshops on structures were held with students in Year 7 and Year 8 across 2014-15, following intensive training for staff. These classroom management strategies and teaching activities aimed at improving levels of collaboration and engagement are proven to close academic attainment gaps. Their increasing use, alongside the principle of 'quality first teaching' can also be judged to have had impact on the attainment of disadvantaged students in KS3 and 4 2014-15.

Assessment:

The Hessle High School and Sixth Form College Marking and Feedback policy indicates that staff should prioritise marking and feedback of Disadvantaged Learners' work. Disadvantaged students formed part of the student feedback forums on the marking and feedback policy following the work scrutiny and their feedback has been shared with staff through the Teaching and Learning Hubs, providing opportunity for staff to debate good practice.

The work scrutiny of 'Vulnerable Groups' work in April 2015 noted that: "At KS3 PP pupils benefited from clear and detailed feedback. Effort had clearly been made in some areas to offer further explanation/ rationale to the marking comments to ensure they could be understood by pupils. At KS4 in particular, issues with pupil absence was noted in the comments and there was clearly a sense of staff using marking as a way of communicating this to pupils as well as offering support."

The internal report, likewise, recommended that Pupil Premium Learners could be best supported further by: "[the] need to foster aspiration would suggest a need to be positive in phrasing throughout their feedback".

Teaching and Learning: Extra-Curricular Provision

Attendance of disadvantaged students at KS3 and KS4 extra-curricular clubs and activities was tracked for the first time this year, with notable turnouts from the disadvantaged students at KS3 in Art and Technology based subjects.

At KS4 disadvantaged learners' attendance at after-school revision and Saturday learning sessions was good and can be seen in the improvements made in KS4 outcomes.

Academic Year	Total cohort Attendance	Disadvantaged Learner Attendance	Non-Disadvantaged Learner Attendance
2014/15	95%	89%	96%
2013/14	93%	72%	95%

Mentoring of students by SLT as part of the PiXL ‘Going for Gold’ scheme also led to an increase in Pupil Premium student attendance at extra-curricular sessions. The students who formed part of this group were identified in January 2015 as being students who may not achieve 5 A*-C including English and Maths (Gold Standard) because of particular and individual barriers to learning. Of the 11 students selected, 9 achieved Gold Standard and contributed to the closing of the gap in this measure by 3.6%.

Actions for 2015/2016

Following a review of the impact of actions taken in 2014-2015 on the achievement of Disadvantaged learners, the actions below will be made in 2015/16 in addition to those previously evident:

Focus on support plans and levels of engagement in school activities for disadvantaged learners to reduce the level of Fixed Term Exclusion for this vulnerable group

Progress of disadvantaged learners remains a focus of whole school and subject area self - evaluation and development plans with strategies supported financially where demonstrated to be impacting positively on achievement.

Extension of activities to challenge those more able disadvantaged learners to achieve above expected progress and workshops to raise aspiration during Information Advice and Guidance (IAG) week to progress onto Level 3 programmes of study.

Engage in the Local Authority Working Party of Level 3 progression as a strategic partner. Identifying and removing barriers to Disadvantaged learners progressing to Level 3 courses.

Purchase additional Youth and Family Support time from the LA SLA to support the IAG disadvantaged learners