

**Hylands School**  
**Pupil Premium Review**  
**2016-2017**



**Hylands**

## Overview of the school

| Overview of the school 2016/2017        |                 |
|---|-----------------|
| Total number of pupils on roll          | 776             |
| Total number of pupils eligible for PPG | 227             |
| Amount of PPG received per pupil        | £935            |
| <b>Total amount of PPG received</b>     | <b>£212,245</b> |

## Summary of Pupil Premium Spending

### Objectives in spending pupil premium:

- The aim of Hylands School is to completely remove the gap in attainment between disadvantaged students and other students by ensuring that they make exceptional progress throughout the school.
- The Pupil Premium funding will be used to provide additional educational support to improve the progress and to raise the standard of achievement for disadvantaged students in all subject areas across Key Stage 3 and 4;
- The funding will also be used to help raise the attendance of disadvantaged students so that it is in line with other students;
- We will ensure that disadvantaged students will have additional pastoral support to allow them to achieve their potential and allow them to exhibit the attitude to learning that promotes progress;
- The funding will also be used to improve the engagement of parents with the school to promote the raising of aspirations.

### Summary actions taken:

- Additional classes in curriculum areas to allow more effective teaching through select groups of students.
- Providing targeted one-to-one/one-to-three tuition, focussing on literacy and numeracy, as a “catch-up” programme for students working below age-related expectations in order to improve access to the whole curriculum.

- Providing High Level Teaching Assistants to support in English and maths lessons in order to target interventions and accelerate progress.
- SENCo to manage interventions and the development of alternative teaching strategies and individual programmes where necessary, tracking pupil progress and meeting with parents/ carers to ensure students make the best possible progress.
- Ensuring all children have access to a wide range of new and challenging enrichment opportunities.
- Provide additional pastoral support specifically for disadvantaged students with access to school learning opportunities and teachers.
- Homework sessions to support disadvantaged students with the means to access curriculum and home learning on site after normal school hours.
- Internal intervention sessions to raise attainment and progress of disadvantaged students by supporting identified groups of learners during period 1, at lunch time and after school.
- Provide learning resources to ensure that all disadvantage students do not fall behind in their learning as a result of a lack of academic materials such as revision guides, exam papers, reading books and access to online recourses.
- Provide access to external curriculum and study skills based workshops to help raise attainment and progress of disadvantaged students.
- Academic visits, such as university trips, to raise awareness of post Key Stage 4 and 5 education and raise aspirations.
- Provide opportunities for extra-curriculum activities that will enable disadvantaged students to experience a wider range of activities to raise aspirations.
- Monitor the progress and attainment of disadvantaged students by all staff in order to inform invention strategies.
- Individual support for EAL students including appointment of specialist Teaching Assistant and completion of first language GCSE.
- Introduction of alternative courses and qualifications taught in small groups through the 'Foundation Learning' and Vocational Programme' at Key Stage 4.
- Tracking and support of good attendance through the use of a School Attendance Officer.

| Activity   | Aim   | Outline of initiative  | Cost    | Impact  |
|--|---|--|---------|---|
| <b>Additional maths, English and Science teachers</b>                          | Access to the best teachers, and best learning experience, allowing more effective teaching through select groups of students increasing AFL and peer tutoring opportunities. | Additional classes and staffing in curriculum areas<br>Employment of RM to bridge the gap for PPG students from primary - secondary<br>Employment of KS and JAS specifically to fulfil targets | £40,000 | The gap between disadvantaged and non disadvantaged students has narrowed for the vast majority of year groups, including year 11 results.  |
| <b>Improved pastoral support to improve social interactions and confidence</b> | Increased Attendance. Decreased fixed term exclusions for PPG students. Reduced numbers of classroom removal incidents. Calmer site and behaviour across year 9               | Additional Pastoral Support Manager appointed for year 9 – RC + on-costs   | £20,000 | The number of exclusions for disadvantaged students has decreased from 19.5% to 16.1%.<br><br>Attendance has increased from 87.4% to 89.8%. |
| <b>Improve access to the curriculum</b>  | Supporting disadvantaged students with the means to access curriculum and home learning on site after normal school hours.  | Attainment and progress of year group shows no gap, or PPG students achieve greater than national Attainment and progress.   | £3,7000 | The GAP for our students is closing compered to NA non-PPG!   |
| <b>1 to 1 after school intervention</b>  | Raising the attainment and progress of disadvantaged learners through focused curriculum revision and intervention sessions both on and off site throughout the year.         | One to One/ One to One Three Tuition after school for identified students  | £20,000 | 50% of PP students attending counselling achieved expected progress in English and maths.   |

| Activity  | Aim  | Outline of initiative   | Cost   | Impact   |
|---|--|---|--------|--|
| <b>Increased AFL, Feedback and metacognitive techniques to be used with greater impact, as well as peer tutoring.</b> | Attainment and progress of year group shows no gap, or PP students achieve greater than national Attainment and progress.  | Additional set in years 10 and 11 maths<br>Additional sets in KS3 Eng and maths   | £8,000 | Outcomes for disadvantaged students are improving and the gaps between other students are narrowing. |
| <b>Provision of academic resources</b>  | Ensuring that all disadvantaged learners do not fall behind in their learning as a result of a lack of academic materials such as revision guides, exam papers, reading books and access to online resources.                              | Learning resources provision<br>Maths watch licences for PPG students   | £5,000 | GCSE results indicate that disadvantaged students are making more progress than previous years.      |
| <b>Improve literacy across all disadvantaged students, not just SEN – needs to be a focus for all</b>                 | Increased use of the Lexia program to develop non-SEN PPG students' literacy and confidence<br>Pupils attend intervention<br>Pupils reading ages rise<br>Pupils performances tracked and fed back to SEN / Tutors / English as appropriate | Assess PPG reading levels at regular periods to identify where to focus reading catch up and support<br>(C Marven)<br>Monday morning Lexia intervention | £5,000 | Pupils successfully tracked<br>Intervention very successful in most cases                            |

| Activity  | Aim  | Outline of initiative  | Cost     | Impact  |
|---|--|--|----------|---|
| <b>Improved cultural reading</b>  | Specifically focused on narrowing the attainment and progress gap of male students and disadvantaged students across all subjects through reading and increased literacy skills such as ZPD  | Accelerated reader licenses<br>Regular Star tests<br>Tutor and English lesson time to support extra time reading<br>Assess PPG reading levels at regular periods to identify where to focus reading catch up and support<br>(C Marven) | £10,5000 | Literacy skills for student who entered the school below expected levels in year 7 had reached their expected level by the end of the year. |
| <b>Raising the awareness of KS5 and university education options for disadvantaged students through trips</b> | PPG students are found some form of education, training or employment<br>PPG students supported into the Sixth form at Hylands to begin A levels<br>PPG students achieve in line with their Non-PPG counterparts in the core provision of the school | Academic trips, specially focused on Red Brick Universities.<br>% Connections support from Wendy Wood  | £5,000   | Disadvantaged students in KS5 achieved a value added score of -0.19 compared with -0.3 for other students.                                  |
| <b>Access to enrichment and cultural capital</b>  | PPG students able to access all activities led by the school to support the curriculum and their development   | Ensure all letters home make parents and students aware of the possible support available<br>Peripatetic music lessons for PPG students provided for free  | £3,000   | All students applying for access and support for activities had these requests granted  |

| Activity  | Aim  | Outline of initiative  | Cost        | Impact  |
|---|--|--|-------------|---|
| <b>Attendance officer focus on disadvantaged students</b> | To ensure that punctuality and attendance of disadvantaged students is in line with whole school target and national average and allows parity with non-disadvantaged students | EWO working with PA students, plus monitoring of attendance of all disadvantaged students and working with the families of students who are in danger of becoming PA | £5,000      | The number of disadvantaged students that are PA has decreased from 32% to 30.7% with attendance raising from 87.4% to 89.8%. |
| <b>School Uniform Fund</b>                                | Provision of school uniform funding for those disadvantaged students who are vulnerable  | Pupils who at risk of becoming disaffected or PA's due to home circumstances are offered funding school uniform replacement  | £3,000      | All PP students attended school and had the correct uniform.  |
|   |  |  | £256,000.00 |   |

## Appendix 1: GC SE Results 2017

|                                     | All   | PP    | Non PP | 2016<br>GAP | Year 11 PP GAP |
|-------------------------------------|-------|-------|--------|-------------|----------------|
| Cohort                              | 103   | 43    | 60     |             |                |
| Attainment 8                        | 4.20  | 3.93  | 4.41   | -1.61       | -0.48 ↑        |
| Progress 8                          | -0.33 | -0.43 | -0.26  | -0.89       | -0.17 ↑        |
| 9 – 5 in English & maths            | 22%   | 15%   | 27%    |             | -12%           |
| 9 – 5 in English                    | 40%   | 33%   | 46%    |             | -13%           |
| 9 – 5 in maths                      | 30%   | 24%   | 35%    |             | -11%           |
| 9 – 4 in English & maths            | 51%   | 44%   | 56%    | -23%        | -12% ↑         |
| 9 – 4 in English                    | 57%   | 50%   | 62%    | -24%        | -12% ↑         |
| 9 – 4 in maths                      | 61%   | 54%   | 65%    | -22%        | -11% ↑         |
| EBacc Entries                       | 33%   | 33%   | 33%    |             | 0%             |
| Achieving the EBacc (Standard Pass) | 15%   | 13%   | 16%    | -14%        | -3% ↑          |



|                                   |     |    |     |  |     |
|-----------------------------------|-----|----|-----|--|-----|
| Achieving the EBacc (Strong Pass) | 12% | 9% | 14% |  | -5% |
|-----------------------------------|-----|----|-----|--|-----|

## Appendix 2: KS4 End of Year 10 Data

|                          | All   | PP    | Non PP | Year 10 PP GAP |
|--------------------------|-------|-------|--------|----------------|
| Cohort                   | 101   | 37    | 64     |                |
| Attainment 8             | 4.12  | 3.94  | 4.23   | -0.29 ↔        |
| Progress 8               | -0.24 | -0.47 | -0.07  | -0.4 ↓         |
| 9 – 5 in English & maths | 39%   | 38%   | 39%    | -1% ↑          |
| 9 – 5 in English         | 46%   | 43%   | 47%    | -4% ↑          |
| 9 – 5 in maths           | 53%   | 54%   | 52%    | 2% ↑           |
| 9 – 4 in English & maths | 59%   | 57%   | 61%    | -4% ↑          |
| 9 – 4 in English         | 63%   | 62%   | 64%    | -2% ↑          |
| 9 – 4 in maths           | 76%   | 68%   | 81%    | -13% ↓         |
| EBacc Entries            | 33%   | 30%   | 41%    | -11% ↓         |

|                 | All | PP  | Non PP | Year 10 PP GAP |
|-----------------|-----|-----|--------|----------------|
| Achieving EBacc | 18% | 22% | 34%    | -12% ↓         |

### Appendix 3: KS3 End of Year Data

|                                   | Year 7 PP GAP | Year 8 PP GAP | Year 9 PP GAP |
|-----------------------------------|---------------|---------------|---------------|
| At Expected Progress English      | -20%          | -7%           | -5%           |
| Above Expected Progress English   | -13% ↓        | -8% ↔         | 11% ↑         |
| At Expected Progress Maths        | -25% ↓        | -4% ↑         | 20% ↑         |
| Above Expected Progress Maths     | -23% ↓        | -11% ↔        | 0% ↑          |
| At Expected Progress Science      | -15% ↓        | -22% ↓        | 19% ↑         |
| Above Expected Progress Science   | 1% ↑          | -16% ↓        | 2% ↑          |
| At Expected Progress French       | 0% ↑          | 0% ↑          | 25% ↑         |
| Above Expected Progress French    | 0% ↑          | 0% ↑          | 0% ↑          |
| At Expected Progress Spanish      |               | -1% ↑         | -10% ↔        |
| Above Expected Progress Spanish   |               | -11% ↔        | -5% ↑         |
| At Expected Progress History      | -19% ↓        | -6% ↑         |               |
| Above Expected Progress History   | -18% ↓        | -11% ↔        |               |
| At Expected Progress Geography    | -21% ↓        | -7% ↔         |               |
| Above Expected Progress Geography | -23% ↓        | -9% ↔         |               |

|                                    | Year 7 PP GAP | Year 8 PP GAP | Year 9 PP GAP |
|------------------------------------|---------------|---------------|---------------|
| At Expected Progress Computing     | 0% ↑          | 0% ↑          |               |
| Above Expected Progress Computing  | 0% ↑          | 0% ↑          |               |
| At Expected Progress Art           | -11% ↔        | 5% ↑          |               |
| Above Expected Progress Art        | -2% ↑         | 5% ↑          |               |
| At Expected Progress Drama         | 0% ↑          | 10% ↑         |               |
| Above Expected Progress Drama      | 0% ↑          | 9% ↑          |               |
| At Expected Progress Music         | -20% ↓        | 6% ↑          |               |
| Above Expected Progress Music      | -19% ↓        | 6% ↑          |               |
| At Expected Progress Technology    | -19% ↓        | 6% ↑          |               |
| Above Expected Progress Technology | -19% ↓        | 7% ↑          |               |
| At Expected Progress PE            | 0% ↑          | 0% ↑          |               |
| Above Expected Progress PE         | 0% ↑          | 0% ↑          |               |
| At Expected Progress RS            | 0% ↑          | 0% ↑          |               |
| Above Expected Progress RS         | 0% ↑          | 0% ↑          |               |