**RLT School Student Premium Strategy Document 2019/20**

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 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 academic 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** | 2019/20 | **Total PP budget (2019/20)** | £198,220 |
| **Total number of students** | 1083 | **Number of students eligible for PP** | 263 (24.3%) |
| **Whole school P8 (2018/19)** | -0.29 | **PP students P8 (2018/19)** | -0.48 |

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| **Desired Outcome** | **Action** | **Success Criteria –** Responsible for**/Monitored by** | | | **Cost** |
| **PHASE 1 KPT (Sept ’1 19– Dec ’19)** | **PHASE 2 KPT (Jan ’20 – March ’20)** | **PHASE 3 KPT (April ’20 – August ’20)** |  |
| 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.  Continued use of Class Charts to display latest “working at data” for every student in every class along with their English and maths data. Seating plans to identify disadvantaged /SEND/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.  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 PE for targeted literacy and numeracy sessions  Targeted students tracked and monitored through SIMs 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/PSm)  Class Charts seating plans to be used effectively to promote a positive learning environment together with the relevant students’ details available to all staff.  (All class teachers)  Behaviour and attendance monitored through SIMs and Class charts to ensure these are not becoming barriers.  (PSm/JFi/FHo/AO’B/IBR)  Visual Stress Assessments undertaken to aid students’ learning.  (JJa)  Half termly reports to be produced and discussed with HOF/HOD at progress meetings  (JFi/IBr/SLT/HoF) | Tracking of students through InnovEd and PowerBi to allow for a tracking of key skills across the curriculum.  (HBr/JFi/IBr)  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)  Half termly reports to be produced and discussed with HOF/HOD at progress meetings  (JFi/IBr/SLT/HoF) | 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) | PowerBi £600  4Matrix £960  Class Charts £2773  NGRT reading tests for Years 7 and 9 £1915  CPD for all staff – twilight sessions, Middle leaders – teaching and learning residential  £5000  Additional teaching periods for English and mathematics  Pupil Premium checking service £850 |

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| 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.  SoW for all subjects reviewed and adapted with regards to the new OFSTED criteria  Termly KVOs for all students at KS3 across the subject areas  Use of possible outside agencies (Learning emergence)  Restructure of sets in Years 8 and 9 to ensure no coasting | 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)  KS3 students to be identified at risk of exclusion and trying to increase engagement.  (PSm/IBr) | 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/IBr, HoFs) | Sustained improvement in the progress and attainment at Key Stage 3 for all students.  (JFi/IBrHoFs)  Use of KVOs embedded as working practice by all KS3 students.  (PEv, HoFs, HoDs)  KS3 SoW for all subjects fully embedded.  (SHo/HoFs/HoDs)  Teaching and Learning reviews throughout the year demonstrate evidence of quality first teaching.  (MWh/SLT/HoFs) | HTLA for English and mathematics.  £18,200  Lead practitioners in English, maths & science £33,289  Pupil premium bid fund £2000  Book covers and plastic wallets £250  Reprographics costings for KVOs £250 |

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| **PHASE 1 KPT (Sept ’1 19– Dec ’19)** | **PHASE 2 KPT (Jan ’20 – March ’20)** | **PHASE 3 KPT (April ’20 – August ’20)** |  |
| 1. Progress gap at KS4 between disadvantaged students and national “other” students to be reduced | Aspirational targeting setting for all Year 10 students based on a minimum of FFT 20.  Restructuring of setting at KS4 to ensure equal weighting and banding criteria.  KS3 specifications mapped back from GCSE specifications to ensure a smooth transition from KS3 to KS4.  Mentoring scheme to be introduced to focus on disadvantaged students.  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.  SEND 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  Question Level Analysis for targeted subject areas in SIMs  Published timetabled intervention sessions before, during and after school to increase awareness of opportunities to study.  Specific intervention after school provision available to English, mathematics and science then followed by option subjects  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. Possible strand review to focus on disadvantaged students  Use of the Social Area and Upper Library as a study area to promote independent study.  Specific timetabled intervention sessions for all subject areas during each half term in 2020.  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/IBr/HoFs)  Staff to be asked to participate in mentoring, attempt to pair students with staff they appropriate staff. Meet 3 times a year.  (IBr/PSm/ All staff)  Parental uptake of information evenings on offer.  (SLT/CAl/GCl/IBr)  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)  Identify parents most likely not to attend parent evenings.  (IBr/AO’B)  SEMH of students monitored during mock examination period in readiness for their GCSEs.  (CAl/SLT/FHo/CJo)  Structured after school revision programme implemented.  (PSm/JFi)  Question Level Analysis marksheets in SIMs allowed for specific individual targeted support.  (CJo/SAw/JFi) | GCSE grades demonstrate that progress and attainment between disadvantaged students and national “other” has been reduced.  (All teaching staff)  Improvements in GCSE grades for targeted subject areas in relation to disadvantaged students.  (JFi/HoDs) | Half term revision sessions. £5,000  Lead practitioner’s role for disadvantaged students £71,700  Parental information sessions |

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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. Improve the attendance at parents evening of parents/guardians of disadvantaged students. | Specific focus from the “Team Around the Child” weekly meetings on the monitoring of disadvantaged students.  Positive behaviour awarded through Class Charts. Weekly praise awards by SLT and 1/2 termly voucher rewards given.  Increased use of ParentMail to inform parents of attendance, punctuality and upcoming events.  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/FHo/IBr)  Attendance gap at parents evening to have closed.  (IBr) | 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 of Attendance Officer’s time £14,865  Pastoral Rewards budget £2000  ParentMail  Attendance SLA £3,500  Proportion Student Support Officers’ time £14,144 |

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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 Assistant Headteacher to look at vocational opportunities for disaffected students.  Third 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  Further 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.  Use the learning journey platform to identify the learning needs of our most at risks students  Positive behaviours monitored through Class Charts.  Thoughtful Thursdays/Reflective Fridays and targeted assembly time to focus on key issues to promote a deeper understanding.  Remodelling 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 to be continued after a very successful first wave.  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  At risk students identified and use the learning journey platform to reduce the chances of exclusion.  (PSm/IBr) | 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.  (ASm/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 Assistant Headteacher’s time. £14,977  Proportion of Engagement’s time. £5,482  Learning mentor time £4,202  Counsellor £8,662  Careers TLR £1,890 |

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| **Total cost** | £212,510 |