

RLT School Student Premium Strategy Document 2020/21

The Student Premium Grant is paid to schools to maximise the potential of disadvantaged children.

At The Heys 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
- Students with SEND
- Individual needs of the student
- Curriculum (KS2-3 transition)
- Resources
- Staff awareness
- Individual subject barriers
- Nutrition
- Attendance
- Punctuality
- Boys' Achievement
- Student aspirations – home/community
- Careers/guidance
- PSHE/Social values
- Cultural Capital

Desired Outcomes of our Strategy

1. Develop and implement a policy which is followed by all teachers to improve pupils' literacy, numeracy and oracy skills.
2. Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged, and those who have special educational needs.
3. Progress gap at KS4 between disadvantaged students and national "other" students to be less than 0.6 (average 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.
6. Raise aspirations of disadvantaged students and parents to promote engagement and eagerness to learn to learn and increase opportunities to develop student "cultural capital" with creative experiences relevant to their development stage, community, and social expectations.

Academic Year	2020-21	Total PP budget (2020-21)	276,948.00
Total number of students	677	Number of students eligible for PP	275
Whole school P8 (2019/20)	+0.02 (CAG)	PP students P8 (2019/20)	-0.3 (CAG)

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£41,821.33
1. Develop and implement a policy which is followed by all teachers to improve pupils' literacy, numeracy and oracy skills.	Complete NGRT tests in KS3 (3 times over the year) and add detail to ClassCharts.	All groups tested, results on ClassCharts and groups defined (FLL)	Tested in term 2 and improvements tracked and shared	Final testing in term 3. Rewards given and tracking shared	NGRT Testing Package
	Embed Word of the Week	Launch with staff and students. Staff reward use (KS/FLL)	Student voice and checking staff rewarding students	Student voice and checking staff rewarding students	Form Time Resources
	Form Time teacher reading programme	All form tutors reading, via QA (KS/FLL)	All form tutors reading, via QA (KS/FLL)	Continued QA shows consistency of practice	Books and support materials
	Additional Term 1 Literacy block (MFL).	Planned and utilised in session via audiobooks and common mistakes (KS/FLL)	N/A	N/A	Literacy lesson time and planning
	Staff CPD on literacy and exam literacy	CPD conducted and techniques seen in learning walks (PT)	Student voice supports areas of use	Student voice shows all areas using exam literacy methods	Internal CPD
	4 Matrix/PowerBi groups regarding reading age	Create groups to track via reading age (PT)	NGRT testing at KS3 stages reviewed and acted on	NGRT testing at KS3 stages reviewed and acted on	Data analysis software
	Form Time Numeracy activities	Written and shared with staff/QA (LSG)	All form tutors using them, via QA	Continued QA shows consistency of practice	Numeracy Lead TLR

	Withdrawal Numeracy Group	Groups created and form time sessions begin based on early maths assessment (LSG/PT)	Stages grades to show impact of the support group of this sub-group	Stages grades to show impact of the support group of this sub-group	Staffing and planning withdrawal groups
	Withdrawal Peer-reading group	Cohort created via NGRT and Year 10 mentors chosen. Sessions start during form (KS/FLL)	Term 2 NGRT tests used to check progress and alter groups by need	Term 2 NGRT tests used to check progress and alter groups by need	Staffing and planning withdrawal groups
	Key groups known by HoY/PM	HoY to know key literacy students in their year group and track (HOY/RS1)	Intervene on aspects such as punctuality and attendance. Parental contact	Intervene on aspects such as punctuality and attendance. Parental contact	Staffing for HoY support
	Primary liaison to include reading age	Detail of reading age placed on sims and class charts (DM1)			Admin support time

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£48,931.90
<p>2. Enhance KS3 outcomes for all groups across all subjects especially boys, disadvantaged, and those who have special educational needs.</p>	<p>HoF, AHoF and HoY to be trained on the use of PowerBI.</p> <p>HoY/PM to know the PP Boys groups in their year and track stages from KS3 assessments.</p> <p>Wave 1 and 2 intervention to support underperformance</p> <p>Curriculum, SoL and assessments to be improved via rigorous QA.</p> <p>PP and SEN to form part of all lesson observations and learning walks.</p>	<p>PT to train staff and allow them to track their year group/subject for PP Boys (PT)</p> <p>Lists and tracking groups (PowerBI) (HoY)</p> <p>ClassCharts to show who has Wave 1/2 intervention (HoY/PT)</p> <p>Review completed in 2029-20 by QoE team. HoF/Subject leads to continue to amend by need/challenge (HoF)</p> <p>All observation to place view on PP/SEN and seen in seating plans (QoE)</p>	<p>Tracking to show impact of subject and pastoral interventions</p> <p>Tracker to show areas on concern and parental contact made</p> <p>Review for each year group and see impact</p> <p>HoF/Subject leads to continue to amend by need/challenge.</p> <p>All observation to place view on PP/SEN and seen in seating plans</p>	<p>Tracking shows full impact and areas of best practice shared.</p> <p>Tracker to show areas on concern and parental contact made</p> <p>Review for each year group and see impact</p> <p>HoF/Subject leads to continue to amend by need/challenge.</p> <p>All observation to place view on PP/SEN and seen in seating plans</p>	<p>Training on data analysis software</p> <p>HoY and PM time and year group allocation</p> <p>Internal CPD and planning time</p> <p>SLT Quality Assurance Support</p> <p>SLT Observation and Staff Support</p>

	<p>Deployment of Teaching Assistants</p> <p>CPD on SEND and support methods</p> <p>Study Studio for students to work independently, if not at home.</p>	<p>Ensure all SEN supported by need and TA fully trained (LK2)</p> <p>Sessions completed to inform and train staff in practices to support (LK2/FLL)</p> <p>Publicise and support with resources. Track attendance (QoE)</p>	<p>Review for impact and alter by need</p> <p>Staff audit and student voice show positive impact of training and support</p> <p>HoY to encourage PP students who are struggling at home to attend</p>	<p>Review for impact and alter by need</p> <p>Staff audit and student voice show positive impact of training and support</p> <p>HoY to encourage PP students who are struggling at home to attend. Track impact on those attending.</p>	<p>Teaching Assistant use to support PP</p> <p>SENCO salary as time spent on PP support</p> <p>Computer room staffing, availability and opportunity for PP student support</p>
--	---	--	---	---	--

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£2,730
3. Progress gap at KS4 between disadvantaged students and national “other” students to be less than 0.6 (average grade).	<p>Maximise event for KS4</p> <p>Two sets of mock exams in Year 11</p> <p>Subject intervention, by time of year. Seek high PP levels</p> <p>Include a rewards system and prom vouchers for attendance</p> <p>Holiday revision sessions to occur. Seek high PP levels</p> <p>Resource and revision packs</p>	<p>HoY to contact all PP students to attend (PT)</p> <p>Prepare students for November and ensure PP parents (of concern) are aware (PT)</p> <p>Options focus for NEA/CA. Contact PP parents. Track (PT)</p> <p>Ensure high levels of rewards for intervention (PT)</p> <p>Plan October. Invite High PP numbers and track (PT)</p> <p>Find gaps from 2019-20 order and source. Include resources (PT)</p>	<p>Prepare students for March and ensure PP parents (of concern) are aware</p> <p>Ebacc focus for Term 2. Contact PP parents. Track (PT)</p> <p>Focus on subject and sub-groups to improve</p> <p>Plan February and Easter and track. High PP numbers</p> <p>Add further revision resources, by need</p>	<p>Ebacc focus for Term 2. Contact PP parents. Track (PT)</p> <p>Focus on subject and sub-groups to improve</p> <p>Plan May and track. High PP numbers</p> <p>Add further revision resources, by need</p>	<p>Year 11 Revision Event for students and parents/carers</p> <p>Preparation examinations</p> <p>Afterschool intervention sessions</p> <p>Reward initiatives for intervention attendance</p> <p>Half term sessions led by teaching staff</p> <p>Revision packs provided to support transition in to Year 11</p>

	<p>'Learn to Revise' sessions</p> <p>Key PP cohort to be known to HoY/PM and 4 Matrix research groups with CPD</p> <p>Funds to support practical subject needs in GCSE/BTEC</p> <p>Exam Breakfast and fruit/water</p> <p>Exam access arrangements</p>	<p>Access NCOP/in-house and use Cornell (PP focus) (PT)</p> <p>Create 4 Matrix groups and train HoY to use. Share with PM (PT)</p> <p>Explain the process to staff and application. Fund by need and track (PT)</p> <p>Track the use of the breakfast provision in KS4 (PT)</p> <p>Check and update AA lists and prepare students (BR/PT)</p>	<p>Pre-March session</p> <p>HoY/PM to make parental contact in areas of need</p> <p>Fund by need and track (PT)</p> <p>Track the use of the breakfast provision in KS4</p> <p>Further update and train staff by need.</p>	<p>Pre-summer recap</p> <p>HoY/PM to make parental contact in areas of need</p> <p>Fund by need and track (PT)</p> <p>Order fruit and water prior to summer series.</p> <p>Train summer invigilators and ensure support for PP students where needed.</p>	<p>Programme of events to teach revision habits</p> <p>Staff awareness of PP students in all year groups.</p> <p>Support to fund project work in practical GCSE/BTEC courses</p> <p>Breakfast provision prior to formal exams</p> <p>Exam access arrangements sought and met}</p>
--	---	---	---	---	---

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£125,179.54
4. Increase in the attendance/punctuality of disadvantaged students and the gap to be in line with the national average.	RADAR and tracking of prior poor attendance/PA (known by HoY). (RS1)	Known groups in each year shared from 2019-20. Contact at early signs.	Track impact and alter action by need	Track impact and alter action by need	Weekly meetings in the Pastoral team.
	SAF and Early Help with a focus on PP. (LJ/RS1)	To occur by need and track PP	To occur by need and track PP	To occur by need and track PP	Holistic support (School Around the Family)
	Early attendance meetings to occur and with parents (LJ/RS1)	Attendance Officer and HoY/PM to meet and track	Attendance Officer and HoY/PM to meet and track	Attendance Officer and HoY/PM to meet and track	Attendance meetings to address barriers
	Head of Year and Pastoral Manager for each year group	HoY and PM to track support needs for PP students	HoY and PM to track support needs for PP students	HoY and PM to track support needs for PP students	Pastoral support for each year group
	Form tutor role to support punctuality and attendance issues (RS1)	HoY to share prior issue students. Form Tutor to be first port of contact.	HoY to share prior issue students. Form Tutor to be first port of contact.	HoY to share prior issue students. Form Tutor to be first port of contact.	Role of the Form Tutor as first point of contact
	Attendance stand at Parents' Evening (LJ/PT)	HoY/PM to hold this at each evening	HoY/PM to hold this at each evening	HoY/PM to hold this at each evening	Parental engagement as Parents' Evening

	<p>Increase home visits from Attendance Officer and PM (LJ/RS1)</p> <p>Attendance panel meetings with those who are pre-PA (RS1)</p> <p>Magic Breakfast as a tool for punctuality (PT)</p> <p>DSL to support specific safeguarding needs. Ensure PP students have consistent access to school and learning.</p>	<p>By need and tracked, based on 2019/20 cohort</p> <p>By need and led by DHT</p> <p>Publicise and aid in punctuality. Track use and groups</p> <p>DSL to have overview of known safeguarding needs and implement whole school use of CPOMS. Students supported at point of need</p>	<p>By need and tracked, based on 2019/20 cohort</p> <p>Safeguarding data shows PP students supported in line with peers and instances resolved</p>	<p>By need and tracked, based on 2019/20 cohort</p> <p>Safeguarding data shows PP students supported in line with peers and instances resolved</p>	<p>PP at risk of PA supported</p> <p>National breakfast provision</p> <p>DSL to support students with safeguarding need.</p>
--	---	--	--	--	--

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£35,242
5. Specific focus on the engagement of boys especially disadvantaged boys to reduce the number isolation/exclusion incidents in order to improve attainment.	HoY to have further training on ClassCharts reports (DM1)	Training for all HoY to track behaviour points (intelligence events)			Staff access and training
	PowerBI pastoral access and training for Hoy/PM (RS1)	Share the tracker with Hoy/Pm and track for impact of interventions	Share the tracker with Hoy/Pm and track for impact of interventions	Share the tracker with Hoy/Pm and track for impact of interventions	Staff access and training
	Reward system to be reviewed for PP impact (RS1)	HoY/PM to track the application of this to PP and raise with teaching staff	HoY/PM to track the application of this to PP and raise with teaching staff	HoY/PM to track the application of this to PP and raise with teaching staff	Reward system for PP students
	Early transition/ primary liaison for possible exclusion students (DM1)	DM1 to share detail of at-risk students and actions to aid	ACE tracker to be reviewed for intervention impact	ACE tracker to be reviewed for intervention impact	HoY Transition actions
	CEIAG plan for KS3 and KS4 PP Boys of concern (RJF)	Ensure PP students have full careers entitlement. Share detail with tutors	Ensure PP students have full careers entitlement. Share detail with tutors	Specific focus on Pre-NEET and application process	Careers SLA
	Reintegration meetings for all exclusions (RS1)	All to have SLT/HoY there to track impact			Pastoral lead behaviour actions

	<p>Behaviour panel to occur pre-exclusion (RS1)</p> <p>CPD on boys achievement (PT)</p> <p>Mploy and alternative provision (RS1)</p>	<p>RS1 and RE1 to ensure consistency and no bias</p> <p>PT and FLL to run a session. SV of a chosen group.</p> <p>Engage where appropriate and continuously track efficacy and value</p>	<p>Continued SV of the particular group</p> <p>Engage where appropriate and continuously track efficacy and value</p>	<p>Continued SV of the particular group</p> <p>Engage where appropriate and continuously track efficacy and value</p>	<p>Panels by need</p> <p>Internal CPD</p> <p>Range of Alternative Provision packages</p>
--	--	--	---	---	--

Desired Outcome	Action	Success Criteria – Responsible for/Monitored by			Cost
		PHASE 1 KPI (Sept '20– Dec '20)	PHASE 2 KPI (Jan '21 – March '21)	PHASE 3 KPI (April '22 – August '21)	£10,649.26
6. Raise aspirations of disadvantaged students and parents to promote engagement and eagerness to learn to learn and increase opportunities to develop student “cultural capital” with creative experiences relevant to their development stage, community, and social expectations.	Year 10 work experience (RJF)	Plan and book with clear PP focus	Ensure PP students complete this and student voice taken		Arrangement of work experience opportunities
	Targeted CEIAG (RJF)	Meetings to go ahead for most at risk PP	Repeat for those missed or still a concern	Ensure pre-NEET are settled on a course or location.	Careers SLA
	College preparation (interviews, assemblies and results day). (PT/RJF)	All having had interviews and every student has applied to two places	Support catch up for any missing students and pre-NEET		Internal drop-down days
	Extra-curricular tracking (KLS)	Track and focus on increasing PP engagement	Track and focus on increasing PP engagement	Track and focus on increasing PP engagement	TLR Extra-curricular
	PP discount and funding for experiences (PT)	CPD for need and how to apply. Track	Track use and impact	Track use and impact	Pupil Premium support fund
	Students involved in charity (Heys in the Community) (PT/LJ1)	HITC group to focus on PP students and reward involvement	Track overall impact and numbers involved	Track overall impact and numbers involved	Community engagement work
	Mental Health awareness for PP groups (HLP) positive reward systems (RS1)	Promote access and track PP use	Promote access and track PP use	Promote access and track PP use	Whole-school awareness events and tracking

	Home-learning questionnaire (PT)	Review findings for those without internet/laptop and seek funding to support.	Impact those who have yet to be supported	Review again for impact and need	Student voice
	University trips (DPL/SAK)	Year 10 in Term 2 to attend (PP focus)			
	Parents' Evening actions and support (PT)	Each Parents' Evening to have calls made to PP and historic non-attenders. Food and childcare given.	Each Parents' Evening to have calls made to PP and historic non-attenders. Food and childcare given.	Each Parents' Evening to have calls made to PP and historic non-attenders. Food and childcare given.	Parent support for engagement
	Key groups (Girls Network/Power to Be/Teens & Toddlers) (HoY)	HoY to plan and ensure high PP engagement	Track impact on case study students involved	Track impact on case study students involved	Focused Alternative Provision
	Team-building events (DM1)	Facilitate for Year 7 and fund for PP if needed			Transition event
	Thorough Options Process (PT)		All Year 9 students have thorough understanding and disadvantaged PT.		Options advice and guidance meetings

Total cost	£264,554.03
-------------------	--------------------