



Heathfield
Community College and Sixth Form

PUPIL PREMIUM STATEMENT 2020-21

YEAR 7 LITERACY & NUMERACY CATCH-UP PREMIUM - 2019-20 REVIEW

OCTOBER 2020

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Pupil premium strategy statement

School overview

Metric	Data
School name	Heathfield Community College
Pupils in school	1496 (including Sixth Form)
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£173,050
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	October 2021
Statement authorised by	Caroline Barlow
Pupil premium lead	Ben Pollard
Governor lead	Elizabeth Williams

Disadvantaged pupil performance overview

KPI	2020	2019	2018	2017
Progress 8	Centre-assessed grades were awarded in 2020 due to the COVID-19 pandemic.	-0.11 (Nat. -0.44)	-0.22 (Nat. -0.44)	+0.20 Sig + (Nat. -0.40)
Ebacc entry		37.5% (Nat. 26.9%)	16.7% (Nat. 26.4%)	60% Sig + (Nat. 25.5%)
Attainment 8		45.90 Sig+ (Nat. 36.60)	38.50 (Nat. 36.80)	44.00 (Nat. 37.10)
Percentage of Grade 5+ in English and maths		42% Sig+ (Nat. 24.4%)	33% (Nat. 24.9%)	26% (Nat. 24.5%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21

Percentage of Grade 5+ in English and maths	Achieve top quartile for English and maths 5+ scores for similar schools	Sept 21
Attendance	Close attendance gap between disadvantaged and non-disadvantaged pupils	Sept 21
Ebacc entry	To improve the proportion of disadvantaged pupils entered.	Sept 21
Engagement in wider-curricular	To be in-line with non-disadvantaged pupils (particular focus on 'super-curricular' offer)	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment and retention of high-quality teaching staff, including specialist staffing in English and Maths to allow for intervention.
Priority 2	Investing in regular research-focused professional development for staff to ensure quality first teaching in all subjects.
Barriers to learning these priorities address	Ensuring ALL students have access to the highest quality teaching, regardless of prior ability, within and outside of school.
Projected spending	£72,830

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading & literacy interventions across KS3 for low-attaining disadvantaged students and research-informed reading trials for reluctant readers.
Priority 2	Small-group tutoring in English & Maths for low-attaining disadvantaged KS4 students.
Barriers to learning these priorities address	Lower literacy & numeracy levels on entry (which also affect other subjects)
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance 'focus groups' with lowest-attending students, starting with attendance workshop for each year group with the aim of diagnosing root issues behind low attendance. This will inform the planning for the SMS 'nudge' scheme to improve disadvantaged student attendance and parental engagement.
Priority 2	Improve the targeting of wider-curriculum offers for our disadvantaged pupils (particularly extending through 'super-curricular' targeting).
Barriers to learning these priorities address	Attendance of disadvantaged pupils is not yet in-line with non-disadvantaged, resulting in greater lost learning time.
Projected spending	£5000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resources are available for high quality professional development.	One period per fortnight protected on timetable of all staff for collaborative CPL. PP lead to work closely with member of staff appointed as 'Research-lead' to ensure CPL is informed by the latest research.
Targeted support	Ensuring enough time is available for such targeted support and that intervention is aligned with in-class teaching & learning.	Using tutor time for selected students to take part in the support, as well as KS3 'library lessons' which are already on the timetable. KS4 students can be removed from non-examination subjects on timetable and use of Mon5 'study support' slot. Use of after school slots for tutoring (organised with parents) and online tutoring organised for time students are at home. Assistant curriculum leads will communicate effectively with intervention staff as a 'bridge' between the deliveries.
Wider strategies	Engaging some of our historically most disengaged parents Engaging our disadvantaged students in taking part in 'super-curricular' activities.	Key members of staff forming relationships with families in order to provide them with the necessary support. Key targeting of disadvantaged students with potential through discussions with subject leads and teachers.

Review: last year's aims and outcomes

Aim	Outcome
Progress 8	Top 15% of similar schools for disadvantaged pupil performance, average over last 3 years (<i>currently achieving target</i>) https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/heathfield-community-college-tn21-8rj/
Attainment 8	Top 25% of similar schools for disadvantaged pupil performance, average over last 3 years (<i>currently achieving target</i>)

Percentage of Grade 5+ in English and maths	Top 30% of similar schools for disadvantaged pupil performance, average over last 3 years (<i>currently not achieving target</i>)
Attendance	PP attendance has improved every year for past 4 years, as has the gap (-2.62% at March '20)
Engagement in wider-curricular	No gap re extra-curricular engagement as of March '20.

PUPIL PREMIUM TIERED MODEL

Heathfield Community College,
East Sussex.

1 Teaching

Quality first teaching supported by regular research-focused professional development.

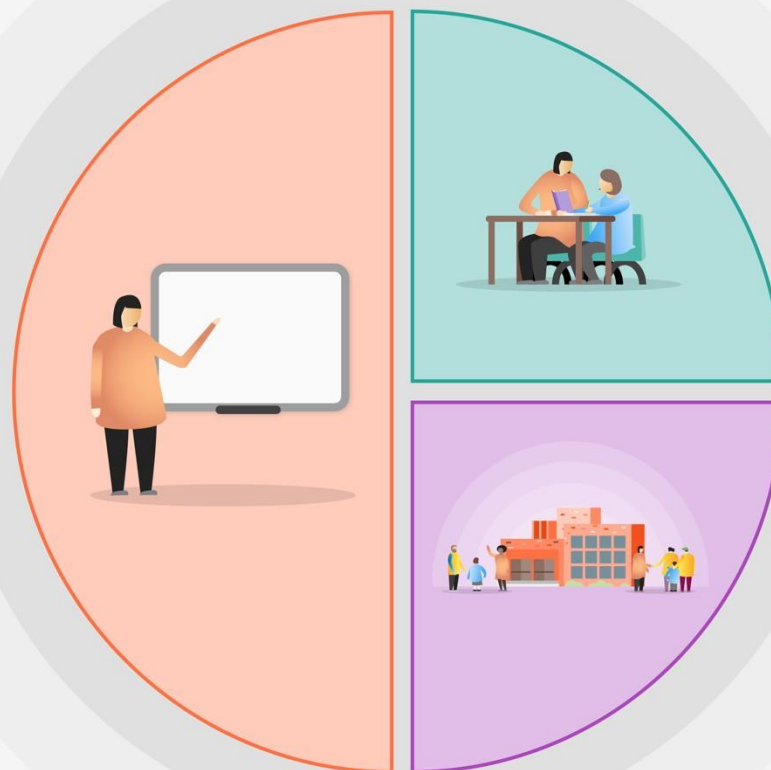
Recruitment & retention of high-quality teachers, including appropriate staffing in core subjects to provide additional support to low-attaining disadvantaged students.

A focus on wave 1 intervention in the classroom to ensure that gaps are closed quickly and efficiently. Strategic targeted use of Wave 2 subject-specific intervention

Whole school focus on tier 2 and 3 subject-specific vocabulary to continually challenge students.

Foster a reading culture; 'Active reading' at the start of lesson 5 every day. & Heathfield Reads and Reading Awards

A culture of evidence-informed, research-lead CPD, with regular input on our provision for disadvantaged students. To be consolidated by one protected period a fortnight for all staff to work collaboratively on pedagogical development.



2 Targeted academic support

Reading & literacy interventions across KS3 for low-attaining disadvantaged students.

Research informed Reading trials for reluctant readers.

Subject tutoring support for low-attaining Y10 & 11 students in English & Maths

Subject-specific support once a week

3 Wider strategies

Foster a culture of high aspiration including prioritized career meetings, links with Universities & Employers

Improved attendance in key disadvantaged groups through attendance workshops & SMS 'nudge' scheme (inc. parental engagement)

Provision of all necessary materials.

Continue to target increased engagement in extra and super-curricular activities and wider-school life

The Year 7 Literacy and Numeracy Catch-Up Premium 2019-20

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?

In 2019-20 HCC received £16,239. This was provided to support 30 students in English and Maths.

Strategy 2019-20

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 were planned to be removed/added to the programme based on:

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

These assessments were planned to take place at the end of terms 2, 4 and 6.

How was the money spent in 2019-20?

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

Due to the restricted opening of the College from Monday 23rd March 2020 as a result of the COVID-19 pandemic, it was not possible to track the progress that Y7 catch-up students made (in terms of improved literacy) during the course of 2019-20. Students had initial reading age assessments and baseline assessments during terms 1 and 2 but these could not be carried out in other terms.

Wave 1 intervention (informed by baseline assessments and KS2 question level analysis) was delivered by classroom teachers during terms 1 and 2, but it is not possible to report on the impact of these interventions.

However, these students (who are now in Year 8) will have the same Wave 1 and Wave 2 interventions (described above) delivered by the English Department throughout 2020-21.

Maths

Due to the restricted opening of the College from Monday 23rd March 2020 as a result of the COVID-19 pandemic, it was not possible to track the progress that Y7 catch-up students made (in terms of improved numeracy) during the course of 2019-20. Students had initial numeracy and key skills baseline assessments during terms 1 and 2 but these could not be carried out in other terms.

Wave 1 intervention (informed by baseline assessments and key skills assessments analysis) was delivered by classroom teachers during terms 1 and 2, but it is not possible to report on the impact of these interventions.

However, these students (who are now in Year 8) will have the same Wave 1 and Wave 2 interventions (described above) delivered by the Maths Department throughout 2020-21.