**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

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| **Academic Year** | 2017/18 | **Total PP budget (2017/18)** | £196,315 |
| **Total number of students** | 1026 | **Number of students eligible for PP** | 236 |
| **Whole school P8 (2016/17)** | 0.04 | **PP students P8 (2016/17)** | -0.27 |

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| **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.
 | Identification of specific students to target through use of FFT Aspire, InnovEd and 4matrixCPD of staff on effective use of data to inform teaching and learningReading tests and CATs tests for all Year 7Question Level Analysis of KS2 SATs to identify key areas of weakness for specific studentsReading tests for specific Year 9 students in January 2018 to aid in the option process. One hour of extra mathematics curriculum time in Years 7 and 8 to help develop numeracy skills of targeted studentsOne hour of extra English curriculum times in Years 7 and 9 to help develop literacy and oracy skills of targeted students Sound training – explicit teaching of vocabulary i.e. prefixes, suffixes, stems, root wordsPurchase licence for “Adobe Connect” so that targeted students have access to online learning from an English and mathematics teacher | 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)Increase in curriculum time to engage the students sustain their improvement. (SHo) | Clearer process to identify students and record working practices of students when applying for access arrangements for GCSEs at KS4. (FHo)Students more confident in understanding the language of examinations. (HoFs)By creating capacity and sustainability potentially all students will have access to online areas in key subject areas. (JFi/HoFs)  | More informed option choices and pathways for specific students. (LNr) | FFT ASPIRE £2805Reading Plus £24504Matrix £960CPD cost £385 Pupil premium conferenceCPD £3381 – Teaching and Learning away weekendsCATS / Reading tests £3156Cost additional teaching period in Maths and English £38306£158 per student based on 20 students£800 for the year licence£33.40 per hour at M6 per teacher - £2544 |

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| 1. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others
 | KS2 to KS3 transition to identify the needs of specific students to ensure they all fully equipped for secondary education 2017 summer data to be used immediately as the starting point for autumn 2017 onwards.Specific subject interventions to be put in place by HoF with the use of an appropriate adult (ITT/TA/HTLA/Cover supervisor)Purchase of mathematics textbooks for all Key Stage 3 students with a clear strategy on their implementation within lessonsBook covers for all Key Stage 3 subjects to act as an aide memoire to promote learningPeer mentoring of KS3 disadvantaged students by trained prefects at lunchtimes either academically or emotionally.Use of Show My Homework to track and monitor disadvantaged students engagement with home learningDeployment of key teaching staff on KS3 classes – creation of extra capacity within key subject areas e.g. HumanitiesCPD of TAs to ensure targeted students are stretched within lessons – “coaching threes” | 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)All students at KS3 will know their learning journey for each specific mathematical topic and progress can be accelerated accordingly. (JFi/NRo)Students’ books are valued and used as a learning resources instead of just being seen by students and parents as a workbook. (HoFs) | Greater adult to student interaction within the lessons to improve rates of progress of students. (FHo/JJa)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)Targeted groups to receive greater teacher input due to creative use of “non-contact” time. (SHo) | Student/parent engagement with own learning increases. (MKl)TAs more confident in working with students of all abilities. (FHo/JJa) | Proportion of HoY time £4533Maths textbooks £7693HLTA (MA & EN) £24,344Book covers and wallets £2050Show my homework £1000TA CPD (included in above)Additional TA position 10,390Inclusion ASDAN Trip £4000Prefect training £850 |

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| 1. Attainment gap at KS4 between disadvantaged students and national “other” students to be less than 0.5 of a grade
 | Additional inclusion staff and staffing hours to provide academic and emotional support throughout the Key Stage 4Timetabled interventions for English and mathematics HLTAsSpecific half term revision sessions for all subject areas.GCSE intervention timetable to be implemented from Easter 2018 onwards.Transport provided to enable disadvantaged students to attend after school revision sessions.Breakfast club for the most vulnerableUse of “Adobe Connect” for revision sessions for GCSE classesYearly inclusion trips/visits for a wider enriching curriculumASPIRE programme to be implemented  | Greater focus on differentiating to the individual’s needs. (Fho/JJa) | Students are confident that they have a “Trusted Adult” to liaise with on a regular basis. (CBo)Barriers to attending revision sessions for some students are removed. (JFi/FHo)Nutrition and health is valued by the students to ensure that they have the energy to engage in learning throughout the day. (FHo)Students to take a more active, positive role in their school life. (PWi) | Key subject areas have additional curriculum time to suit the needs of the individual. (NRo/EJo)All students will have access to resources and key staff during the examination series. (JFi/HoF)Life experiences of students enriched. (PWi) | University students (JRI)Proportion on AHT time £16401ASPIRE budget £1000Budget for intervention lessons 23% £1380Revision transport £200Trip subsidies £500ICT subsidies £500Equipment subsidies £200Uniform subsidies £500Pupil premium checking service £710Breakfast club £200Wigan and Leigh college SLA £1100 (1 PP student)3Towers Academy SLA £9000 |

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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)** |  |
| 1. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average
 |  Specific focus from the Attendance Officer on the weekly monitoring of disadvantaged studentsPositive behaviour reward system to be implemented by Pastoral Assistant HeadteacherUse of ParentMail to engage with parents re attendance of the their child on a weekly basis | Greater and clearer lines of communication between school and parents. (CSe/AO’B) | Disadvantaged students’ attendance up to March 2017 was 93.92%, as opposed to others of 96.14%. By 23rd March ’18 the gap will be less than 2% | Attendance raised from a current position of 93.67 to 95%. (CBo)National attendance gap of 3.1% between disadvantaged and non-disadvantaged is matched or bettered. (CSe) | Proportion of Attendance Officer time £3839Rewards budget £1455Parent mail £529Attendance SLA £3400 |

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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
 |  Appointment of “Aspirant Leader” with a specific focus on boys’ engagement.Appointment of “Engagement Coordinator” to provide extra support for disadvantaged boysPersonalised timetable for specific disadvantaged students after the option process has finished in Year 9Break/lunchtime student supervisors to promote positive behaviours on the AstroturfPositive behaviour reward system to be implemented by Pastoral Assistant Headteacher | Coordinated approach to activities and a dedicated space for Year 7 to aid transition. (MRa)Common issues identified in the survey can be reviewed and then addressed. (CKn/CBo) | Successful implementation of intervention programmes for specific students for greater engagement of students within lessons and extra-curricular activities. (CKn)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)Successful IAG days implemented in the school calendar to focus students on their studies towards future employment pathways. (LNr)Most vulnerable students feel safe, secure and grow in confidence throughout their school life. (FHo) | Greater engagement of students in the final term of KS3. (CKn)Parental engagement for targeted boys to strengthen school/home coordinated approach. (CKn/CBo) | Engagement Coordinator £21,375Proportion of Aspirant Leader time £4453Careers time £3244PASS surveyCost of new internal exclusion systemProportion of AHT time £5862Careers SLA £12,600Counsellor £2187 |

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| **Total cost** | £202,867 |