**RLT School Student Premium Strategy Document 2018/19**

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. Progress 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

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| **Academic Year** | 2018/19 | **Total PP budget (2018/19)** | 186,030 |
| **Total number of students** | 1046 | **Number of students eligible for PP** | 228 |
| **Whole school P8 (2017/18)** | -0.32 | **PP students P8 (2017/18)** | -0.65 |

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| **Desired Outcome** | **Action** | **Success Criteria –** Responsible for**/Monitored by** | | | **Cost** |
| **PHASE 1 KPT (Sept ’18 – Dec ’18)** | **PHASE 2 KPT (Jan ’19 – March ’19)** | **PHASE 3 KPT (April ’19 – August ’19)** |  |
| 1. Sustained improvement in literacy, numeracy and oracy skills for all low attaining disadvantaged students. | Transition information gathered for KS2 to KS3 students.  Early identification of Year 7 students’ learning barriers through baseline testing in all subjects areas.  Key Stage 2 data analysed using Question Level Analysis to identify key areas of weaknesses for specific students.  NGRT reading tests and spelling for Year 7 students to identify any other underlying weaknesses.  ½ termly assessment data carried forward for Years 8 -11 on teachers’ class registers.  Reading tests for all Year 9 students to monitor progress and intervene where necessary in preparation for their option choices.  Introduction of Class Charts to display latest “working at data” for every student in every class. Seating plans to identify disadvantaged /SEN/LAC/EAL students on flip side of students’ cards  One hour of extra mathematics curriculum time in Years 7 and 8 to strengthen understanding of key numerical topics. Success@Arithmetic programme studied by targeted students.  One hour of extra English curriculum time in Years 7 and 9 to develop literacy and oracy skills of students.  Student withdrawal from MFL and humanities for targeted literacy sessions  Targeted students tracked and monitored through InnovEd and PowerBi.  Promote the awareness application process for FSM to parents/carers | Detailed information disseminated for all Year 7 students to teaching staff. (LHo/AoB/JFi)  Class Charts seating plans to be used effectively to promote a positive learning environment together with the relevant students’ details available to all staff.  (PSm/JFi/FHo/AO’B)  Visual Stress Assessments undertaken to aid students’ learning.  (JJa) | Tracking of students through InnovEd and PowerBi to allow for a tracking of key skills across the curriculum.  (HBr/JFi)  Students’ working practices recorded so that during KS3 they are used to any access arrangements applied for GCSEs at KS4.  (FHo)  Students are able to make a more informed choice for their Year 9 options with regards their accessibility to the various subjects available.  (CKn/FHo/LNr) | Students have followed an appropriate curriculum to allow them to progress throughout the year.  (SLT/HoFs/FHo)  Increased students’ confidence in the application of key numeracy, literacy and oracy skills throughout the curriculum.  (All class teachers) | InnovEd data management system  PowerBi £600  4Matrix £960  Class Charts £2,963  NGRT reading tests for Years 7 and 9 £3,000  Success@Arithmetic  CPD for all staff – Teaching and Learning away weekends, twilight sessions. £2,500  Cost of additional teaching period in English and mathematics £3,508  Pupil Premium Checking service £850 |

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| **PHASE 1 KPT (Sept ’18 – Dec ’18)** | **PHASE 2 KPT (Jan ’19 – March ’19)** | **PHASE 3 KPT (April ’19 – August ’19)** |  |
| 1. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others | Aspirational target setting of students based on an overall KS2 flightpath and then tailored to each individual subject.  Transition “soft data” disseminated to all staff to ensure Year 7 students settle quickly into a positive learning environment.  Show My Homework used to promote independent home learning. Tracking reports used to monitor engagement  Specific interventions to be implemented by HoFs during lessons with the use of an appropriate adult – ITT students/TA/HTLA/Cover supervisor  Wave 1 interventions employed by staff for targeted students.  Book covers for all Key Stage 3 subjects to act as an aide memoire to promote learning.  HoFs to be able to bid monies to ensure all students are equipped to learn in every subject.  Deployment of staffing at Key Stage 3 carefully considered, especially with the use of ITT students. | All students understand the criteria necessary to work towards their aspirational target.  (All class teachers/HoFs)  Students’ workbooks are used effectively as a learning resource and high presentation skills are promoted.  (All class teachers)  Parental engagement for students following a Wave 1 intervention strategy.  (All class teachers) | Rates of students’ progress in specific subject areas improved by the greater adult/student interactions occurring.  (SLT/HoF/FHo/JJa)  Tracking data to show areas of greatest progress to ensure best practice is disseminated.  (JFi/HoFs) | Increased student/parent engagement with home learning.  (SLT/HoFs)  Tracking data shows a narrowing of the gap in progress and attainment of PP students v NPP students throughout KS3.  (SLT/HoFs)  Attainment across sets in the bands equivalent due to strategic staffing  (SLT/HoFs) | Proportion of HoYs time. £6,148  HLTA (English and mathematics) £15,113 (50% of time)  Book covers and plastic wallets £1,500  Pupil Premium bid fund £2,000 |

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| 1. Progress gap at KS4 between disadvantaged students and national “other” students to be less than 0.5 of a grade | Aspirational targeting setting for all Year 10 students based on a minimum of FFT 20.  Restructuring of setting at KS4 to ensure no stigma is attached to previous banding criteria.  KS3 specifications mapped back from GCSE specifications to ensure a smooth transition from KS3 to KS4.  Greater number of parental information sessions and workshops to increase engagement in home learning.  ½ termly tracking and monitoring for all students.  Every Year 11 class to identify students to follow a wave 1-intervention strategy.  SEN friendly intervention in English together with leadership mentoring.  New option choices available to ensure greater engagement in studies at KS4.  Previous year’s examination papers at differing grades in all subjects bought to identify strengths and weaknesses of students’ responses in GCSE examinations.  Entry level qualifications/Personal Finance available for targeted students  Published timetabled intervention sessions before, during and after school to increase awareness of opportunities to study.  Specific intervention times available to English and mathematics.  Restructuring of specific students’ options to maximise their GCSE results.  Detailed reporting to students and parents to ensure they know what they have been assessed on during all mock examinations, together with “over marking” of disadvantaged students work.  Quality Assurance of books of disadvantaged students during strand reviews.  Use of the Social Area as a study area to promote independent study.  Specific timetabled intervention sessions for all subject areas during each half term in 2019.  SEMH sessions to be delivered through the duration of KS4 especially throughout examination periods.  One of the staffs’ performance management targets to include attainment for all throughout the faculty | All students aware of their potential grades in all subject areas.  (JFi/HoFs)  Tracking of Wave 1 intervention strategy employed for targeted students in all subject areas.  (JFi/HoFs)  Parental uptake of information evenings on offer.  (SLT/CCa/ASm)  Revision packs/information bulletins/examination timetable available for all students.  (SLT/CCa/ASm) | Greater understanding for students and parents of assessment grades 9-1 given during all mock examinations.  (JFi/HoFs).  Effective use of previous students’ GCSE examinations to promote a greater understanding of the depth required to answer specific questions.  (CJo/HoFs)  SEMH of students monitored during mock examination period in readiness for their GCSEs.  (CAl/SLT/FHo/CJo) | Key subject areas have strategically used additional curriculum time to support targeted students.  (JFi/SHo/HoFs)  All students have access to key staff and any resources during the examination series.  (JFi/AO’B/CJo/HoFs)  Students’ have an increased confidence in their ability to cope with rigours and stress associated with sitting GCSE examinations.  (CAl/HoYs/AHoYs/pastoral staff)  ½ termly line management meetings with the specific focus on student outcomes to demonstrate actions taken throughout the year.  (LM/HoFs)  Strand reviews evidence progress of disadvantaged students.  (SLT)  Entry Level qualifications achieved by targeted students to raise confidence towards GCSE examinations.  (FHo/SMi/PEv/ABr) | Proportion of AHT time £36,360 )50% of time)  Half term revision sessions £1,294  Lead Practitioner role create with a focus on disadvantaged students £39,748 |

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| 1. Increase in the attendance and punctuality of disadvantaged students and the gap to be in line with the national average | Specific focus from the Attendance team on the weekly monitoring of disadvantaged students.  Positive behaviour awarded through Class Charts. Weekly praise awards and 1/2 termly voucher rewards given.  Increased use of ParentMail to inform parents of attendance and punctuality.  Greater unity of form activities to promote a sense of belonging and a meaningful contribution by all.  Extra-curricular activities and extra in school opportunities promoted to inspire attendance to school.  Information regarding trips and visits released early to promote engagement in these activities. | School attendance in the first term to improve on the previous year.  (CSe/AO’B)  Greater parental engagement of students with persistent latecomers with daily phone calls and texts.  (CSe) | The in school attendance and punctuality gap between disadvantaged and others to have decreased from the previous year.  (CSe/AO’B/HOY/AHOY)  Attendance clinics held with parents/carers to implement strategies for support.  (CSe/AO’B) | Whole school attendance raised from the previous year.  (CSe/AO’B/HoY/AHoY/SLT)  Narrowing the attendance gap between disadvantaged students and national other students.  (CSe/AO’B/HoY/AHoY/SLT)  Increased numbers of disadvantaged students take up opportunities of schools trips and visits.  (CSe/AO’B/HoY /AHoY/SLT) | Proportion (50%) of Attendance Officer time. £10,497  Rewards budget £1,467  ParentMail £622  Attendance SLA £3,500 |

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| 1. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number of isolation/exclusion incidents in order to improve attainment | Second year in term for “Aspirant Leader” to look at vocational opportunities for disaffected students.  Second year in term for “Engagement Coordinator” to provide extra support for disadvantaged boys together with his role of LAC coordinator.  Detailed Inclusion provision mapped out for the most vulnerable students  New KS4 option choices available to ensure a greater variety and accessibility of courses for students to study.  Isolation and remodelling of behaviour procedures brought into place to reduce possibility of exclusion.  Break/lunchtime provision available to promote positive behaviours during unstructured times of the day.  Positive behaviours monitored through Class Charts.  Reflective Fridays and targeted assembly time to focus on key issues to promote a deeper understanding.  Introduction of ½ termly PSHE sessions focusing on a variety of issues facing students in the modern world.  Work experience for all Year 10 cohort pertinent to the students’ interests/aspirations  Focussed IAG to targeted students to create an awareness of opportunities available to them post16  Expertise and best practise to be disseminated from the alternative provision capacity at Three Towers. | Coordinated approach to the extra-curricular provision available.  (HoY/PE staff/MRa/SLT)  Dedicated space and extra-curricular time to aid transition from KS2 to Year 7 to promote positive behaviours out of lessons.  (HoY/PE staff/MRa/SLT)  Students’ attitude to learning tracked and monitored through Class Charts and PowerBi.  (HBr/HoY/SLT/HoFs) | Successful implementation of new KS4 option choices for specific students and their engagement in other subject areas.  (CKn/PSm/SHo/HoY)  Greater emphasis and promotion of the positive behaviour models, together with the promotion of British values, moral purpose and a greater depth of understanding of what constitutes being a good member of the community.  (GBa/PSHE teams)  Successful IAG sessions to enable students to work towards their intended future employment pathways.  (LNr/Careers Advisor/Colleges) | Greater engagement of students throughout the year in all subject areas.  (PSm/CKn/SHo/AO’B/  HoFs/HoYs)  Greater parental engagement for targeted boys to strengthen school/home coordinated approach to improve behaviours.  (PSm/CKn/SHo/AO’B/  /HoYs)  Most vulnerable students feel safe and secure. They grow in confidence throughout the school year.  (FHo)  Successful work experience placement.  (All staff)  Alternative provision engages targeted students throughout the year.  (Psm/CKn) | Proportion of Aspirant Leader time £831  Engagement Coordinator (50% of time) £11,063  Remodelling of Inclusion room £4,500  Proportion of Pastoral AHT time £12,930  Careers SLA £2,675  Counsellor £9,942 (50% of time)  Careers TLR £739  Transport costs associated with Work Experience. £200  Off-site/vocational education placements £10,000  PD TLR paid £739 |

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| **Total cost** | 186,249 |