

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Helena Romanes School and Sixth Form Centre				
Academic Year	2019-20	Total PP budget	TBC	Date of most recent PP Review	9/2019
Total number of pupils	1080	Number of pupils eligible for PP	130	Date for next internal review of this strategy	
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Progress 8 score average		-0.86		-0.36 (0)	
Attainment 8 score average		34.24		45.63 (49.29)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Disadvantaged students have lower prior attainment on entry to the school and make less overall progress than their peers (KS2)				
B.	A minority of disadvantaged students present particularly challenging behaviour (10% of PP had an FTE, 4% of students overall)				
C.	Disadvantaged students get less involved in school and extracurricular activities, and undertaking positions of responsibility				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance of disadvantaged students is slightly lower than their non-disadvantaged peers (92.07% compared to 95.07%, PA 25.1% compared to 12%)				
E.	There is a lack of parental engagement from the parents/carers of some disadvantaged students				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria		

A.	Progress 8 of disadvantaged students is positive and Progress 8 gap between disadvantaged and non-disadvantaged students is zero or reducing significantly.	<ul style="list-style-type: none"> • Current P8 gap is -0.5. Significant improvement would be reduction to -0.3 or better for 2019-20.
B.	Reduced FTEs for disadvantaged students with more effective use made of the PLC	<ul style="list-style-type: none"> • FTEs for disadvantaged students reduced from 37 FTE out of 100. The 37 FTE were 14 different DA students. 0.27 FTE's per student in 2018-19. Target of 0.18 FTE's per student in 2019-20. • Disadvantaged students supported to manage behaviour more positively and behaviour records (Behaviour points on SIMS) have improved from 2018-19 records.
C.	Disadvantaged students participate in a wider range of trips, clubs and visits, as well as taking-on more positions of responsibility in school.	<ul style="list-style-type: none"> • Improvements in all aspects of participation when compared to the 2018-19 records. • To improve DA Student's achievement points (Credits) • 2018-19 - Year 7 595 (Average) • 2018-19 - Year 8 478 (Average) • 2018-19 - Year 9 378 (Average) • 2018-19 - Year 10 246 (Average) • 2018-19 - Year 11 215 (Average) • 2019 Prefects 8/81 (10.7%) • In 2018/19 16% of DA students achieved a PE colour attendance reward. • In 2018/19 9% of DA students attended the Drama Club
D.	Improved attendance of disadvantaged students	<ul style="list-style-type: none"> • Absence improves from 92.07 and reduce the gap from Non DA students from 3.0% • Persistent Absence improves from 25.1% of DA students. • Target for 2019-20 is 95% for attendance and persistent absence is to be within national average (TBC).
E.	Improved engagement with the parents of disadvantaged students	<ul style="list-style-type: none"> • Improved attendance at parents' evenings/school events by the families of disadvantaged students.

5. Planned expenditure**Academic year****2019-2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Key Stage and Staff lead	When will you review implementation?
<p>To ensure quality first teaching for all students through the recruitment and retention of high-quality teachers in the core subjects.</p> <p>Each faculty will appoint a champion for DA students.</p>	<p>To improve the quality of teaching and students' progress in the core subjects</p> <p>Headline outcome A.</p>	<p>EEF identify that teaching and learning is the key principle for supporting the progress of DA students.</p>	<p>Through Internal monitoring, review and evaluation procedures</p> <p>Through Internal monitoring, review and evaluation procedures. CA and TJ to meet with DA champions.</p>	<p>KS3 and KS4</p> <p>LVC HOF</p> <p>HOF CA/TJ</p>	<p>Evidenced through internal monitoring, review and evaluation procedures each half term.</p> <p>Meetings with DA champions will be held once a half term.</p> <p>Meet with LVC each half term to discuss findings from learning walks.</p>

<p>Develop a shared vision for effective teaching and learning, underpinned by high-quality, tailored CPD</p>	<p>The quality of teaching improves, ensuring that all students (especially those who are disadvantaged) make strong progress</p> <p>All HRS staff have been involved in creating the HRS 10, giving staff empowerment over their teaching and making all staff aware of expectations regarding teaching and Learning.</p> <p>Headline outcomes: A,B, D,</p>	<p>Consistently high quality teaching leads to better outcomes</p>	<p>Lesson observations, learning walks, work scrutiny and data drops.</p>	<p>KS3 and KS4</p> <p>LVC SLT</p>	<p>Every half term</p> <p>Meet LVC every half term to discuss findings and how to support Teaching and Learning within the school.</p>
<p>To ensure that Nurture groups are used effectively prioritising low ability DA students</p> <p>To link with SENCO and ensure DA students are receiving additional support if required.</p>	<p>Closing the gap in attainment for DA students and giving students a better platform for when they start their GCSE's</p> <p>Reading age improves enabling students to access a wider range of exam questions.</p> <p>Headline Outcome: A</p>	<p>Evidence from previous data points have shown that nurture groups are able to provide more feedback and support for students and progress has been improved quicker with this support.</p> <p>DA students would be able to access additional support to close the gap on any areas of weakness.</p>	<p>CA to speak to LSA staff leading nurture groups.</p> <p>Identify students who would be most suitable for nurture support.</p> <p>Link with SENCO and keep up to date with developments.</p> <p>Analyse data entry points and check if any students need changing</p>	<p>KS3</p> <p>CA/ DA/ SENCO</p>	<p>Half termly</p> <p>Data points</p> <p>CA to meet SB/DA/SENCo each half term regarding literacy progress.</p>

<p>Ensure all disadvantaged students are known by teachers and that they are supported to make good progress by implementing a DA teacher's 'toolkit':</p>	<p>Increased awareness of staff of the specific needs of DA students.</p> <p>All DA pupils to make good progress from their starting points.</p> <p>Headline Outcome:A, B, D</p>	<p>The Education Endowment Foundation highlights the importance of highlighting the individual DA students' needs to allow for tailored solutions.</p>	<p>Expectation that staff have DA students marked on their seating plans.</p> <p>Regular learning walks and lesson observations.</p>	<p>KS3 and KS4</p> <p>TJ/CA</p>	<p>Learning walks to be conducted regularly throughout half term.</p> <p>Teacher 'toolkit' to be regularly updated.</p> <p>Staff training to be provided on Wednesday briefings.</p>
<p>Develop students' literacy by implementing the Lexia Reading programme to improve students' reading ages in KS3.</p>	<p>Reading age improves at a greater incline from start point in year 7.</p> <p>Reading and spelling age increases therefore students are able to access more difficult GCSE exam questions.</p> <p>Headline Outcome: A</p>	<p>The new specifications are more demanding and students need improved literacy skills in order to access the exams.</p> <p>Improving literacy levels will impact on achievement across all subjects.</p> <p>Co-ordinated approach using techniques that have had a positive impact in the past.</p> <p>Lexia has improved reading ages in the school.</p>	<p>RSL to liaise with SB.</p> <p>SB to enter data on SIMS</p> <p>RSL to look at data at data entry points and place interventions for specific DA students.</p> <p>Certificates and phone calls home to be made on students doing well.</p>	<p>KS3</p> <p>HOF</p> <p>LVC</p>	<p>Following four data entry points at the end of each term.</p> <p>CA to meet SB regarding progress and then develop plans/feedback to support English teaching staff within the reading programme.</p>
Total budgeted cost					
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Key Stage and Staff lead	When will you review implementation?
<p>Develop and improve the mentoring programmes to provide pastoral support.</p> <p>Key DA students will be allocated experienced mentors to support them.</p> <p>Provide 1-1 or small group tutoring/withdrawal for students in Core subjects using overstaffing.</p>	<p>To support our most vulnerable students and ensure they remain engaged in education.</p> <p>Improved educational outcomes resulting in a positive P8 figure of each student.</p>	<p>The DfE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement.</p> <p>We are experiencing an increased number of Social services and CAMHS referrals. Our mentoring and student support services are essential in supporting well-being and achievement.</p>	<p>Tracking by SBM to ensure all students receive care guidance and support they require.</p> <p>Regular mentor meetings to be held with mentees. Notes recorded from meetings as evidence.</p>	<p>KS3 and KS4</p> <p>SBM TJ/CA</p>	<p>There will be regular meetings every half term to review the mentoring.</p> <p>SBM to share information regarding key students each week.</p> <p>Meetings held every two weeks or as appropriate.</p>
<p>Personalised Learning Centre- To provide a tailored alternative education provision for vulnerable students.</p>	<p>To increase the attainment and attendance of the most vulnerable students.</p> <p>To provide significant additional support to students with social and emotional needs, who may not attend school consistently</p>	<p>DA students often do not make expected progress both nationally and locally, as a result of complex factors,</p> <p>The PLC has a track record in success when supporting students facing complex difficulties.</p>	<p>A termly report is sent out by the PLC manager giving details of the students working in the PLC.</p> <p>A live document is also accessible to see which students are working within the PLC.</p> <p>A fortnightly meeting between SBM/SE/SENCO and child protection lead to discuss progress</p>	<p>KS3 and KS4</p> <p>SBM/ SE</p>	<p>Each fortnight after meeting between SBM/SE and SENCo</p>

			and students who should be accessing support.		
<p>Provide additional intervention sessions for, and tracking of, disadvantaged students.</p> <p>Where DA students meet RSL catch up and discuss progress throughout the year.</p>	<p>Ensure students feel supported and that they feel comfortable talking to staff regarding any issues they have which can be supported. If students feel more supported attendance and progress should improve.</p>	<p>Progress 8 scores for disadvantaged students are lower than non-disadvantaged.</p> <p>We need to improve DA P8 score</p>	<p>RSL and SLT to have regular progress meeting with subjects of concern.</p>	<p>KS4 (Yr11)</p> <p>TJ/CA/LVC/NF</p> <p>TJ to send a letter out to all FSM students in the first two weeks once DA students are confirmed.</p>	<p>Half termly</p>
<p>To support DA students with organisational skills and ensuring DA students have access to the resources and equipment required to be successful.</p>	<p>DA students will obtain fewer marks for equipment on SIMS</p> <p>Attendance at intervention sessions within faculties will increase.</p> <p>DA students will have access to a healthy breakfast.</p>	<p>Evidence from SIMS has shown that DA students regularly have behaviour points for equipment.</p> <p>Progress 8 score for DA students is lower than non-DA students.</p> <p>The EEF suggests that 'Breakfast clubs that offer pupils a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months'</p>	<p>Communicating with HOF</p> <p>Monitoring of SIMS</p> <p>Learning Walks</p> <p>Building positive relationships with DA students.</p>	<p>KS3 and KS4</p> <p>TJ/LEB/CA</p> <p>HOF's</p>	<p>Fortnightly review of SIMS</p> <p>Students with equipment points will be followed up and supported where necessary.</p> <p>Log of equipment provided to DA students.</p> <p>Monitoring uptake of breakfasts.</p>

Intervention form groups and support sessions used to target key weakness in core subjects.	Students make significant progress to close the gap in their underachievement.	The school has success in the past in using intervention tutor groups to close the achievement gap.	Reviewing data from year 10 and meeting relevant HOF with HOY 11 to discuss best outcomes and forms for each student. RSL to check with subjects teachers regarding attendance at revision sessions. Green attendance cards to be used to monitor attendance.	KS4 (Year 11) TJ HOY 11	Fortnightly by communicating with HOY11 and Yr 11 form tutors
Student managers, PLC staff and councillors to actively monitor the behaviour and well-being of DA students through reports, tracking on SIMS and learning walks. Staff to make regular contact with parents where necessary.	The number of behaviour incidents attributed to DA students will decrease. (measured by the number of behaviour points/ isolations/ fixed term exclusions) Improvement in attendance of DA students.	Concerns of disadvantaged attendance rates. Experience has shown that DA students benefit from increased level of support from members of staff	Fortnightly meetings with key personnel. SBM to ensure all HOY/SLT are up to date with current support with ongoing students. Close liaison with all staff members to ensure they are aware of PPG students.	KS3 and KS4 SBM PLC staff student managers	Individual students to be reviewed on a weekly basis.

Total budgeted cost

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance Meet Attendance officer every fortnight to discuss DA students. Identify DA students that have low attendance and look to support and	Improved attendance of DA students. Improve the current attendance of disadvantaged students of 92.07 disadvantaged vs non-disadvantaged 95.07	If students are attending school they are more likely to make more progress in their different subject choices. Attendance of disadvantaged students still remains a concern and is a key factor in pupil performance.	SBM/RSL and HOY to have fortnightly meetings with Attendance officer	SBM HOY	Fortnightly

improve attendance through intervention.	Headline Outcome:D				
<p>Provide Enrichment days/events and cultural experiences for DA students that they may not have the opportunity to experience.</p> <p>This would include university visits and educational trips such as museums and the theatre.</p>	<p>All disadvantaged students will improve their cultural capital experience a series of enrichment and cultural activities in each key stage during their time at HRS, as well as university visits</p> <p>Higher rate of 6th form applications as well as university applications.</p> <p>Lower NEET numbers from the school.</p> <p>Headline Outcome:C</p>	<p>Disadvantaged students often have less access to enrichment activities and/or academic parental support.</p> <p>Evidence has shown that fewer applications to 6th form and University are made by DA students.</p>	<p>Monitor groups. RSL to ensure trips are organised in advance as not to hit key dates.</p>	<p>KS3 and KS4</p> <p>TJ/CA</p>	<p>Half Termly</p>
<p>MA and DOL to conduct visits to primary schools to gather relevant contextual information on DA students. CA to speak to all new Yr7 DA students' parents to offer support.</p>	<p>Disadvantaged students get off to a good start at HRS. Their needs are quickly and effectively addressed and they make strong progress.</p> <p>Headline Outcome:A, D, E</p>	<p>Experience has shown that a positive start to school for students makes a big impact on confidence and settling into a new school.</p>	<p>Ensuring new HOY7 is aware of the disadvantaged students applying for HRS.</p>	<p>KS2 and KS3</p> <p>HOY 7</p> <p>TJ/CA</p>	<p>Summer Term 2020</p>
<p>Parental Contact</p> <p>RSL to meet/contact DA pupils parents regularly.</p>	<p>To improve the engagement with the parents of DA students.</p> <p>Headline Outcome: A, B, D, E</p>	<p>Having regular contact with parents will improve engagement.</p> <p>DA parents will be kept up to date with important dates such as exams and parents evenings.</p>	<p>Regular logging over meetings and phone calls home.</p> <p>All DA students to have some contact each half term.</p>	<p>KS3 and KS4</p> <p>CA/TJ</p>	<p>Each Half Term</p>
Total budgeted cost					

6. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

Action	Intended outcome	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)	Cost
Improve the quality of teaching and learning through the employment of a DA champion..	To improve the achievement of DA students across all year groups and in particular Year 11	Yes the Progress 8 figure for DA students improved to -0.86.	The role has been adapted and updated to become part of the RSL role. This allows for greater focus on the individual key stages.	
Monitor and Improve Attendance	To improve attendance from 91.26	Yes, attendance improved from 91.26% to 92.07%.	Regular meetings with the attendance officer and work with DOL's regarding appropriate interventions. Specific support for PA students to continue.	

ii. Targeted support

Action	Intended outcome	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)	Cost
Numeracy and literacy support	Raise Numeracy and literacy levels	In year 7 DA students reading ages improved by 4.75 months on average. In year 8 DA students reading ages improved by 14.4 months on average across the course of KS3.	Ensure key students attend impact sessions hosted by the learning zone during registration.	
Academic Rewards	For Academic rewards to have a higher profile and impact across the school.	The number of credits students, which was higher than in previous years. More DA students were invited to the end of the year awards evenings which has had a positive impact on students confidence.	Academic rewards are an excellent tool to use to support students with their learning. The profile of academic rewards to be further increased this year.	
Additional Tutor Groups	To provide reduced tutor group sizes for KS4 to enabled more support for year 11 students.	Additional tutor groups were added later on in the year and had an impact by prioritising English, Maths and Science.	Ensure tutor groups are organised early with additional tutor groups and staff assigned asap and ready to go at the start of the year.	

Provision of PLC (wellbeing)	To support a number of students who have E/M/B needs. To improve attendance for these students.	Attendance improved for the year group and a number of students who spent time in the PLC attendance improved due to the support. The PLC supported 29 DA students with 16 a level ½ under Essex windscreen of need to external support services. DA students in PLC	Ensure there is a more rigorous monitoring system to ensure students return to a full timetable where appropriate.	
Maths Intervention	To provide maths intervention during registration for year 11 students. This would increase the progress 8 score within the subject from the previous year.	The number of students that obtained a grade 4 - 9 improved and the schools basics figure improved, progress 8 score was not as high as expected.	A more rigorous approach for all year 11 students during registration times focusing on students weaker areas and providing intervention during registration time.	

iii. Other approaches

Action	Intended outcome	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)	Cost
Maths Café	To improve the maths progress 8 score from the previous year by giving students the opportunity to complete extra revision with maths staff.	The number of students that obtained a grade 4 - 9 improved and the schools basics figure improved, progress 8 score was which was not a high as expected.	A more comprehensive intervention programme will be introduced this year where students will be targeted to come to maths intervention with maths seen as a priority given its own night for intervention to take place.	
Lexia Reading and Renaissance Learning – Accelerated reading support programmes	To improve the reading ages of KS3 students	The DA students on average closed the gap between their chronological reading ages and their biological ages by 3 months.	To ensure that all students are attending the reading interventions during tutor time. Improve communication between the learning zone and tutors to ensure this happens.	
ASPIRE placement	To offer a DA students the opportunity to obtain a good set of results that he was unable to access at HRS	Yes, The DA student was named as the schools Head Boy and obtained grades in CORE subjects.	Ensure that if a student is unable to access/work within the HRS environment that they are suitable for working within a new placement.	

Subsistence/travel/clot hing/trips/resources/re vision/prom	To ensure DA students have the correct resources and materials so this does not affect the learning within the classroom.	Students were able to access support in resources but the process was not clear and some students/staff may not have been aware of the support available to DA students.	A more rigorous support system now implemented to ensure support is monitored closer through SIMS. A new opportunity to offer DA students experiences that they may not be able to have at home such as educational visits and University visits to be offered.	
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7. Additional detail

