

Pupil Premium Strategy Statement



1. Summary information					
School	Heanor Gate Science College				
Academic Year	17/18	Total PP budget	£287820	Date of most recent PP Review	Oct 16
Total number of pupils	1103	Number of pupils eligible for PP	290	Date for next internal review of this strategy	Oct 17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 in English and Mathematics	33%	Not currently available
% achieving 9-5 in English and Mathematics	21%	Not currently available
Progress 8 score average	-0.41	Not currently available
Attainment 8 score average	41.19	Not currently available

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Students start secondary school with lower than average attainment in English and mathematics
B.	Lack of motivation and aspiration for some disadvantaged Higher Prior Attainers (HPA) result in insufficient progress across KS3 and 4
C.	Progress of Low Prior Attainers (LPA) is good, but due low starting points, their attainment needs to be improved to meet at least age related expectation
External barriers	
D.	Low attendance and high persistent absence means students are not accessing high quality education in school
E.	Although improving, proportionally less parents engage with school initiatives (i.e. parent consultation evenings), meaning parents are less informed in how to support out of school learning
F.	Low educational aspiration for a large proportion of disadvantaged students
G.	Lack of resources to positively impact out of lesson learning

4. Desired outcomes		Success criteria
A.	Students make more rapid progress in English and mathematics in all years	<ul style="list-style-type: none"> • QA demonstrates disadvantaged students are making rapid progress • Disadvantaged students considered first when grouping students • Teachers know who their disadvantaged students are and what their barriers to learning are • English and mathematics CTLs/TLRs track disadvantaged students as a priority and data is improving • Disadvantaged students are regular agenda items during faculty planning time • 6 specific CPD sessions for English and mathematics on the importance of feedback and questioning
B.	Students achieve the highest grades (at least FFT20 benchmark) across a range of subjects due to increased motivation and desire to improve academic outcomes	<ul style="list-style-type: none"> • All Disadvantaged HPA invited/encouraged to participate in the Brilliant Club • Aspirations raised through university visits • Students prioritised through data tracking and data is showing improvements • Develop mentoring scheme for disadvantaged HPA in main school with sixth form role models • HPA students receive targeted intervention during school and through extra curricular activities • QA processes in place to capture evidence of disadvantaged HPA students
C.	Improve attainment for LPA disadvantaged students	<ul style="list-style-type: none"> • This will be evidenced through the schools QA processes • Improved transition from KS2 – KS3 so academic data is accurate and teaching and learning is improved through increased knowledge. • QA process demonstrates this cohort in each year are making more rapid progress so attainment differences are diminished • Learning and Progress Assistants at faculty level are used appropriately to ensure disadvantaged LPAs are making rapid progress • Year 7 disadvantaged students are mentored by y11 disadvantaged students to improve both groups social and academic outcomes • Through T-Block interventions and Catch-up interventions, students are receiving targeted support in key stage 3, so progress is improved.
D.	Improve the average attendance in all year groups for the disadvantaged cohort and reduce the level of PA for disadvantaged cohort	<ul style="list-style-type: none"> • Separate monitoring sheets are used by each AL to track students causing concern • Attendance panels are embedded from last academic year with the assistance of EWO • Incentives are having a positive impact on all attendance figures, but particularly for the disadvantaged students • Tutors have regular conversations with key disadvantaged students to improve attendance

E.	Improve parental engagement with parents/carers of disadvantaged students	<ul style="list-style-type: none"> • Positive relationships are built with parents during the transition from KS2 to 3 • Communication improves through reporting systems and celebrating success (i.e. postcards home) • Parents are targeted to attend parents evenings with pro-active phone calls taking place • Ensure students are able to access all areas of school life, particularly during immersion days • ALs/AALs to complete home visits as and when required
F.	Students want to do well in school and have aspirations for further study or apprentice route	<ul style="list-style-type: none"> • Career advice/interviews happen regularly and there is evidence of a coherent plan for students • HPA students are inspired by university visits • QA processes including student voice, demonstrate students are positive about their education
G.	Students are able to flourish with their learning outside of normal lessons	<ul style="list-style-type: none"> • Timetabled after school lessons for ks3 and 4 students to enhance learning taking place during the regular school day • Breakfast clubs established for students who require a place to study before school • Spaces provided after school for revision/homework • Equipment, including revision guides are available for disadvantaged students

5. Planned expenditure					
Academic year		2017/18			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise attainment and progress for disadvantaged students in all years	Faculty meetings and whole school CPD event is to include disadvantaged students on the agenda	Improving teacher and in particular the appropriate feedback is EEF number one most effective impact.	Monitor CPD sessions to ensure they are high quality and then look for evidence through QA processes	Senior and middle leaders	Mid-year review in Feb2018, full review in September 2018
Improve ks4 outcomes for students, particularly in English, mathematics and science	Create additional groups in years 10 and 11, to positively set disadvantaged students and create small groups for tuition.	Reducing class sizes, sometimes leading to small group tuition (particularly for LPAs) has shown to be highly effective in terms of rapid gains (EEF toolkit).	Timetable re-written for this to take place. QA focus on these groups	DMH to oversee timetable changes, CTLs to monitor.	Mid-year review in Feb2018, full review in September 2018
HPA disadvantaged students have no resource barriers to learning and are given conditions to make rapid progress	Each faculty has a separate disadvantaged budget to be used to focus on improving the outcomes for HPA students	Faculties are the best placed to deliver high quality teaching and intervention for disadvantaged students and this has been shown to have the greatest impact in terms of outcomes (Ofsted, 2016).	SLT reviews with CTL line leads. QA including typicality walks and student voice	CTLs	Mid-year review in Feb2018, full review in September 2018
Total budgeted cost					£132500

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
HPA students have improved outcomes through raised aspirations.	Brilliant club being exclusive to disadvantaged students across ks3 and 4	Evidence from last year that this dramatically raised the aspirations of students.	Assign a member of staff to run the Brilliant Club and work closely with students, parents and carers on the raising of aspirations.	AGM	Feb 2018 Sept 2018
Improve the outcomes of students who are not making desired progress.	Use APP/profiling of disadvantaged students to identify where and what students need to improve upon.	EEF evidence has demonstrated the effectiveness of targeted feedback specific to individual students	Using data tracking systems identify students who need intervention and implement on a faculty level.	SLT/CTLs	Feb 2018 Sept 2018
	Targeted use of LPAs at faculty level to intervene with disadvantaged students	EEF evidence the positive impact of teaching assistance used with direct targeted approach.	CTLs to direct their LPAs to have the greatest impact on disadvantaged outcomes.	CTLs/LPAs	Feb 2018 Sept 2018
Total budgeted cost					£91320
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve disadvantaged attendance to be at least in line with national averages	Focus on disadvantaged students in all ks3 and 4 years, making it agenda item in all AL meetings.	Raising the profile of this issue has demonstrated immediate success.	AL's weekly agenda items that will be discussed and actioned.	MTJ/ALS	Feb 2018 Sept 2018

Improve attendance and punctuality of disadvantaged students in ks3 and 4	Establish a breakfast club ran by ks4 disadvantaged students for ks3 disadvantaged students.	Encouraging students into school with breakfast will mean students will have a positive start to the day.	Central location that will be supported with key members of staff.	JLS/LPAs	Feb 2018 Sept 2018
Improve PA rates for disadvantaged students	Starting with a trial in years 8 and 11, a core group of students will have access to rewards for good attendance.	Improving attendance means students will have greater chance of academic success.	AL to lead on this as a whole school project.	SPF/ALS	Feb 2018 Sept 2018
Remove uniform barrier for students	Provide a small budget for disadvantaged students who can't afford uniform	Ensure students are able to access curriculum without any barriers of uniform.	Reception are aware of uniform budget	DMH/ALS	Feb 2018 Sept 2018
Ensure all students have access to a fulfilled curriculum	Part fund educational trips and visits for financially disadvantaged students.	No financial barriers will prevent students from making academic progress.	ALS aware of key students who might need additional funding.	DMH/ALS	Feb 2018 Sept 2018
Total budgeted cost					£64000

Previous Academic Year			
Desired outcome	Action/approach	Estimated impact:	Lessons learned
Rapid and sustained progress of disadvantaged students	At whole school, faculty and teacher level disadvantaged students are prioritised.	All staff were made aware of the importance of first quality teaching and were encouraged to think about specific strategies for all disadvantaged students in all years. Y11 attainment figures have drastically improved for disadvantaged and CVA P8 figure is 0.07.	More experience teachers are now well embedded in good practice, new starters need CPD.
	INSET for whole school on the importance of prioritising students	QA processes evidenced many strategies were in place over the last academic year	Ongoing profile needs to remain high to maximise value and consistency of implementation across school
	Faculties to use their Disadvantaged budget to improve the progress of all students	QA processes evidenced many strategies were in place over the last academic year	Ongoing profile needs to remain high to maximise value, share best practice and consistency of implementation across school
			Total cost
			£123400
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improve academic outcomes at ks4 students	1-2-1 tuition for students who are not making desired in English/mathematics	Contextually disadvantaged students made good progress; this was however still not good enough due to the lower starting points. Students in y11 who received 1-2-1 had improved P8 in English and mathematics	Approach will be continued on a smaller scale, with more targeted approach to students.

	Creation of additional classes in English, mathematics and science	Student progress improved, particularly for HPA and LPA disadvantaged students in last year's y11. Smaller classes sizes had a particularly positive impact with the LPA in year 11 giving them a positive P8 score overall.	Continue with the strategy but implement more targeted support for students most in need.
	Review curriculum offer for disadvantaged students to ensure needs are well matched.	Students placed on appropriate curriculum and have had improved academic outcomes, particularly with the lower ability disadvantaged students. Attainment 8 elements 2 and 3 have drastically improved for disadvantaged students.	Explore the course offer for disadvantaged students much earlier in the school (i.e. from year 7 onwards, not in year 11).
Develop aspiration and experiences of disadvantaged students, particularly HPA.	Exclusivity given to HPA disadvantaged students regarding the Brilliant Club	Students in ks3, 4 and 5 are 100% positive about the experience.	Continue with this approach
Develop home-school links with parents and carers	Targeted contact and appointments during parents evenings and additional meetings	Parents' attendance at school events has rapidly improved, thus developing the home school relationship.	The ideas were good, but the impact was not maximised last year and a new approach is now being taken (see above).
Total cost			£92000

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Reduce the amount of disadvantaged students with low PA figures.	Introduction of disadvantaged attendance panels.	PA figures have improved overall but in particular for the year 10 cohort.	Promote the methods of y10 AL across all year groups
	Separate tracking documents established for disadvantaged students.	Students more easily and efficiently identified as having attendance issues. This has led to earlier intervention taking place.	This will continue as it is having a positive impact. Will remain as a priority agenda item.
Improve disadvantaged attendance to be in line with at least national average.	Disadvantaged only initiatives to improve attendance	Attendance is improving for disadvantaged students, particularly lower down the school. Lessons learned from improved attendance figures will be then used to look for further gains next academic year.	Look to use targeted rewards as an incentive to further improve attendance.
Improve behaviour and behaviour for learning of disadvantaged students.	Separate tracking of students who are disadvantaged through the A and B point system.	Behaviour across the school has noticeably improved and behaviour for learning within classrooms is improving. Exclusion figures have reduced and the number of students receiving sanctions has also declined.	Review whole school behaviour policy with a greater emphasis on using rewards as an incentive.
Contribution to the funding of educational visits	Contributions made for students who would otherwise be unable to attend trips and visits.	All students were able to complete coursework related excursions in ks4. All students were able to participate fully in immersion day events and end of term activities.	Students' horizons have been expanded and socially and morally their needs have been addressed. Continue with this approach.
			Total cost £61360

6. Additional detail

There is clear evidence from all internal and external QA mechanisms that disadvantaged students are getting an improved educational experience from their secondary education:

- Drastically improved student voice
- Positive comparisons when work samples are conducted
- Raised aspirations (increased numbers of students attending sixth form and desire to attend university)
- High quality classroom performance in observations and typicality walks
- Improved and improving attendance figures

However, there has been only minimal increase in the academic outcomes at the end of key stage 4. This is something the school is committed to improving.

This review and plan has been comprehensively researched and reviewed by the senior leadership team. There is strong evidence that the correct structures and system are in place for disadvantaged students to flourish academically and diminish any differences that they arrived at the school with. There is a continued focus on ensuring disadvantaged students are prioritised and their outcomes remain the focus of much of the work in all aspects of the school.

Contextual value added progress 8 for the disadvantaged cohort for last is greater than that of the non-disadvantaged. However, this pur value added is still not high enough. Attainment 8 score for disadvantaged students is rapidly increasing:

KS4 Performance for disadvantaged pupils 2017

