

RLT School Student Premium Strategy Document 2020/21

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.

Current position

Academic Year	2020/21	Total PP budget (2020/21)	£225,322
Total number of students	1112	Number of students eligible for PP	277
Whole school P8 (2018/19)	-0.29	PP students P8 (2018/19)	-0.48
Whole School Attendance		PP Attendance	

Barriers to Progress

Academic

A	Literacy and Oracy
B	Numeracy
C	Loss of face to face time in school due to lockdown and self-isolation
D	Individual needs of the student – gaps in their knowledge and skills
E	Lack of data for Y7 – transition information
F	Increasing class sizes
G	Curriculum gaps in subjects due to missed content
H	Staff awareness of PP and ability

Wider Issues

I	Attendance and punctuality lower for PP students
J	Engagement of parents
K	Nutrition
L	Access to technology/ resources at home
M	Student aspirations – career and guidance
N	Student academic aspirations – home/community

DESIRED OUTCOMES

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

1. Sustained improvement in literacy, numeracy and oracy skills for all low attaining disadvantaged students					
Barriers addressed: A/ B					
	ACTIONS	PHASE 1 KPT (Sept '120- Dec '20)	PHASE 2 KPT (Jan '21 - March '21)	PHASE 3 KPT (April '21 - August '21)	COST
Teaching (classroom)	Incorporate the use of 'speak like an expert' strategy. Key vocabulary	Lesson observations, learning walks, Book	Lesson observations, learning walks, Book	Lesson observations, learning walks, Book	

	<p>promoted in all KS3 and KS4 lessons.</p> <p>KVO's produced in all subjects – highlight key literacy.</p> <p>Introduction of literacy and numeracy tasks into engagement periods eg word of the week, maths challenge</p> <p>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</p>	<p>scrutiny show evidence of ‘speak like an expert’</p> <p>KVOs produced</p> <p>Staff training (recap) completed on ‘like an expert’ strategy.</p> <p>Resources produced for engagement period.</p> <p>Information updated on Class Charts</p>	<p>scrutiny show evidence of ‘speak like an expert’</p> <p>Form LW's completed</p> <p>Staff survey completed</p> <p>Student survey completed</p>	<p>scrutiny show evidence of ‘speak like an expert’</p> <p>Review of impact carried out</p> <p>Form LW's completed</p> <p>Students have followed an appropriate curriculum to allow them to progress throughout the year.</p> <p>Increased students’ confidence in the application of key numeracy, literacy and oracy skills throughout the curriculum.</p>	
Targeted Academic support	<p>One hour of extra mathematics curriculum time in Years 7 and 8 to strengthen understanding of key numerical topics.</p> <p>One hour of extra English curriculum time in Years 7 and 9 to develop literacy and oracy skills of students.</p> <p>Literacy strategies explicitly taught through Humanities & MFL lower sets subjects.</p>	<p>Y7 CATS/ Reading data analysed</p> <p>Students identified for 1:1 / Small group interventions</p>	<p>Students’ working practices recorded so that during KS3 they are used to any access arrangements applied for GCSEs at KS4.</p> <p>1:1 and small group interventions in place for literacy/ numeracy- students targeted that are below national</p>	<p>Impact reviewed – action plan created</p>	

	<p>Targeted 1:1 and small group sessions to improve basic literacy and numeracy.</p> <p>Targeted students tracked and monitored through SIMs and PowerBi.</p>		<p>average for age.</p> <p>Further testing carried out to determine literacy barriers from the general CAT/reading data. Parents informed.</p>		
Wider strategies	<p>Transition information gathered for KS2 to KS3 students.</p> <p>Early identification of Year 7 students' learning barriers through baseline testing and CATS.</p> <p>Key Stage 2 data analysed using Question Level Analysis to identify key areas of weaknesses for specific students.</p> <p>NGRT reading tests and spelling for Year 7 students to identify any other underlying weaknesses.</p> <p>Reading tests for all Year 9 students to monitor progress and intervene where necessary in preparation for their option choices.</p> <p>½ termly assessment data carried</p>	<p>Detailed information disseminated for all Year 7 students to teaching staff.</p> <p>Class Charts seating plans to be used effectively to promote a positive learning environment together with the relevant students' details available to all staff.</p> <p>Visual Stress Assessments undertaken to aid students' learning.</p> <p>Half termly reports to be produced and discussed with HOF/HOD at</p>	<p>Tracking of students through Sims and PowerBi to allow for a tracking of key skills across the curriculum.</p> <p>Regular progress meeting with HOF/HOD to discuss strategies in place to ensure progress is in line with expectations.</p>	Impact reviewed – action plan created	

	<p>forward for Years 8 -11 on teachers' class registers.</p> <p>Promote the awareness of the application process for FSM to parents/carers</p>	progress meetings			
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2. Sustained progress of all disadvantaged students at Key Stage 3 without limiting the progress of others					
Barriers addressed: C/D/G/E/H					
	ACTIONS	PHASE 1 KPT (Sept '120– Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	COST
Teaching (classroom)	<p>Aspirational target setting of students based on an overall KS2 flightpath and then tailored to each individual subject.</p> <p>Show My Homework used to promote independent home learning. Tracking reports used to monitor engagement and inform parental interactions</p>	<p>All students understand the criteria necessary to work towards their aspirational target.</p> <p>Students' workbooks are used effectively as a learning resource and</p>	<p>Rates of students' progress in specific subject areas improved by the greater adult/student interactions occurring.</p> <p>Hawkey Recall strategies to be evident in lessons and SOW.</p>	<p>Sustained improvement in the progress and attainment at Key Stage 3 for all students.</p> <p>Use of KVOs embedded as working practice by all KS3 students.</p>	

	<p>Wave 1 identification and interventions employed by staff for targeted students.</p> <p>Book covers for all Key Stage 3 subjects to act as an aide memoire to promote learning.</p> <p>Termly KVOs for all students at KS3 across the subject areas</p>	<p>high presentation skills are promoted.</p> <p>Parental engagement for students following a Wave 1 intervention strategy.</p>			
Targeted Academic support	<p>Transition “soft data” disseminated to all staff to ensure Year 7 students settle quickly into a positive learning environment.</p> <p>Specific interventions to be implemented by HoFs during lessons with the use of an appropriate adult – ITT students/TA/HTLA/Cover supervisor</p> <p>Use of outside agencies - National Tutor Programme for maths and English.</p> <p>HOD to ensure gap analysis takes place and Feedback process concentrates on how to improve – specific to individuals</p>	<p>KS3 students to be identified at risk of exclusion and trying to increase engagement.</p> <p>Students identified for 1:1 or small group intervention by department/ faculties/ whole school (literacy/numeracy)</p>	Tracking data to show areas of greatest progress & review taken place	Tracking data to show areas of greatest progress to ensure & review taken place	

<p>Wider strategies</p>	<p>SoW for all subjects reviewed and adapted to include opportunities for recall and Rosenshine’s principles.</p> <p>PIXL strategies to be implemented by faculties PLCs & DTT</p> <p>Ensure that students have access to technology – especially if self-isolating.</p> <p>Re-assess sets in Years 8 and 9 to ensure no coasting</p> <p>Deployment of staffing at Key Stage 3 carefully considered, especially with the use of ITT students.</p> <p>Targeted support for option process at Y9.</p>	<p>Staff CPD on Hawkley recall and Rosenshine’s principles.</p> <p>SOW reviewed and adapted considering lockdown/ isolation implications. PIXL strategies introduced to SOW.</p>	<p>PIXL strategies evident through SOW, line management meetings, lesson drop ins</p> <p>Students are able to make a more informed choice for their Year 9 options with regards their accessibility to the various subjects available.</p>	<p>KS3 SoW for all subjects fully reviewed and embedded based on key T&L/curriculum strategies)</p> <p>Teaching and Learning reviews throughout the year demonstrate evidence of quality first teaching. This should be evident in regular line management meetings</p>	

3. Progress gap at KS4 between disadvantaged students and national “other” students to be less than 0.5 of a grade					
Barriers addressed: C/D/G/H/M/L/J					
	ACTIONS	PHASE 1 KPT (Sept '120– Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	COST
Teaching (classroom)	<p>Aspirational targeting setting for all Year 10 students based on a minimum of FFT 20.</p> <p>Explicit delivery of Hawkley Recall to student through engagement periods to provide rem with strategies to revise.</p> <p>Every Year 11 class to identify students to follow a wave 1 or 2 intervention strategy.</p> <p>SEND friendly intervention shared.</p> <p>SEMH sessions to be delivered</p>	<p>All students aware of their potential grades in all subject areas.</p> <p>Tracking of Wave 1 or 2 intervention strategy employed for targeted students in all subject areas.</p> <p>Revision techniques/ Hawkley Recall explicitly taught in engagement periods.</p>	<p>Effective use of previous students' GCSE examinations to promote a greater understanding of the depth required to answer specific questions.</p> <p>Sustained improvement in the progress and attainment at Key Stage 3 for all students.</p>	<p>Sustained improvement in the progress and attainment at Key Stage 3 for all students.</p> <p>GCSE grades demonstrate that progress and attainment between disadvantaged students and national “other” has been reduced.</p> <p>Improvements in GCSE grades or progress towards targeted subject</p>	

	through the duration of KS4 especially throughout examination periods.			areas in relation to disadvantaged students.	
Targeted Academic support	<p>Ensure that students have the resources and access to online provision.</p> <p>Purchase resources for revision eg flash cards, highlighters, revision guides.</p> <p>Use of online provision to consolidate and build knowledge in core subjects.</p> <p>Specific timetabled intervention sessions for all subject areas during each half term in 2021.</p> <p>Specific Y11 intervention built into engagement periods for English, mathematics and science then followed by option subjects</p> <p>Published timetabled intervention sessions before, during and after school to increase awareness of opportunities to study.</p> <p>½ termly tracking and monitoring for all students.</p> <p>Detailed reporting to students and</p>	<p>Staff to be asked to participate in mentoring, attempt to pair students with staff they appropriate staff. 2 times per half term or more.</p> <p>Revision packs/information bulletins/examination timetable available for all students.</p>	<p>Question Level Analysis marksheets in SIMs allowed for specific individual targeted support.</p> <p>Structured after school revision programme implemented.</p> <p>Greater understanding for students and parents of assessment grades 9-1 given during all mock examinations.</p> <p>SEMH of students monitored during mock examination period in readiness for their GCSEs.</p>	Intervention sessions completed	

	<p>parents to ensure they know what they have been assessed on during all mock examinations, together with “over marking” of disadvantaged students work.</p> <p>Entry level qualifications/Personal Finance available for targeted students</p> <p>Mentoring scheme to be introduced to focus on disadvantaged students.</p>				
Wider strategies	<p>Restructuring of setting at KS4 to ensure equal weighting and banding criteria.</p> <p>Quality Assurance of books of disadvantaged students during book scrutiny.</p> <p>Analysis of GCSE changes and the impact on the summer exam series.</p> <p>Restructuring of specific students' options to maximise their GCSE results.</p> <p>PIXL strategies for PLCs and DTT used</p>	Review impact of GCSE changes for all subjects.	<p>Online Parental evenings completed.</p> <p>Identify parents most likely not to attend parent evenings.</p>	QA of books completed and reviewed	

	<p>to identify gaps and increase progress. Question Level Analysis for targeted subject areas in SIMs.</p> <p>New option choices available to ensure greater engagement in studies at KS4.</p> <p>Parental information sessions and workshops to increase engagement in home learning – online if possible.</p> <p>KS3 specifications mapped back from GCSE specifications to ensure a smooth transition from KS3 to KS4. Reviewed based on any curriculum adaptations due to lockdown.</p> <p>Previous examination papers at differing grades in all subjects bought to identify strengths and weaknesses of students’ responses in GCSE examinations.</p>				
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4. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average

Barriers addressed: I/J/K/L/M/N					
	ACTIONS	PHASE 1 KPT (Sept '120- Dec '20)	PHASE 2 KPT (Jan '21 - March '21)	PHASE 3 KPT (April '21 - August '21)	COST
Teaching (classroom)	<p>Positive behaviour awarded through Class Charts. Weekly praise and termly rewards given.</p> <p>Extra-curricular activities and extra in school opportunities promoted to inspire attendance to school.</p> <p>Greater unity of form activities to promote a sense of belonging and a meaningful contribution by all.</p>	School attendance in the first term to improve on the previous year.	<p>The in-school attendance and punctuality gap between disadvantaged and others to have decreased from the previous year.</p> <p>Attendance gap at parents evening to have closed.</p>	Whole school attendance raised from the previous year.	
Targeted Academic support	<p>Specific focus from the "Team Around the Child" weekly meetings on the monitoring of disadvantaged students.</p> <p>1:1 student meetings to address barriers and put action plans in place.</p> <p>Focus groups monitored by attendance officer. Attendance clinics held when needed.</p>	Greater parental engagement of students with persistent latecomers with daily phone calls and texts.	Attendance clinics held with parents/carers to implement strategies for support.	Narrowing the attendance gap between disadvantaged students and national other students.	

Wider strategies	<p>Increased use of ParentMail to inform parents of attendance, punctuality and upcoming events.</p> <p>Information regarding trips and visits released early to promote engagement in these activities.</p>	Greater parental engagement of students with persistent latecomers with daily phone calls and texts.	Greater parental engagement of students with persistent latecomers with daily phone calls and texts.	Greater up take for trips and visits for disadvantaged students.	
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5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number isolation/exclusion incidents in order to improve attainment

Barriers addressed: H/I/J/M/N

	ACTIONS	PHASE 1 KPT (Sept '120- Dec '20)	PHASE 2 KPT (Jan '21 – March '21)	PHASE 3 KPT (April '21 – August '21)	COST
Teaching (classroom)	<p>Break/lunchtime provision available to promote positive behaviours during unstructured times of the day.</p> <p>Positive behaviours monitored through Class Charts.</p> <p>Mindful Monday/Reflective Fridays and targeted assembly time to focus on key issues to promote a deeper understanding.</p> <p>½ termly PSHE sessions focusing on a variety of issues facing students in the</p>	Students' attitude to learning tracked and monitored through Class Charts and PowerBi.	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.	<p>Greater engagement of students throughout the year in all subject areas.</p> <p>Greater parental engagement for targeted boys to strengthen school/home coordinated approach to improve behaviours.</p> <p>Most vulnerable students feel safe and secure.</p>	

	modern world.			They grow in confidence throughout the school year.	
Targeted Academic support	<p>Learning mentors employed to provide 1:1 structured support to targeted disengaged boys</p> <p>Peer mentoring programme further developed to create leadership opportunities and provide positive role models at KS4 for KS3 students.</p> <p>Focussed IAG to targeted students to create an awareness of opportunities available to them post16</p> <p>Use the learning journey platform to identify the learning needs of our most at risks students</p> <p>AP opportunities provided for identified students</p> <p>Students identified at Y9 for potential AP.</p>	<p>Coordinated approach to the extra-curricular provision available.</p> <p>Dedicated space and extra-curricular time to aid transition from KS2 to Year 7 to promote positive behaviours out of lessons.</p> <p>At risk students identified and use the learning journey platform to reduce the chances of exclusion.</p>	<p>Successful implementation of new KS4 option choices for specific students and their engagement in other subject areas.</p> <p>Successful IAG sessions to enable students to work towards their intended future employment pathways.</p>	Alternative provision engages targeted students throughout the year.	
Wider strategies	<p>Expertise and best practise to be disseminated from the alternative provision capacity at Three Towers.</p> <p>Work experience for all Year 10 cohort</p>	NQT/RQT complete classroom climate training		Successful work experience placement.	

	<p>pertinent to the students' interests/aspirations to be continued after a very successful first wave.</p> <p>Isolation and remodelling of behaviour procedures brought into place to reduce possibility of exclusion.</p> <p>Further KS4 option choices available to ensure a greater variety and accessibility of courses for students to study.</p> <p>Detailed Inclusion provision mapped out for the most vulnerable students</p>				
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