



Heathfield
Community College and Sixth Form

PUPIL PREMIUM ANNUAL REVIEW

2018-19 SPENDING REPORT & IMPACT EVALUATION

2019-20 SPENDING INTENTION AND STRATEGY

YEAR 7 LITERACY & NUMERACY CATCH-UP PREMIUM- REVIEW & STRATEGY

OCTOBER 2019

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Background and current context

Heathfield Community College is a mixed-gender 11-18 Community School with 1480 students (This includes 297 in the Sixth Form) The data related to the number of students who qualify for pupil premium is presented below (Table A). Throughout this report, these students will be referred to as 'disadvantaged', with the non-pupil premium students referred to as 'non-disadvantaged' (Terms currently being officially used by the Government)

Year 7	Number	%
Disadvantaged	32	13%
Non-disadvantaged	217	87%
Year 8		
Disadvantaged	40	16%
Non-disadvantaged	209	84%
Year 9		
Disadvantaged	40	17%
Non-disadvantaged	192	83%
Year 10		
Disadvantaged	35	14%
Non-disadvantaged	212	86%
Year 11		
Disadvantaged	30	15%
Non-disadvantaged	176	85%
Total disadvantaged	177	15%

Table A – Breakdown of disadvantaged and non-disadvantaged students at Heathfield Community College as of September 2019

What is the Pupil Premium?

The *Pupil Premium* (PP) is an addition funding provided by the government (from the Department for Education, or DfE) to enhance the education of the most socio-economically deprived students as identified by those with an entitlement to free school meals (FSM) and those students in care (CLA). Pupil Premium students at HCC are included in the wider Closing the Gap strategy which is aimed at ensuring that students from all vulnerable groups are able to fulfil their potential.

History of the Pupil Premium allocation for Heathfield Community College

The amount of funding allocated for Students qualifying for Pupil Premium from the Government has been consistent for the last three academic years. Below (Table B) is a breakdown of the amounts that HCC has received since 2015-16. As a college we receive fortnightly emails from the relevant County Department which provide us with updates on students eligible for free school meals. This is a key indicator in determining if students qualify for the pupil premium grant.

Academic year	National Pupil Premium allocation per Student		Total £ received by HCC
	<i>Disadvantaged Students</i>	<i>Looked after Students (CLA)</i>	
2015 - 16	£935	£1900	£138,470
2016 - 17	£935	£1900	£135,785
2017 - 18	£935	£1900	£132,495
2018 – 19	£935	£1900	£155,510
2019 - 20	£935	£1900	£163,365

Table B – National Pupil Premium allocation amounts for last 5 years and total amount received by HCC in that time

Rationale

Our main priority continues to be to close, and eventually eradicate, the achievement gap between disadvantaged and non-disadvantaged students, whilst providing those from disadvantaged backgrounds with the belief and aspiration that they can fulfil their considerable potential.

At the heart of everything we do is a belief that high-quality teaching and learning in classrooms is of paramount importance, along with providing all of our students with an environment in which they feel valued and from which they can leave us as confident and successful young adults.

In regards to our disadvantaged students, we believe that the most effective way to enable them to achieve is through systematic, collaborative and annually reviewed planning of our Pupil Premium strategy, whilst creating bespoke plans for each of them

Success in narrowing the attainment gap at Heathfield Community College

The table below (Table C) displays the progress 8 gap in between disadvantaged and non-disadvantaged pupils who have attended (at a GCSE level). The table relates to progress 8 as this is the measure we have been following to track progress and analyse exam results. As the data in the below table indicates, the gap has narrowed slightly from last year and our disadvantaged pupils continue to significantly out-perform disadvantaged pupils Nationally.

Academic Year	Disadvantaged score	Non-disadvantaged score	Gap
2018 – 19	+0.01	+0.49	-0.48
<i>2017-18 students who attended*</i>	<i>+0.18</i>	<i>+0.70</i>	<i>-0.52</i>
2017-18 all students on roll	-0.20	+0.60	-0.80
2016-17 all students on roll	+0.21	+0.50	-0.29
<i>2015 – 16 students who attended*</i>	<i>+0.05</i>	<i>+0.45</i>	<i>-0.40</i>
2015-16 all students on roll	-0.45	+0.50	-0.95
2014 - 15	-0.19	+0.36	-0.55
2013 - 14	-0.48	+0.20	-0.68

Table C – The Progress 8 difference between disadvantaged and non-disadvantaged students on roll at Heathfield Community College over the last 5 years.

*Disadvantaged students who had attendance over 75%

Review of the 2018 – 19 Pupil Premium Strategy

Intervention	Breakdown, description & planned impact	Cost	Impact
Staffing	<ul style="list-style-type: none"> - Over-staffing in core subjects; allocated lessons, specifically for subject-specific wave 2 and 3 interventions. Curriculum leaders will provide the programme of intervention, in response to student assessment information. Having specifically trained colleagues here will ensure high quality intervention can be targeted for the most appropriate groups of students. - Intervention will be timetabled and run from the start of the year. - Training to be received from core subject leads to enable colleagues to deliver high quality intervention. - Pupil Premium Champion and intervention lead to coordinate the provision and intervention for all disadvantaged students to ensure a consistent approach is applied across the College. - New 'subject-specific wave 2 intervention session' on all Y11 timetables (Wed5) – PLL to coordinate disadvantaged students with subject-leads. 	£102533	<ul style="list-style-type: none"> - Students were selected for this intervention based on assessment and information from teaching staff. See overall results for evidence of impact and the attainment gap closing. - Underachieving students completed LIBF course during Wed5 intervention sessions. 5 PP Students completed LIBF course – B, B, C, C, U. 3 of those counted in open element.
Pastoral support and attendance monitoring	<ul style="list-style-type: none"> - Colleagues responsible for each year group and the disadvantaged students in those, with a particular focus on ensuring attendance is high. - These colleagues will have regular contact with parents/ carers and will be vital in ensuring the attendance targets are met. - Data monitored by PP lead and pastoral managers. - KS2 transition data used to identify vulnerable disadvantaged students in order to intervene early. - Counselling provision for vulnerable, disadvantaged students. 	£6500	<ul style="list-style-type: none"> - Through the pastoral support, we were able to identify potential issues with attendance early and intervene. - Disadvantaged group attendance continues to increase & gap to non-disadvantaged narrowing : <p> <u>18/19 – 92.44% (Gap -3.01%)</u> <u>17/18 – 92.08: (Gap -3.70%)</u> <u>16/17 – 91.6% (Gap -4.2%)</u> </p> <p>Persistent absence of our disadvantaged group has also dropped 8% (currently 20%) over the last 3 years.</p>

<p>Aspirational packages (both for high achieving and low-achieving disadvantaged pupils)</p>	<ul style="list-style-type: none"> - Opportunities, including trips, to be provided in order to raise aspirations of high achieving disadvantaged students. These will include visits and talks from a wide range of industries, from large IT Companies to Universities. - A similar package will be offered to lower-achieving and disengaged disadvantaged students in order to raise their aspirations and levels of engagement and behaviour. The focus will be on achieving with a link to future goals. - Project with University of Sussex designed to raise aspirations of a group of our Y9 students, many of whom are disadvantaged. To include site visits, subject-specific guidance, study skills etc. 	<p>£4300</p>	<ul style="list-style-type: none"> - Celebration breakfast meetings and workshops to further raise high achieving PP students aspirations, early career meetings with JB, visits to Universities & Colleges in attempt to increase the number of disadvantaged students attending HE, subsidised trips to areas of interest related to industries (eg ICT conferences, political events etc), high achieving PP improving leadership skills through leading at whole-school events, University subject taster days for KS3 disadvantaged. - <i>Anecdotal evidence to suggest that disadvantaged students are considering a wider range of opportunities post-sixth form. This is something that we will track over the coming years</i> - Data indicates that high achieving disadvantaged students (who make up majority of these groups) continue to improve their already impressive grades between assessment points. (For example, all students in Y11 who finished with a positive progress 8 score had an improvement rate average between ass.2-3 of <u>+0.13</u>) - Latest data from indicates that 100% of our disadvantaged pupils from last year's Y11 are in further education or apprenticeships. - A continued commitment from us to ensure that every disadvantaged student has the opportunity to go on at least one subsidised trip a year. Examples: Every
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			<p>disadvantaged Y7 pupil to London for the Matilda Theatre trip and every disadvantaged Y11 pupil attended the FE trips to Plumpton College/ Sussex Uni.</p> <p>- University of Sussex programme had a very positive impact on the 18 students taking part: In a survey at the end of the year, 78% of students said that they were now more likely to see themselves as a University Student. 97% said that they now have a greater understanding of the pathways in to University.</p>
Materials and experiences support to ensure no barriers to accessing higher attainment.	<ul style="list-style-type: none"> - Every day requirements such as appropriate uniform, PE kit, maths equipment, food tech ingredients in order to ensure that disadvantaged students have all the tools required to fulfil their potential. - This includes support for students who wish to select GCSE subjects which involve costs when they make options choices to begin in year 9. - Support with costs for educational trips. 	£10000	<ul style="list-style-type: none"> - Support provided so that no disadvantaged student was unable to take part in PE due to a lack of kit. - Disadvantaged students receiving 3+ equipment marks continues to decrease: <u>2018/19 – 19%</u> 2017/18 – 22% 2016/17 – 29% - Support for educational trips lead to a greater understanding & experience of respective subjects.
Small-group tutoring with specific groups of underachieving disadvantaged pupils in English & Maths	<ul style="list-style-type: none"> - Two ex-HCC teachers to come in and work with underachieving, disadvantaged students for one hour a week in English & Maths respectively. Sessions will be focussed on identified areas of weakness for the group(s) - Progress of those students monitored by class teachers, tutor and PP Champion. - Assessment point 1 in Year 11 (October 2018) to be used to review students in these intervention sessions. 	£5000	<ul style="list-style-type: none"> - Small group intervention with ex-teacher for disadvantaged & underachieving students in maths & English. All students selected were below target at the end of Y10: <u>English: 12 students accessed across the year. All achieved 4+.</u> (9/12 OT/Exceeding & 4/12 exceeding)

			<i>Maths</i> : 6 students. All achieved 4+. 4/6 achieved OT/E
Extra-curricular support to further raise aspirations and access wider curriculum	<ul style="list-style-type: none"> - Examples will include support to continue with or begin learning a musical instrument, travel subsidies to attend extra-curricular sports clubs, both at home and in the local community. - Aim to raise aspirations and provide an area of focus and personal development. 	£3000	<ul style="list-style-type: none"> - A continued increase in disadvantaged students regularly attending extra-curricular clubs over last 3 years: <u>2018/19 – 62%</u> <u>2017/18 – 60%</u> <u>2016/17 – 53%</u> - 12 disadvantaged students taking subsidised music lessons (A significant increase from 5 last year)
Administration with regards to key data related to disadvantaged students	<ul style="list-style-type: none"> - Member of staff responsible for collation and analysis of all data related to disadvantaged students, including liaison with local Primary Schools to gain key data for such students to aid in transition process. - This data will provide the basis of meetings between key staff after each data capture, in order to allocate appropriate intervention measures. 	£1881	<ul style="list-style-type: none"> - After each assessment point the data has been collated and analysed quickly to enable staff to intervene in a timely manner. - The data from primary schools has allowed us to identify vulnerable disadvantaged students immediately and put measures in place that have made the transition far easier. - This administration aids in the positive outcomes we achieve for the disadvantage students who attend.
Rewards	<ul style="list-style-type: none"> - Rewards to support progress and attendance initiatives for disadvantaged students - ‘Raising Achievement’ groups in several year groups will include a number of disadvantages students. Regular monitoring, coaching and rewards with these students to limit any widening of an achievement gap early on. 	£200	<ul style="list-style-type: none"> - Attendance has continued to increase for the disadvantaged group this year <u>18/19 – 92.44% (Gap -3.01%)</u> <u>17/18 – 92.08: (Gap -3.70%)</u> <u>16/17 – 91.6% (Gap -4.2%)</u>
Digital learning	<ul style="list-style-type: none"> - Support for disadvantaged students in order for them to have full access to the College’s Ipad and e-learning scheme. - Aimed to help with student engagement in lessons and particularly in the completion of homework. - Guidance and where appropriate training given to parents on use of Ipads 	£40253	<ul style="list-style-type: none"> - All disadvantaged students have access to an ipad through the scheme. - This has resulted in no disparity between disadvantaged and non-disadvantaged in terms of access to ICT at home.

	etc. Aim for families to engage more in students' work.		- Missed homework marks between disadvantaged and non-disadvantaged students are in line.
SMS/ Text scheme	- Aim to boost attendance of low attendance groups through a text service based on 'nudge' theory. PLL to control positive messages and reminders about attendance, direct to student's phones. - Link with Sussex-based company '24X'.	£500	- 'Nudge' text attendance initiative lead to <u>+5.43%</u> attendance increase in 16 PP students over three terms.

*Table D – Spending of pupil premium in academic year 2017-18 and perceived impact

Funding & Spending Plans for 2019/20

Below (Table E) is an outline of our intended strategies and costings for the new academic year. Our commitment continues to be to close the attainment gap between disadvantaged students and their less-disadvantaged peers and we aim to do this through the use of both proven, existing strategies, as well as new areas of focus based on after careful review of our previous years' strategy and its impact. These will be monitored and reviewed regularly to measure impact through the careful analysis of data, regular feedback from colleagues and student voice.

Many of the strategies used in 2018-19 will continue this year since the progress made by disadvantaged students demonstrated the impact of these initiatives.

Intervention	Breakdown, description & planned impact	Cost
Staffing	- Staffing costs to ensure that all disadvantaged students access high quality teaching. - Pupil Premium Champion to coordinate the staffing/ provision of intervention for all disadvantaged students to ensure a consistent approach is applied across the College. - 'Subject-specific wave 2 intervention session' on all Y11 timetables through staffing structure (Mon2) – PLL to coordinate disadvantaged students with subject-leads.	£91794
Pastoral support and attendance monitoring	- Colleagues responsible for each year group and the disadvantaged students in those, with a particular focus on ensuring attendance is high. - These colleagues will have regular contact with parents/ carers and will be vital in ensuring the attendance targets are met. - Data monitored by PP lead and pastoral managers. - KS2 transition data used to identify vulnerable disadvantaged students in order to intervene early. - Counselling provision for vulnerable, disadvantaged students.	£5000

Aspirational packages (both for high achieving and low-achieving disadvantaged pupils)	<ul style="list-style-type: none"> - Opportunities, including trips, to be provided in order to raise aspirations of high achieving disadvantaged students. These will include visits and talks from a wide range of industries, from large IT Companies to Universities. - A similar package will be offered to lower-achieving and disengaged disadvantaged students in order to raise their aspirations and levels of engagement and behaviour. The focus will be on achieving with a link to future goals. - Project with University of Sussex designed to raise aspirations of a group of our Y9 students, many of whom are disadvantaged. To include site visits, subject-specific guidance, study skills etc. 	£3000
Small-group tutoring with specific groups of underachieving disadvantaged	<ul style="list-style-type: none"> - Two ex-HCC teachers to come in and work with underachieving, disadvantaged students for one hour a week in English & Maths respectively. Sessions will be focussed on identified areas of weakness for the group(s) - Progress of those students monitored by class teachers, tutor and PP Champion. - Assessment point 1 in Year 11 (October 2018) to be used to review students in these intervention sessions. 	£6600
Materials and experiences support to ensure no barriers to accessing higher attainment.	<ul style="list-style-type: none"> - Every day requirements such as appropriate uniform, PE kit, maths equipment, food tech ingredients in order to ensure that disadvantaged students have all the tools required to fulfil their potential. - This includes support for students who wish to select GCSE subjects which involve costs when they make options choices to begin in year 9. - Support with costs for educational trips. 	£10000
Extra-curricular support to further raise aspirations and access wider curriculum	<ul style="list-style-type: none"> - Examples will include support to continue with or begin learning a musical instrument, travel subsidies to attend extra-curricular sports clubs, both at home and in the local community. - Aim to raise aspirations and provide an area of focus and personal development. 	£3000
Administration with regards to key data related to disadvantaged students	<ul style="list-style-type: none"> - Member of staff responsible for collation and analysis of all data related to disadvantaged students, including liaison with local Primary Schools to gain key data for such students to aid in transition process. - This data will provide the basis of meetings between key staff after each data capture, in order to allocate appropriate intervention measures. 	£1973
Rewards	<ul style="list-style-type: none"> - Rewards to support progress and attendance initiatives for disadvantaged students - Year 7 'Raising Achievement' group will include a number of disadvantaged students. Regular monitoring, coaching and rewards with these students to limit any widening of an achievement gap early on. 	£200
Digital learning	<ul style="list-style-type: none"> - Support for disadvantaged students in order for them to have full access to the College's Ipad and e-learning scheme. 	£41298

	<ul style="list-style-type: none"> - Aimed to help with student engagement in lessons and particularly in the completion of homework. - Guidance and where appropriate training given to parents on use of Ipads etc. Aim for families to engage more in students' work. 	
SMS/ Text scheme	<ul style="list-style-type: none"> - Aim to boost attendance of low attendance groups through a text service based on 'nudge' theory. PLL to control positive messages and reminders about attendance, direct to student's phones. - Link with Sussex-based company '24X'. 	£500

*Table E – Proposed spending of pupil premium allocation for academic year 2018-19 and perceived impact

NB. Date of the next review of the pupil premium strategy – September 2020

The Year 7 Literacy and Numeracy Catch-Up Premium 2018-19

What is it?

In addition to the pupil premium payment, the Y7 literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2) The school receives an additional payment of £500 per student. The payment is given to the school mid-way through the academic year, once the final destination of students from primary school to secondary school is recorded by the Department for Education (DfE).

How Much is It?

For 2017 - 2018, the allocation was £16,043. This was provided to support 30 students in English and Maths

In 2018-19 HCC received £15260.

Strategy 2018-19

Selection of students

Triangulating: KS2 Reading scores; KS2 Maths scores; KS1-2 Value Added; Hodder reading test scores to identify students most in need of intervention.

Intervention

- Wave 1 Intervention- using question level analysis (QLA) from KS2 tests to inform teacher planning in English and Maths.
- Wave 2 English/Maths Intervention: In class support
- Wave 3 Intervention: Participation in the Lexia programme run by the Learning Support Department during tutor time.

Re-assessment

Students will be removed/added to the programme based on:

- (a) subject specific assessments
- (b) Hodder reading test scores

These assessments will take place at the end of terms 2, 4 and 6.

How was the money spent in 2018-19?

The Y7 Catch-up allocation was used to fund the same intervention strategies listed above. The impact of this can be shown as follows:

English

- Reading ages: reading age increased by an average of 15 months across the year group. The average reading age of the Y7 catch-up group increased significantly faster than the non-catch-up group. The most progress was made by students who took part in the Lexia programme:

Year 7 Literacy impact (Oct '18 - July '19: period of 10 months)	
Whole cohort average reading age in July 2019	14 years 9 months
Whole cohort average improvement in reading age	20 months
Catch up students average improvement in reading age	24 months
All students who undertook Lexia in Year 7	33 months

Baseline assessment - improvement according to internal assessment, marked using KS2 criteria

- Writing assessment: over 40% of students improved their performance in writing assessments during the course of the year.
- Catch-up students improved their performance in these assessments at a faster rate when compared to non-catch-up students

	All	Catch-up	Non catch-up
Improvement terms 1-6	0.34	0.40	0.32

NB: An improvement of '1' represents a whole level (e.g. WTS to EXS or EXS to GDS etc.)

Maths

- 84% of students improved in their numeracy assessment during the course of year 7 (10% higher than in 2017-2018)
- 32 out of 36 Y7 catch up students improved their numeracy score with an average increase in marks of 11%, compared to 9% for the whole cohort. Although these are lower than last year, the overall percentage of students making progress has significantly improved.

Year 7 Numeracy impact 2018-2019	
Whole cohort	Average increase of 9% in marks in Numeracy Assessment
Catch-up students	Average increase of 11% in marks in Numeracy Assessment
Girls	Average increase of 10% in marks in Numeracy Assessment
Boys	Average increase of 10% in marks in Numeracy Assessment
PP	Average increase of 14% in marks in Numeracy Assessment
Non -PP	Average increase of 9% in marks in Numeracy Assessment

Students are assessed regularly on their Mathematical key skills, these are the key skills that students see at both Key Stage 2 and 3. The following table shows the percentage of students who could demonstrate that they had mastered key skills in September 2018, compared to July 2019.

KS2/KS3 Key Skill	September 2018 % achieving mastery	July 2019 % achieving mastery
Multiplying 2 and 3 digit numbers	53%	75%
Division with 2 and 3 digit numbers	47%	66%
Simplifying algebraic expressions	19%	50%
Converting between fractions, decimals and percentages	41%	66%
Identifying factors, multiples and prime numbers	13%	44%
Linear Sequences	3%	19%