

## Evaluation of the RLT School Student Premium Strategy Document 2017/18

The Student Premium Grant is paid to schools to maximise the potential of disadvantaged children.

At Hawkley Hall High School, our primary aim is to bridge the performance gap between our disadvantaged students compared to non-disadvantaged students nationally. Our expectation is to provide excellent teaching for all of our students as well as providing a variety of opportunities for students to grow and mature.

### Barriers to Progress

- Numeracy, Literacy and Oracy
- Achievement of students who would previously been school action +
  
- Individual needs of the student
- Curriculum (KS2-3 transition)
- Resources
- Increasing class sizes
  
- Staff awareness
- Individual subject barriers
- Nutrition
  
- Attendance
- Punctuality
  
- Boys' Achievement
- Student aspirations – home/community
- Careers/guidance
- PSHE/British values
- Citizenship

## Desired Outcomes of our Strategy

1. Sustained improvement in literacy, numeracy and oracy skills for all low attaining disadvantaged students
2. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others
3. Attainment gap at KS4 between disadvantaged students and national “other” students to be less than 0.5 of a grade
4. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average
5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number isolation/exclusion incidents in order to improve attainment

<b>Academic Year</b>	2017/18	<b>Total PP budget (2017/18)</b>	£195,689
<b>Total number of students</b>	1026	<b>Number of students eligible for PP</b>	236
<b>Whole school P8 (2016/17)</b>	0.04	<b>PP students P8 (2016/17)</b>	-0.27

### Summary of Desired Outcomes and Impacts

Desired Outcome	Impact
1	<ul style="list-style-type: none"> <li>• Earlier intervention strategies were put into place in Year 7 for key students with a clearer tracking and monitoring process for the individual needs of the students.</li> <li>• There was an increase in curriculum time to engage the students and sustain their improvement in English and mathematics.</li> <li>• Clearer process to identify students and record working practices of students when applying for access arrangements for GCSEs at KS4.</li> <li>• Students are more confident in understanding the language of examinations.</li> <li>• There are many more informed option choices and pathways for specific students.</li> </ul>
2	<ul style="list-style-type: none"> <li>• All students at KS3 knew their learning journey for each specific mathematical topic and progress could be accelerated accordingly.</li> <li>• Students' books were valued and used as a learning resources instead of just being seen by students and parents as a workbook.</li> <li>• Student/parent engagement with own learning increased.</li> <li>• Teaching Assistants are more confident in working with students of all abilities.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Greater focus on differentiating to the individual's needs.</li> <li>• Barriers to attending revision sessions for some students were removed.</li> <li>• Key subject areas had additional curriculum time to suit the needs of the individual.</li> <li>• All students had access to resources and key staff during the examination series.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Greater and clearer lines of communication between school and parents.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Successful IAG days were implemented into the school calendar to focus students on their studies towards future employment pathways.</li> <li>• Most vulnerable students felt safe, secure and grew in confidence throughout their school life.</li> <li>• Parental engagement for targeted boys to strengthen school/home coordinated approach improved with alternative provision opportunities that arose.</li> </ul>

*Summary of attainment 2017-2018 can be found in the Governors' reports for all school and for disadvantaged.*

### Summary of Costings for Desired Outcomes and Impact

Desired Outcome	Expenditure	Cost
1	<ul style="list-style-type: none"> <li>• FFT ASPIRE</li> <li>• Reading Plus</li> <li>• 4Matrix</li> <li>• CPD cost - Pupil premium conference</li> <li>• CPD - Teaching and Learning away weekends</li> <li>• CATS / Reading tests</li> <li>• Cost additional teaching period in Maths and English</li> </ul>	£2805 £2450 £960 £275 £2838 £2434 £38307
<b>Overall cost for desired outcome 1</b>		<b>£50069</b>
2	<ul style="list-style-type: none"> <li>• Proportion of HoY time</li> <li>• Maths textbooks</li> <li>• HLTA (MA &amp; EN)</li> <li>• Book covers and wallets</li> <li>• Show my homework</li> <li>• School of Military</li> <li>• Inclusion ASDAN Trip</li> <li>• Prefect training</li> </ul>	£4533 £7985 £29917 £2324 £1000 £500 £2935 £450
<b>Overall cost for desired outcome 2</b>		<b>£49644</b>
3	<ul style="list-style-type: none"> <li>• Proportion on AHT time</li> <li>• ASPIRE budget</li> <li>• Budget for intervention lessons 23%</li> <li>• Student transport</li> <li>• Trip subsidies</li> <li>• Uniform subsidies</li> <li>• Pupil premium checking service</li> <li>• Breakfast club</li> <li>• Wigan and Leigh college SLA (1 PP student)</li> <li>• FixIT Placement</li> </ul>	£16301 £133 £1380 £389 £70 £389 £710 £680 £1100 £1868
<b>Overall cost for desired outcome 3</b>		<b>£23020</b>

4	<ul style="list-style-type: none"> <li>• Proportion of Attendance Officer time</li> <li>• Behaviour Mentor</li> <li>• Pastoral Assistants</li> <li>• Rewards budget</li> <li>• Parent mail</li> <li>• Attendance SLA</li> </ul>	£4092 £1456 £12280 £1260 £427 £3290
<b>Overall cost for desired outcome 4</b>		<b>£22805</b>
5	<ul style="list-style-type: none"> <li>• Engagement Coordinator</li> <li>• Proportion of Aspirant Leader time</li> <li>• Careers time</li> <li>• Proportion of AHT time</li> <li>• Careers SLA</li> <li>• Counsellor</li> </ul>	£17555 £2623 £3390 £5789 £12600 £8412
<b>Overall cost for desired outcome 5</b>		<b>£50369</b>
<b>Total for all</b>		<b>£195907</b>

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPT (Sept '17 – Dec '17)	PHASE 2 KPT (Jan '18 – March '18)	PHASE 3 KPT (April '18 – August '18)	
1. Sustained improvement in literacy, numeracy and oracy skills for all low attaining disadvantaged students.	<p>Identification of specific students to target through use of FFT Aspire, InnovEd and 4matrix</p> <p>CPD of staff on effective use of data to inform teaching and learning</p> <p>Reading tests and CATs tests for all Year 7</p> <p>Question Level Analysis of KS2 SATs to identify key areas of weakness for specific students</p> <p>Reading tests for specific Year 9 students in January 2018 to aid in the option process.</p> <p>One hour of extra mathematics curriculum time in Years 7 and 8 to help develop numeracy skills of targeted students</p> <p>One hour of extra English curriculum times in Years 7 and 9 to help develop literacy and oracy skills of targeted students</p>	<p>Earlier intervention strategies put in place in Year 7 for key students with a clearer tracking and monitoring process for the individual needs of the students. (JFi/NRo/EJo/AO'B)</p> <p><i>Waved approached trialled.</i></p> <p>Increase in curriculum time to engage the students and sustain their improvement. (SHo)</p> <p><i>4 hours of english/maths per week in Year 7 and a total of 7 hours of english/maths over Years 8 and 9</i></p>	<p>Clearer process to identify students and record working practices of students when applying for access arrangements for GCSEs at KS4. (FHo)</p> <p><i>JCQ inspection</i></p> <p>Students more confident in understanding the language of examinations. (HoFs)</p> <p><i>Appointment of RCN to role</i></p> <p><i>By creating capacity and sustainability potentially all students will have access to online areas in key subject areas. (JFi/HoFs)</i></p>	<p>More informed option choices and pathways for specific students. (LNr)</p> <p><i>Year 9 options opened up to include further vocational and gcse opportunities.</i></p> <p><i>Comprehensive career structure.</i></p>	<p>FFT ASPIRE £2805</p> <p>Reading Plus £2450</p> <p>4Matrix £960</p> <p>CPD cost £275 Pupil premium conference</p> <p>CPD £2838 – Teaching and Learning away weekends</p> <p>CATS / Reading tests £2434</p> <p>Cost additional teaching period in Maths and English £38307</p>

	<p>Sound training – explicit teaching of vocabulary i.e. prefixes, suffixes, stems, root words</p> <p>Purchase licence for “Adobe Connect” so that targeted students have access to online learning from an English and mathematics teacher</p>		<p><i>Gcsepod bought for all students</i></p>		
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2. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others	<p>KS2 to KS3 transition to identify the needs of specific students to ensure they all fully equipped for secondary education</p> <p>2017 summer data to be used immediately as the starting point for autumn 2017 onwards.</p> <p>Specific subject interventions to be put in place by HoF with the use of an appropriate adult (ITT/TA/HTLA/Cover supervisor)</p> <p>Purchase of mathematics textbooks for all Key Stage 3 students with a clear strategy on their implementation within lessons</p> <p>Book covers for all Key Stage 3 subjects to act as an aide memoire to promote learning</p> <p>Peer mentoring of KS3 disadvantaged students by trained prefects at lunchtimes</p>	<p>Audit of disadvantaged students' access to equipment and purchase when necessary so that there isn't a barrier to learning e.g. a calculator for mathematics. (AO'B)</p> <p>Ongoing audit individual needs.</p> <p>All students at KS3 will know their learning journey for each specific mathematical topic and progress can be accelerated accordingly. (JFi/NRo)</p> <p>Staged criteria shared and areas of strength/development identified.</p>	<p>Greater adult to student interaction within the lessons to improve rates of progress of students. (FHo/JJa)</p> <p>TA numbers to increase</p> <p>Students relate to their peers and grow in confidence either academically or emotionally e.g. Strategies passed down from a Year 11 student to a Year 7 student who has dyslexia. (CFu)</p> <p>Ongoing interventions when necessary</p> <p>Targeted groups to receive greater teacher input due to creative use of "non-contact" time. (SHo)</p>	<p>Student/parent engagement with own learning increases. (MKI)</p> <p>Greater variety of online gcse resources</p> <p>TAs more confident in working with students of all abilities. (FHo/JJa)</p> <p>Specific, targeted CPD for TAs and all staff where necessary</p>	<p>Proportion of HoY time £4533</p> <p>Maths textbooks £7985</p> <p>HLTA (MA &amp; EN) £29,917</p> <p>Book covers and wallets £2324</p> <p>Show my homework £1000</p> <p>TA CPD (included in above)</p> <p>School of Military £500</p> <p>Inclusion ASDAN Trip £2935</p> <p>Prefect training £450</p>

	<p>either academically or emotionally.</p> <p>Use of Show My Homework to track and monitor disadvantaged students engagement with home learning</p> <p>Deployment of key teaching staff on KS3 classes – creation of extra capacity within key subject areas e.g. Humanities</p> <p>CPD of TAs to ensure targeted students are stretched within lessons – “coaching threes”</p>	<p>Students’ books are valued and used as a learning resources instead of just being seen by students and parents as a workbook. (HoFs)</p> <p><i>All KS3 and KS4 books have bespoke covers as a learning tool in a protective wallet</i></p>	<p><i>Specific use of HTLAs in maths/English. Tutor Trust used 1 day a week for the core subjects</i></p>		
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		PHASE 1 KPT (Sept '17 – Dec '17)	PHASE 2 KPT (Jan '18 – March '18)	PHASE 3 KPT (April '18 – August '18)	
<p>3. Attainment gap at KS4 between disadvantaged students and national "other" students to be less than 0.5 of a grade</p>	<p>Additional inclusion staff and staffing hours to provide academic and emotional support throughout the Key Stage 4</p> <p>Timetabled interventions for English and mathematics HLTAs</p> <p>Specific half term revision sessions for all subject areas.</p> <p>GCSE intervention timetable to be implemented from Easter 2018 onwards.</p> <p>Transport provided to enable disadvantaged students to attend after school revision sessions.</p> <p>Breakfast club for the most vulnerable</p> <p>Use of "Adobe Connect" for revision sessions for GCSE classes</p>	<p>Greater focus on differentiating to the individual's needs. (Fho/JJa)</p> <p>Specific training delivered</p>	<p>Students are confident that they have a "Trusted Adult" to liaise with on a regular basis. (CBo)</p> <p>Ongoing to meet the needs of the individual</p> <p>Barriers to attending revision sessions for some students are removed. (JFi/FHo)</p> <p>Nutrition and health is valued by the students to ensure that they have the energy to engage in learning throughout the day. (FHo)</p> <p>Food patterns monitored.</p> <p>Students to take a more active, positive</p>	<p>Key subject areas have additional curriculum time to suit the needs of the individual. (NRo/EJo)</p> <p>Targeted students had additional time built into the curriculum – form groups/use of tutor trust/1-1 sessions</p> <p>All students will have access to resources and key staff during the examination series. (JFi/HoF)</p> <p>Intervention programme tailored to the individual</p> <p>Life experiences of students enriched. (PWj)</p>	<p>University students (JRI)</p> <p>Proportion on AHT time <b>£16301</b></p> <p>ASPIRE budget <b>£133</b></p> <p>Budget for intervention lessons 23% <b>£1380</b></p> <p>Student transport <b>£389</b></p> <p>Trip subsidies <b>£70</b></p> <p>ICT subsidies</p> <p>Equipment subsidies</p> <p>Uniform subsidies <b>£389</b></p> <p>Pupil premium checking service <b>£710</b></p> <p>Breakfast club <b>£680</b></p> <p>Wigan and Leigh college SLA <b>£1100</b> (1 PP student)</p>

	<p>Yearly inclusion trips/visits for a wider enriching curriculum</p> <p>ASPIRE programme to be implemented</p>		<p>role in their school life. (PWi)</p> <p>Ongoing enrichment programme</p>	<p>Ongoing enrichment programme</p>	<p>FixIT Placement <b>£1868</b></p>
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		PHASE 1 KPT (Sept '17 – Dec '17)	PHASE 2 KPT (Jan '18 – March '18)	PHASE 3 KPT (April '18 – August '18)	
4. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average	<p>Specific focus from the Attendance Officer on the weekly monitoring of disadvantaged students</p> <p>Positive behaviour reward system to be implemented by Pastoral Assistant Headteacher</p> <p>Use of ParentMail to engage with parents re attendance of the their child on a weekly basis</p>	<p>Greater and clearer lines of communication between school and parents. (CSe/AO'B)</p> <p>Clear systems in place for first wave intervention</p>	<p>Disadvantaged students' attendance up to March 2017 was 93.92%, as opposed to others of 96.14%. By 23<sup>rd</sup> March '18 the gap will be less than 2%</p> <p>Attendance was 92.31% v 95.52% so yearly attendance fell and gap increased to 3.21%</p>	<p>Attendance raised from a current position of 93.67 to 95%. (CBo)</p> <p>Overall school attendance 94.7%</p> <p>Attendance for PP students dropped to 90.94% NPP of 94.29%. Year group analysis available</p> <p>National attendance gap of 3.1% between disadvantaged and non-disadvantaged is matched or bettered. (CSe)</p> <p>Data to be included when available</p>	<p>Proportion of Attendance Officer time £4092</p> <p>Behaviour Mentor £1456</p> <p>Pastoral Assistants £12,280</p> <p>Rewards budget £1260</p> <p>Parent mail £427</p> <p>Attendance SLA £3290</p>

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		PHASE 1 KPT (Sept '17 – Dec '17)	PHASE 2 KPT (Jan '18 – March '18)	PHASE 3 KPT (April '18 – August '18)	
5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment	<p>Appointment of “Aspirant Leader” with a specific focus on boys’ engagement.</p> <p>Appointment of “Engagement Coordinator” to provide extra support for disadvantaged boys</p> <p>Personalised timetable for specific disadvantaged students after the option process has finished in Year 9</p> <p>Break/lunchtime student supervisors to promote positive behaviours on the Astroturf</p> <p>Positive behaviour reward system to be implemented by Pastoral Assistant Headteacher</p>	<p>Coordinated approach to activities and a dedicated space for Year 7 to aid transition. (MRa)</p> <p><i>Ongoing due to changes in space/personnel</i></p> <p>Common issues identified in the survey can be reviewed and then addressed. (CKn/CBo)</p> <p><i>Ongoing bespoke curriculum opportunities for individual students</i></p>	<p>Successful implementation of intervention programmes for specific students for greater engagement of students within lessons and extra-curricular activities. (CKn)</p> <p><i>Ongoing bespoke curriculum opportunities for individual students</i></p> <p>Greater emphasis and promotion of positive behaviour. British values, moral purpose and a deeper understanding of what makes a good citizen in the community. (CBo)</p>	<p>Greater engagement of students in the final term of KS3. (CKn)</p> <p><i>Ongoing timetable provisions to engage students</i></p> <p>Parental engagement for targeted boys to strengthen school/home coordinated approach. (CKn/CBo)</p> <p><i>Places for alternative provision being continually sourced</i></p>	<p>Engagement Coordinator <b>£17,555</b></p> <p>Proportion of Aspirant Leader time <b>£2623</b></p> <p>Careers time <b>£3390</b></p> <p>PASS survey</p> <p>Cost of new internal exclusion system – 18-19</p> <p>Proportion of AHT time <b>£5789</b></p> <p>Careers SLA <b>£12,600</b></p> <p>Counsellor <b>£8412</b></p>

			<p><i>Students reflect on the actions and take part in restorative justice</i></p> <p>Successful IAG days implemented in the school calendar to focus students on their studies towards future employment pathways. (LNr)</p> <p><i>Comprehensive IAG programme implemented and individual careers advice provided for targeted students</i></p> <p>Most vulnerable students feel safe, secure and grow in confidence throughout their school life. (FHo)</p>		
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<b>Total cost</b>	<b>£195,907</b>
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