

HAILSHAM COMMUNITY COLLEGE  
ACADEMY TRUST

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*'Be the very best you can be'*

**Pupil Premium Statement 2020-21**  
**Secondary**

**Year 7 literacy & numeracy catch up premium**

**2019-20 Review**



**October 2020**

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hailsham Community College
Pupils in school	1057 (secondary)
Proportion of disadvantaged pupils	24.6% (national average 15.9%)
Pupil premium allocation this academic year	260
Academic year or years covered by statement	2020/2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Carol Maxwell
Pupil premium lead	Rose Newman
Governor lead	Ruth Hillman
Pupil Premium Allocation	£248,300

## Disadvantaged pupil performance overview for last academic year

	2020	2019
Progress 8	Centre-assessed grades were awarded in 2020 due to COVID-19.	-0.55
Attainment 8		32.6
EBacc score		2.43
Percentage of Grade 4+ in English and maths		10%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To improve Progress 8 score from 2019 starting point to positive	Sep 2021
Attainment 8	To improve Attainment 8 score from 2019 starting point so it is line with national average (46.7%)	Sep 2021
Percentage of Grade 4+ in English and maths	Achieve national average English and maths 4+ scores thereby improving from 2019 starting point	Sep 2021

Attendance	Improved attendance rates among Pupil Premium students to in line with national average	Sep 2021
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## Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure students are receiving consistently high-quality teaching and learning across all subjects, particularly in English and Maths by high-quality teaching staff.
Priority 2	Monitoring teaching and learning to share good practice in all subjects and identifying areas for further development and research focused CPD.
Barriers to learning these priorities address	Teaching needs to be of a consistently high standard for all students and particularly in classes with high volume PP students.
Projected spending	£197,391

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve reading and literacy levels across KS3 for low-attaining disadvantaged students. Link with the use of Bedrock, Lexia interventions and piloting the use of Skills academy (Literacy Lead & literacy specialist teacher led)
Priority 2	Develop the use of Pupil Progress Coaches to provide academic mentoring for students identified who are at risk of not making expected progress. Allocate extra capacity teachers to high volume PP classes to lead small group interventions and 1:1 support. TA3 TA's to lead small group interventions and 1:1 support in English and Maths. Aspire team to lead small group interventions and 1:1 support in English, Maths and Science.
Barriers to learning these priorities address	Low level literacy and numeracy on entry.
Projected spending	£24,442

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance among PP students to reduce the amount of persistent absence among this group by using daily support phone calls and SMS check ins. Use of attendance consultant, House Leaders, Pastoral Support Assistants and PPI coaches to

	<p>identify root causes and signpost support for students and families.</p> <p>Regular reviews to monitor progress using assess, plan, do and review model.</p>
Priority 2	<p>Ensure all PP students have the learning resources they need to access the full curriculum (laptop priority to year 10 and 11 students, revision guides, subject specific resources, trips etc).</p> <p>Champions hour to be available to all students in all year groups daily, in a computer room overseen by specialist support staff.</p>
Priority 3	<p>Raise aspirations among PP students, linked with careers support/advice in regular 1-1 meetings, including support to complete college applications/next steps.</p> <p>Motivation and engagement support led by KS3 and KS4 leads including 12 rocks (Andrew Wright)</p>
Barriers to learning these priorities address	Attendance and motivation are an existing concern among disadvantaged students.
Projected spending	£26,467

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring PP students are always at the forefront of subject teachers planning and delivery.	<p>Communication with DoLs, sharing of good practice and monitoring teaching to inform research led CPD.</p> <p>Regular briefing reminders to staff.</p>
Targeted support	Ensuring intervention is effective and focussed on the students who will respond and in the classes with the highest percentage of PP pupils.	<p>Termly review of PP coaches' target group of students, based on data capture and emerging needs ensuring a holistic approach.</p> <p>Clear entrance and exit points for interventions with under allocated teachers and TA3 support staff.</p> <p>Liaising regularly with Directors of Learning and KS3 and KS4 leads to ensure joined up approach.</p> <p>Reviewing Progress 8 scores after data captures and targeting relevant support.</p>

		Online tutoring for identified students for period student at home.
Wider strategies	Improving attendance of PP students and supporting families facing barriers	Attendance priority calls and texts, liaising with Pastoral team, home visits, support with transport where possible.

### Review: last year's aims and outcomes (2019-20)

Aim	Outcome
<p>Aim: Improved progress rates for all groups at GCSE.</p> <p>Success criteria: A positive progress 8 score for all groups including disadvantaged at GCSE</p>	<p>Due to Covid-19 centre assessed grades were used for 2019-20. NCER comparable data indicates our progress 8 score for all disadvantaged students was slightly above ESCC and national averages. (<i>Target achieved</i>)</p>
<p>Aim: A curriculum, enrichment and intervention programme that meets the needs of all students with a focus on disadvantaged boys.</p> <p>Success criteria: A positive progress 8 score for all groups including disadvantaged at GCSE.</p>	<p>Due to Covid-19 centre assessed grades were used for 2019-20. NCER comparable data indicates our progress 8 score for boys in the disadvantaged group was below ESCC and national averages. (<i>Target not achieved</i>)</p>
<p>Aim: Increased attendance rates for all students.</p> <p>Success criteria: Attendance equal to 95% or greater, PA to be 10% or below.</p>	<p>Whole school attendance was impacted throughout term 3 due to heightened community concerns regarding Covid 19. Schools were instructed to close to the majority of pupils in mid March 2020 and attendance data from this date is therefore statistically void. (<i>Target not achieved</i>).</p>
<p>Aim: Development of character and engagements – students demonstrating an aspirational approach and fully engaged in classroom learning.</p> <p>Success criteria: Exclusions data to remain below national and show declining trend. Reward points to show increasing trend over time.</p>	<p>With acknowledgment that schools were closed to most pupils for part of this 2019-20 year, our exclusion rates have declined overall by 25% for PP students and data for 2020-21 evidences a continued trend.</p> <p>No permanent exclusions were recorded in 2019-20. (<i>Target achieved</i>)</p> <p>Fixed term exclusions for 2019-20 for PP students is 65% compared to previous year 2018-19 which was 75%, showing a declining trend with an acknowledgement of the impact of Covid-19 circumstances on this data.</p> <p>Reward points for 2019-20 show a 49% increase for PP students. (<i>Target achieved</i>).</p>

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

## **What is it?**

The catch-up premium gives state-funded schools, including special schools and alternative provision settings, 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). In 2019/20, the government allocated funding to schools on the basis that they receive the same overall amount of catch-up premium funding they received in 2016 to 2017 but adjusted it to reflect the percentage change in the size of their year 7 cohort, based on the October census.

## **How much is it?**

The amount HCC received in March 2020 was £30,353

## **Strategy 2019-20**

Nov 2019 adverts were placed to recruit a Higher-Level Teaching Assistant/TA3, line managed by the core Director of Learners (DoL's) to support the progress of those in year 7 and 8 not making expected progress.

24<sup>th</sup> Feb 2020 – Maths HLTA recruited. This member of staff supports identified gaps in student's learning through in class small group work, and individual support in class. The focus is Maths proficiency of essential maths functions to allow access to the wider curriculum.

3<sup>rd</sup> Sept 2020 – 2 x English HLTA recruited. The focus of this role is functional reading comprehension and speed for English. The member of staff supports identified gaps in student's learning through in class small group work, out of class small group interventions and 1 to 1. The focus is functional reading comprehension and speed for English, to allow access to the wider curriculum.

The appointment of TA3 level staff ensure that robust planning, assessment and feedback can be undertaken by the postholder on a long-term basis rather than the support role of a TA2 or short-term nature of an external intervention.

## **Academic year 2019/20**

### **Maths**

On appointment of the Math HLTA in Feb 2020 a cohort of students was identified by the DOL Maths based on previous assessment data. The advent of the Covid pandemic in March 2020 meant that impact assessment of the model of support for this short period of time was not possible. During the closure of the school, the maths HLTA supported with online Live Lessons as well as the provision for vulnerable students and children of critical key workers.

### **English**

On appointment of the English HLTA's in September 2020 and January 2021 a cohort of students was identified by the DOL English based on previous assessment data. The advent of the Covid-19 pandemic in March 2020 meant that impact assessment of the model of support for this short period of time was not possible. During the closure of the school, the English HLTA supported with online Live Lessons, differentiation of work for vulnerable students including supporting the provision for vulnerable students and children of critical key workers.

## **Academic year 20/21**

Please see Covid catch up premium report.