

The Hollins High School



Disadvantaged strategy statement

Spend Plan

(Published January 2021)

Strategy aims for disadvantaged pupils – use of funding in addition to staffing

Aim	Target	Review date
1. High levels of progress in reading and English for all disadvantaged pupils.	KS3 and KS4 - diminish the attainment & progress gaps between disadvantaged pupils and their peers.	Sept 21
2. All disadvantaged pupils to become more competent and confident mathematicians who make at least expected progress.	KS3 and KS4 - diminish the attainment & progress gaps between disadvantaged pupils and their peers.	Sept 21
3. Quality first teaching to have high expectations for all and from all.	Continue to ensure high quality teaching for ALL pupils.	Ongoing
4. Improved behaviour of disadvantaged pupils.	Reduction in % of fixed term exclusions for disadvantaged pupils. Reduction in % of negative behaviour points attributed to DP's. Increase in % of rewards for DP's.	Sept 21
5. Improved parental engagement of our disadvantaged families.	Improved attendance, communication and relationships with disadvantaged parents.	Sept 22
6. Improve quality of CEIAG Reduce NEET levels for disadvantaged pupils to maximise future educational/life chances	Ensure all disadvantaged pupils have a clear journey and pathway specific to them, raising aspirations and in turn attendance and progress. Improve NEET figure for disadvantaged pupils to 0.	March 21 Sept 21
7. Implement support to ensure attendance compared to national comparators is at least on a par. Implement strategies to ensure the impact of Co-vid on attendance is reduced for disadvantaged pupils.	% no less than national average.	Sept 21
8. Maintain and develop opportunities through our extended curriculum to further engage and raise aspirations of our Disadvantaged Pupils.	Further develop the provision and opportunities on offer for extracurricular activities across all departments. Continue to develop the extended schools programme to provide enrichment opportunities for DP's. Over expose DP's to opportunities to enhance their character through our 7 core values.	Sept 22

Disadvantaged Strategy

Teaching priorities for current academic year and planned spending.

Measure	Activity	Impact & Accountability
<p>Literacy/English: 1a) All pupils eligible for PP to become more fluent and confident readers who make measurable progress towards attaining and maintaining their reading age.</p> <p>1b) Improve quality of homework and home learning tasks from pupils eligible for PP.</p> <p>1c) Identify key pupils in each English class that are not making expected progress.</p>	<p>Whole-school focus on reading as led by KBA/DKE.</p> <p>English department to use Accelerated Reader for selected KS3 pupils to maximise reading and comprehension.</p> <p>All pupils in KS3 will have a guaranteed weekly reading lesson to share texts and read independently.</p> <p>Free books given to all Y7 pupils through the national Bookbuzz scheme.</p> <p>Create a class library to allow for exchange of books while LRC unavailable.</p> <p>Reading Challenge spearheaded by LRI to improve engagement with reading in Y7 and Y8 before primary school 'good habits' are lost.</p> <p>Guided reading training given to English specialists and SEND department to offer intervention.</p> <p>Design a homework curriculum for each SoW that requires minimal resources, maximises time allowed for completion, and focuses on 'quick wins'.</p> <p>Provide models for each homework task so that standards are explicit and pupils are inspired.</p> <p>Horsforth quadrants completed by classroom teachers to detail the progress of all PP-eligible pupils in the group.</p> <p>Classroom teachers to follow KBA's intervention 'waves' to target groups of pupils in each quadrant.</p> <p>Identify up to 3 HPA PP-eligible pupils in each year group to focus on each term within classes/using DKE/other intervention who are not making expected progress, or may have fallen behind following lockdown and self-isolation due to coronavirus pandemic.</p> <p>KS4 revision guides for all core texts and English Language workbooks provided for free to PP-eligible pupils.</p>	<p>LEAD: KBA / PTU Implementation assured through:</p> <ul style="list-style-type: none"> STAR assessment (STAR tests, quiz results, ZPD progression) SLT line management of SLs Curriculum reviews, e.g. implementation of 'library lessons' without access to the LRC Observations/ drop ins/ learning walks of staff across school implementing reading strategies outlined by DKE, e.g. using pre-complex texts Pupil Reading Challenge logbooks Pupil voice <ul style="list-style-type: none"> QA process, e.g. defining departmental examples of excellence for models Pupil voice / work scrutiny Internal tracking data of homework 'scores' Individual class teachers responsible for following up on support with PP pupils identified with appropriate intervention strategies. KBA/PTU will oversee that this is being carried out effectively by the department and timetable regular departmental reviews to assess impact and make necessary adjustments. Summative assessments and gap analysis of key assessments for all year groups. Internal tracking and exam data DKE intervention/National Tutoring Programme/after-school sessions to be arranged in due course. Observations/ drop ins/ learning walks with focus on use of HPA strategies. Pupil voice to assess effectiveness of revision guides.
Projected spending	£36,532	
Numeracy/maths:		LEAD: JHO / NBR / JCR Implementation assured through:

<p>2a) All pupils eligible for PP to become more competent and confident mathematicians who make at least expected progress.</p>	<p>Ensure more problem-solving-type activities are carried out.</p> <p>Building resilience in pupils, i.e. not focusing on teacher-led lessons, and challenging pupils to work things out.</p> <p>Additional exposure to maths outside the curriculum via homework: KS3 MyMaths KS4 written homework Learning by question tasks Oak Academy lessons & resources Y11 Practice papers</p> <p>There has been a lot of time and training invested into developing remote learning and homework in light of coronavirus pandemic.</p>	<ul style="list-style-type: none"> ● SLT line management of SL's ● Curriculum reviews. ● QA process ● Work scrutiny ● Observations/ drop ins/ learning walks. ● Summative assessments and gap analysis of key assessments for all year groups. ● Pupil voice ● Impact measures of intervention strategies. ● Cross curricular impact on maths related questions. ● Discussion of identified PP pupils in department meetings.
<p>2b) Identify key pupils in each maths class that are not making expected progress.</p>	<p>Maths department looking to "raise the profile" of PP intervention and to identify up to 3 PP pupils to focus on each term within classes who are not making expected progress, or may have fallen behind following lockdown and self-isolation due to coronavirus pandemic.</p> <p>Wave 1 intervention: Interventions put in place to support the pupils in catching up and assessing their progress. Pupils discussed on a regular basis within departmental meetings and impact of measures are assessed.</p>	<p>Individual class teachers will be responsible for following up on support with PP pupils identified with appropriate intervention strategies.</p> <p>JHO will oversee that this is being carried out effectively by the department and timetable regular departmental reviews to assess impact and make necessary adjustments.</p>
<p>2c) Identify and address gaps in pupils' knowledge.</p>	<p>Gap analysis after every key summative assessment will allow to identify gaps in pupil's knowledge.</p>	<p>JHO/NBR will identify PP pupils who require support and create relevant intervention opportunities. Gap analysis will be used to identify areas of focus for given students. Intervention could include NTP, pre/after school intervention, academic maths mentor. TBA in due course.</p>
<p>2d) Identify KS4 PP pupils who may benefit from maths resources to support their learning.</p>	<p>JHO to organise pupil voice for KS4 students to ascertain if they would benefit from scientific calculators and revision guides.</p>	<p>JHO to oversee, in conjunction with LED, and submit relevant PP bid(s) for identified equipment. This could include scientific calculators, revision cards, revision guides/workbooks.</p>
<p>2e) Identify relevant wave 2/3 intervention opportunities to help support disadvantaged pupils whose education has been most affected by school closures due to coronavirus pandemic.</p>	<p>Identify the best way to support identified pupils in closing the attainment gap. This includes:</p> <ul style="list-style-type: none"> ● NTP Tuition partners ● NTP Academic mentors ● In house intervention with identified pupils. 	<p>JHO to liaise with SHA/PHA in identifying which intervention will provide greatest impact and utilise the catch up fund most effectively. JHO to update GHU accordingly in due course.</p>
<p>.</p>	<p>KS3 maths classes are mixed ability classes for 5 out of 6 classes. This helps to support progress for lower attaining pupils by having the ability to work with more-able pupils in the subject and working on problem-solving and reasoning tasks.</p>	<p>JCR, in his role as Maths lead practitioner responsible for developing teaching and learning within the department to improve the problem-solving and reasoning skills of pupils.</p>
<p>2f) An increased focus in the classroom on problem-solving and pupil lead learning.</p>	<p>Fortnightly teaching and learning sessions are held for the whole department in focusing more on</p>	

	<p>problem solving and reasoning in teaching practices.</p> <p>EEF states that mastery learning has moderate impact for very low cost based on moderate evidence. Lower attaining pupils may gain more from this strategy than high attaining pupils, by as much as one or two months' progress.</p> <p>Typically, our pupils have struggled with these types of questions and over exposure to them will prepare them fully for the nature of the exam.</p>	
Projected spending	£38,556	
<p>General Teaching and Learning</p> <p>3a) To have high expectations for all and from all.</p> <p>3b) Continue to ensure high quality teaching for ALL pupils. Teachers to aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p>3c) Continue to ensure all disadvantaged pupils receive high quality feedback that allows the pupils to revisit and correct misconceptions.</p> <p>3d) Teachers to continue to provide mastery learning for all pupils.</p>	<p>We teach mixed ability classes and our teachers must have high expectations for all our pupils regardless of their starting point. Teachers to teach to the top and provide appropriate scaffolding when needed.</p> <p>Teachers to use characteristics of great lesson: questioning, challenge, modelling, explanation, practice.</p> <p>Develop different approaches to feedback that allow teachers to maintain meaningful dialogue with disadvantaged pupils both in person and remotely.</p> <p>Research evidence https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Pupils work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content. Pupils who do not reach the required level are typically provided with peer support, small group discussions, or homework so that they can reach the expected level.</p>	<p>Implementation assured through:</p> <ul style="list-style-type: none"> ● SLT line management of CLs ● Curriculum reviews. ● Work scrutiny ● Observations/ drop ins/ learning walks. ● Exam analysis ● Pupil voice ● Lesson planning / schemes of work

<p>3e) Teachers to continue to meet individual learning needs for all.</p> <p>3f) Improve the provision of devices for disadvantaged pupils.</p>	<p>Research from the T&L toolkit: Cost: Low; Progress: +5 months</p> <p>Teachers identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Teachers focus on providing targeted support for under-performing pupils by seeking out teaching and learning strategies best suited to addressing individual needs.</p> <p>Ensure disadvantaged pupils have an appropriate device to complete their remote learning and homework on.</p>	<p>DHA / YC / GHU</p>
<p>Projected spending</p>	<p>£2500</p>	

Targeted academic support for current academic year

Measure	Activity	Impact & Accountability
<p>Improved behaviour of disadvantaged pupils.</p> <p>4a) A reduction in the percentage of behaviour points attributed to disadvantaged pupils – these should reflect the % of DP's in the cohort rather than exceed it.</p> <p>4b) To reduce the percentage of exclusions, for disadvantaged pupils.</p> <p>4c) Disadvantaged pupils are over exposed to character education through our 7 core values.</p> <p>4d) DP's will receive more praise through a variety of whole school strategies.</p>	<p>Weekly monitoring of behaviour and appropriate early intervention to support improvement. The HOY to monitor and assess the types of behaviours evident in school and implementing appropriate strategies to improve.</p> <p>Further develop appropriate and effective alternative provision for disadvantaged pupils at risk of exclusion.</p> <p>Develop the character education of our pupils giving them the values and skills needed to support their learning but also to be a respected member of The Hollins wider community. YC's to lead on ensuring the disadvantaged pupils within their year group are over exposed to opportunities to develop the 7 values.</p> <p>Praise and rewards for disadvantaged pupils will improve their attitude to learning and engagement within lessons.</p> <p>Develop termly celebration assemblies to celebrate, share and showcase the successes and achievements of our pupils, which in turn will breed success, encouraging all pupils to strive to succeed.</p> <p>Employment of Pastoral Support Worker for targeted/bespoke intervention to all disadvantaged pupils who are receiving higher volume of behaviour incidents around school.</p> <p>Investment in the Respect room to reduce the time pupils are not in school and allow bespoke intervention.</p> <p>Research evidence https://educationendowmentfoundation</p>	<p>LEAD: DHT & AHT Implementation assured through:</p> <ul style="list-style-type: none"> ● Line management of pastoral and safeguarding team. ● Attendance and exclusion data. ● Synergy behaviour and reward data. ● Information and data share from internal and external exclusion units.

	.org.uk/school-themes/pupil-engagement-behaviour/	
Projected spending	£44,784	
To ensure parental engagement is developed to improve attendance, communication and relationships with DP's parents.	<p>Introduce an online system using Synergy to further improve the monitoring of parental attendance.</p> <p>Parent information evenings will be based around how parents can help support their child's learning as opposed to talking at them and disseminating information.</p> <p>Form tutor parents' evenings where hospitality and a welcoming "community" feel are extended to all parents.</p> <p>Phone calls are made to "difficult to reach" parents prior to parents' evenings to ensure that we have removed any barriers to their attendance.</p> <p>Research evidence https://www.educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	<p>LEAD: AHT / DHT Implementation assured through:</p> <ul style="list-style-type: none"> • Line management YC / SL. • Engagement data. • Pupil voice / parent voice. • Data linked to Synergy access.
Barriers to learning these priorities address	<p>A: literacy skills B: low prior attainment C: pastoral issues D: attendance rates E: low aspirations F: study skills</p>	
Projected spending	£41,575	

Wider strategies for current academic year

Measure	Activity	Impact & Accountability
Ensure that the school provides an effective careers programme that offers all disadvantaged pupils careers advice, contact with employers and enables disadvantaged pupils to make informed choices about their next steps.	<p>CEIAG lead to ensure the school is highly successful across all eight Gatsby benchmarks for CEIAG</p> <p>All disadvantaged pupils and parents have access to high quality information about future career choices and labour market opportunities.</p> <p>Improve NEET levels for disadvantaged pupils to maximise future educational/life chances.</p> <p>Develop and implement use of START programme to support and monitor all pupils CEIAG journey through school and beyond.</p> <p>Employment of CEIAG lead to strategically lead and implement the above.</p> <p>Research evidence https://www.educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-</p>	<p>LEAD: GHU Implementation assured through:</p> <ul style="list-style-type: none"> • Line management of CEIAG lead • QA of CEIAG • START and tracker report analysis • CEIAG map • CEIAG strategy plan reviews • Parent voice • Pupil voice • Staff voice • Destination data

	prospectsforsad/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=neet	
Projected spending	£7781	
To ensure school attendance is closely monitored post-lockdown, with a particular focus on Disadvantaged Pupils.	<p>Conduct an immediate audit of attendance in September 2020 to identify potential attendance issues in light of COVID-19</p> <p>Additional pastoral support staff to work with families of disadvantaged pupils with identified attendance & behaviour concerns to re-engage them with school and plan to address anxieties around a return to school.</p> <p>To continue to improve attendance of disadvantaged pupils.</p> <p>Employment of AIW to monitor disadvantaged pupils and follow up quickly on trancies. First day response provision- prioritising disadvantaged pupils.</p> <p>Research evidence https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	<p>LEAD: DHT Implementation assured through:</p> <ul style="list-style-type: none"> • Line management of attendance officer. • Line management of pastoral and safeguarding team. • Safeguarding strategies. • Progress and attendance data analysis. • Parent voice
Projected spending	£25,868	
Extended curriculum & extracurricular opportunities	<p>Further develop the provision and opportunities on offer for extracurricular activities across all departments.</p> <p>Continue to develop the extended schools programme to provide enrichment opportunities for DP's.</p> <p>Over expose DP's to opportunities to enhance their character through our 7 core values.</p>	<p>LEAD: AHT / YC (GLE) / WAH Implementation assured through:</p> <ul style="list-style-type: none"> • Line management of Extended Services / YC • Impact report (qualitative data) • Extracurricular strategy plan, reviews • Parent voice • Pupil voice • Staff voice
Projected spending	£17,250	
Department / staff to submit research led bids for additional funding	<p>Additional funding for departments to use in order to improve the progress of disadvantaged pupils within their department areas.</p> <p>Departments / staff can submit a research led bid for additional funding to support disadvantaged pupils / groups to remove barriers to their learning.</p>	<p>LEAD: AHT Implementation assured through:</p> <ul style="list-style-type: none"> • Line management. • Spend project reviews.
Projected spending	£20,000	