

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Helsby High School
Number of pupils in school	1332
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	Friday 16 th December 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Martin Hill
Pupil premium lead	Amy Pritchard-Roberts and Ian Duffell
Governor / Trustee lead	Rob Allerston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 237,200
Recovery premium funding allocation this academic year	£59,892
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,092

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Helsby High School is that all students, irrespective of their socio-economic background, special educational need or other challenges they face, have a broad, balanced and enriching curriculum experience and make progress which is at the very least in-line with national expectations.

The aim of our pupil premium strategy is to support and guide disadvantaged students to realise the above goals. We will consider the circumstances of every individual student within our setting to ensure that our provision meets their needs, and is considerate of additional challenges experienced by vulnerable students and those with specific social, emotional and behavioural needs. The activities outlined in this strategy document are intended to support these students needs in particular.

At the centre of our strategy is ensuring our curriculum implementation has quality-first teaching through the lens of our disadvantaged students and their needs. Ensuring that our teachers have accurate assessments of students' starting points, particularly their literacy and reading ability, will ensure that the quality of education planning is inclusive and designed to prioritise the needs of disadvantaged students. The intention is that strategies to ensure the progress of disadvantaged students improve, also enhance the progress of their non-disadvantaged peers. It also prioritises students' learning and progress in English and Maths with the aim of its impact reaching beyond these subject areas into students' wider curriculum learning experience. To lead this strategy and ensure it is implemented effectively we have added leadership capacity to the Senior Leadership Team to develop and embed the curriculum implementation aspects of the Quality of Education School Development Plan. Our external Pupil Premium Review highlighted that our academic and pastoral support for disadvantaged students was positive and having some impact beyond the classroom. However bigger impact on student progress could be gained by ensuring the curriculum implementation was tailored to prioritise and meet disadvantaged students' needs within the classroom environment.

Our targeted academic support utilises national strategies such as the School Led Tutoring Programme as part of the wider educational recovery plan for students most adversely affected by Covid-19. It also aims to support the implementation of our whole school Reading Strategy to improve students reading for pleasure, disciplinary reading, widen students' vocabulary, thus enhancing their ability to access the curriculum.

Our wider strategies aim to address particular challenges such as attendance, mental health and well-being, and behaviour. These can often present more acute challenges

for disadvantaged students leading to a more significant impact on their attainment and progress compared to their peers.

Our aim is to firstly ensure our curriculum intent is ambitious for all students providing aspiration and challenge so all students can achieve success and valuing others. Secondly, we aim to ensure our curriculum implementation is adapted to meet the needs of our disadvantaged and SEND students to the benefit of all students. Thirdly, our aim is to use diagnostic academic and pastoral assessment evidence and methods to ensure our approaches are consistently applied for all students, with appropriate scaffolds of personalised support to meet the individual student's needs.

To ensure our strategies are effective we will:

- Ensure our staff CPD prioritises strategies to adapt the curriculum implementation to meet the needs of disadvantaged and SEND students.
- Ensure that all of our procedures and actions are planned with a 'disadvantaged first' approach so that there is collective ownership, responsibility and accountability for the attainment and progress of disadvantaged students.
- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>In 2018 our external examination data yielded an overall P8 figure of +0.26 with the progress of disadvantaged students of -0.43. The following year in 2019 our overall P8 figure fell to -0.01 with the progress of disadvantaged students also falling to -0.78. Closer inspection of the data revealed that the progress in English for disadvantaged students had regressed by -0.44 compared to -0.29 for their non-disadvantaged peers; and in Maths the progress of disadvantaged students had regressed by -0.56 compared to -0.17 for their non-disadvantaged peers.</p> <p>As we have emerged from the pandemic and have updated data, our external examination data in 2022 yielded an overall P8 figure of +0.03 with the progress of disadvantaged students at -0.93. Closer inspection of the data revealed that the P8 for disadvantaged students was significantly below national in the English and Humanities elements.</p>

	Internal assessment evidence indicates that this progress gap between disadvantaged students and non-disadvantaged students remains a challenge for the school. English and Maths form the foundation of students' curriculum and progress in these areas can have an impact on student progress across other areas of the curriculum.
2	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of literacy and reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>From reading assessments conducted in September 2022: For GCSE Class 2027 (current Year 7) 46% of FSM students and 38% of non-FSM students have a reading age that is below their chronological reading age. For GCSE Class 2026 (current Year 8) 33% of disadvantaged students and 25% of non-disadvantaged students have a reading age that is below their chronological reading age. For GCSE Class 2025 (current Year 9) 42% of disadvantaged students and 18% of non-disadvantaged students have a reading age that is below their chronological reading age.</p>
3	Our curriculum review processes including lesson observations, work scrutiny and student voice indicate that some students are experiencing difficulties in accessing the curriculum, most noticeably our disadvantaged and SEND students. This suggests that the curriculum implementation is not effectively adapted in all areas of the curriculum to meet all students' needs. These findings are also supported by our external Pupil Premium Review.
4	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.
5	Our observations suggest that many students, particularly those who are disadvantaged find the lack of continuity to learning as a result of the pandemic particularly challenging, and struggle to manage their behaviour to the changing structures and routines.
6	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about the need to catch up lost learning and exams/future prospects, the lack of enrichment opportunities and social interactions with peers due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment and progress.
7	Overall absence for students in receipt of free school meals (12.6%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018. Persistent absence for students in receipt of free school

	<p>meals (46.3%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018.</p> <p>It is evident that the challenges of attendance increased due to the disruption to learning as a result of the Covid-19 pandemic, more significantly with our disadvantaged students.</p> <p>Overall absence in autumn 2020 for pupils in receipt of free school meals (11.1%) was in the highest 20% of all schools and as such remains a challenge and a priority for us moving forwards.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes for disadvantaged students across the curriculum with particular emphasis on English, Maths and other EBACC subjects.	<p>Our overall EBACC entry has increased since 2019. For GCSE Class 2019 our overall EBACC entry was 51%, with 57% for non-disadvantaged and 23% for disadvantaged students. For GCSE Class 2024 we have entered 82% overall, with 86% for non-disadvantaged and 61% for disadvantaged students.</p> <p>For GCSE Class 2019, the EBACC APS was 4.56 overall, with a score of 4.95 for non-disadvantaged compared to 2.83 for disadvantaged.</p> <p>For GCSE Class 2022, we entered 64% overall for EBACC, with 69% non-disadvantaged and 36% of disadvantaged students. The EBACC APS was 4.72 overall, with a score of 5.02 for non-disadvantaged compared to 3.15 for disadvantaged.</p> <p>Our intention is for this strategy to extend beyond this academic year and for the EBACC to remain at the heart of an ambitious curriculum for all students, and in particular our disadvantaged students.</p>
Improved reading comprehension and narrowing of the reading age gap for disadvantaged students, particularly across KS3.	Accelerated Reader, GL Assessment and other reading comprehension assessments demonstrate improved reading and literacy and a narrowing of the reading age gap for disadvantaged

	students compared to their non-disadvantaged peers. Teachers are able to effectively use students' reading age information as a planning tool to support students' learning and progress across the curriculum.
To minimise the attainment and progress gap between disadvantaged and non-disadvantaged students that has resulted from the disruption caused by the pandemic through effective recovery curriculum and catch-up planning and implementation.	Internal and external assessment evidence demonstrates that the progress of disadvantaged students improves across the curriculum, and is more in-line with their non-disadvantaged peers, particularly in Core and EBACC subject areas.
To achieve and sustain improved mental health, well-being and behaviour for all students, particularly those who are disadvantaged.	Sustained high levels of well-being and behaviour as demonstrated by: <ul style="list-style-type: none"> • Quantitative data from lesson monitor scores on students' attitude towards learning and behaviour. • Qualitative data from Student Voice, Student Support Coordinator feedback, parental engagement and feedback, and teacher observations. • Improved participation and engagement with wider extra-curricular and enrichment opportunities, particularly among disadvantaged students.
To achieve and sustain improved attendance and punctuality for all students, particularly those who are disadvantaged.	Sustained high attendance from 2022/2023 and beyond as demonstrated by increasing attendance and decreasing persistent absence for disadvantaged students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [140,628]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an additional Quality of Education Deputy Headteacher to strategically lead the development of the curriculum intent and implementation across the school.</p>	<p>Research indicates that quality-first teaching has the biggest impact on student's progress, particularly for disadvantaged and SEND students. Adding leadership capacity to the Quality of Education priorities of the school will ensure adaptations to curriculum implementation to meet the needs of disadvantaged students and by extension all students will be embedded into classroom practice.</p>	<p>1,2,3,4</p>
<p>Purchase of standardised GL Reading Assessment tests.</p> <p>Training will be provided for teaching staff to ensure assessments are interpreted correctly and teachers understand how to adapt their classroom practice to support and enhance students' reading and literacy.</p>	<p>Standardised reading tests can provide reliable insights into students' reading ability and their areas of strength and development. This will ensure students receive the correct support through curriculum implementation support in lessons or additional intervention and support for their reading and literacy.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Enhancement of our English and Maths teaching and curriculum implementation.</p> <p>We will fund additional teaching groups within KS3 to reduce class sizes and improve student-teacher ratio to</p>	<p>Reduced class sizes result in an increase in the one-to-one support and feedback that can be made available to disadvantaged students within lessons and thus improving quality first teaching.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

aid quality first teaching.		
Reduction in teaching load of ECTs beyond the statutory requirements to enable them to develop their practice. This additional time will be devoted to CPD for ECT colleagues.	Increased time dedicated to CPD, peer observation and coaching will support new colleagues in their development of their curriculum implementation, behaviour management and wider student support, so that they are better equipped to support disadvantaged students.	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [88,260]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged. We will fund a Catch-Up Coordinator to support the effective implementation of this tuition for students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,4
Improving reading and literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund our whole school Reading	Reading comprehension strategies can have a positive impact on developing student' vocabulary as well as their ability to understand a text and thus access the curriculum. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2,3

<p>Strategy that prioritises 3 areas: Reading for pleasure; disciplinary reading across the curriculum, and use of reading assessment data to inform curriculum implementation.</p> <p>We will fund an additional teacher who has experience teaching KS2 to deliver small group interventions and support students whose reading and literacy is significantly below expectations. We will also fund an additional Learning Resource Centre staff member to support the effective implementation of these strategies.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Developing metacognitive and self-regulation skills in Year 11 students.</p> <p>This will involve bespoke workshops provided by external providers and ongoing support for students throughout the year.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	4,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [68,204]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4,5,6,7

We will add leadership capacity to implement our whole school attendance strategies including leading our EWAO and attendance support team.		
Providing a Summer School for disadvantaged students to aid their transition into secondary school.	Evidence suggests that summer schools can have a positive impact on students' progress when implemented with a combination of academic and extra-curricular enrichment opportunities. Summer schools EEF (educationendowmentfoundation.org.uk)	4,5,6
Providing resources for disadvantaged students to remove students' barriers to learning and engagement with school life.	Some evidence suggests that provision of resources including school uniform leads to improved student behaviour and support students' motivation and engagement with the school culture and community. School uniform EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Providing support for disadvantaged students to increase engagement and participation with extra-curricular and enrichment activities.	Some evidence suggests that providing opportunities for enrichment and extra-curricular alongside an academic component can improve students' aspirations and student outcomes. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ [297,092]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2020-2021 indicated that the performance of disadvantaged students improved in KS4 over two years following 2019. However, whilst our internal process for awarding grades for this period was robust, we recognise that the absence of national external validation of data means that this does not provide the same reliability of evidence. Our internal assessments during 2020-2021 indicated that the performance of disadvantaged students in KS3 reflected the national picture, that the disruption due to Covid-19 has had a greater impact on the learning and progress of disadvantaged students. We used this information to form the basis of our long term Pupil Premium Strategy for 2021-2022.

Whilst some of the strategies from 2021-2022 have had a positive impact, others have not had as much impact as intended. This is evidenced from our external KS4 outcomes in summer 2022 as well as from the findings of our externally led Pupil Premium Review. Our external 2022 external examination data yielded an overall P8 figure of +0.03, with the progress of disadvantaged students was -0.93. Whilst this was not raised as statistically significant on our November 2022 Inspection Data Summary Report (IDSR), as a school we believe that more could be done to improve the progress of disadvantaged students and as such is our main whole school priority for improvement for 2022-2023 and beyond. The November 2022 IDSR indicated that the absence for disadvantaged students in autumn 2020 was in the highest 20% of all schools; as such the attendance of disadvantaged students also remains a priority for the school for 2022-2023. Our external Pupil Premium Review that was finalised in spring 2022 indicated that as a school we are maximising the academic and pastoral additionality of support for disadvantaged students and having some positive impact as a result. However it also indicated that greater impact on the progress of disadvantaged students could be achieved through a more effective adaptation of the curriculum implementation in lessons. As a result we have adapted our Pupil Premium Strategy for 2022-2023 to take account of these findings.

Impact of Teaching Strategies in 2021-2022 Pupil Premium Strategy

One strategy included the purchasing of CAT tests to provide academic baseline information for KS3 students in the absence of national KS2 SAT assessments. These proved essential not only to set academic targets for students to measure their progress, but also to ensure that teachers were able to provide appropriate challenge

and support for students of all abilities. As the national KS2 SAT assessments have been reinstated, these CAT assessments will no longer be required.

We made use of a reduction in class sizes in Year 9 English and Maths by funding additional teaching groups thus improving the student-teacher ratio to aid quality first teaching. As we have adapted our KS3 curriculum and schemes of learning to take account of the recovery curriculum required for students as a result of the pandemic, there is insufficient student progress data to enable robust evaluations of the impact of this strategy. Some internal assessment evidence would indicate this has had a positive impact, however this improvement could be as a result of more consistent learning as a result of the return to more normal ways of working. Thus we have asked staff to provide feedback on this strategy in our annual Curriculum and Organisation consultation process to decide if we should continue to use this strategy moving forwards.

Finally, as part of the teaching strategies, we funded an increased reduction beyond the statutory requirements for the Early Career Teacher (ECT) teaching load to take account of their disrupted training during the pandemic. This had a positive impact and our ECTs have had a successful start to their teaching careers. As we have now returned to more normal ways of working, including how we can support PGCE, ITT and ECT teachers, we will not be continuing to fund this additional reduction to ECT teaching load beyond this academic year.

Impact of Targeted Academic Support Strategies in 2021-2022 Pupil Premium Strategy

A significant proportion of this strategy was devoted to the implementation of School Led Tutoring (SLT) as part of the National Tutoring Programme. We offered the maximum tutoring allowance as per our allocated SLT fund and subsidised this with a recovery premium. We prioritised our disadvantaged students in the SLT offer and supported student's attendance by subsidising transport costs where required. The information below captures the impact of this SLT offer that was delivered in 2021-2022. Each block of tuition was for 15 hours of a subject.

- For GCSE Class 2022 (Year 11), we delivered tutoring for 6 subjects: English, Maths, Science, Geography, History and French. Within this offer there were 111 blocks of tuition which 45 were for disadvantaged students. The table below indicates the percentage of students whose progress improved:

Subject	% of students improved (ALL)	% of students improved (PP)
English	76	71
Maths	64	75

Science	73	80
Geography	64	67
History	56	33
French	63	100

- For GCSE Class 2023 (Year 10), we offered tutoring for English and Maths. Within this offer there were 37 blocks of tuition which 24 were for disadvantaged students. The table below indicates the percentage of students whose progress improved:

Subject	% of students improved (ALL)	% of students improved (PP)
English	44	33
Maths	74	80

- For GCSE Class 2024 (Year 9), we offered tutoring for English and Maths. Within this offer there were 22 blocks of tuition which 14 were for disadvantaged students. The table below indicates the percentage of students whose progress improved:

Subject	% of students improved (ALL)	% of students improved (PP)
English	56	50
Maths	46	50

- For GCSE Class 2025 (Year 8), we offered tutoring for English and Maths. Within this offer there were 25 blocks of tuition which 11 were for disadvantaged students. The table below indicates the percentage of students whose progress improved:

Subject	% of students improved (ALL)	% of students improved (PP)
English	21	29
Maths	64	0

- For GCSE Class 2026 (Year 7), we offered tutoring for English and Maths. Within this offer there were 39 student blocks of tuition which 20 were for disadvantaged students.

Subject	% of students improved (ALL)	% of students improved (PP)
English	30	23
Maths	75	71

Whilst the above information captures the quantitative impact of this SLT strategy, there was also a significant qualitative impact from this strategy. This strategy was coordinated by an in-school Catch-Up Coordinator who led this work liaising with the SLT providers, students and their parents/carers. This has resulted in improved engagement with parents/carers and the school of those involved, improved students attitude towards learning, confidence and overall engagement with school life.

In addition to the SLT strategy, we provided targeted support for students reading, literacy and numeracy. It is not possible to quantify the impact of this strategy at this stage due to the fact that in 2021 we used the CAT assessments and Accelerated Reader Assessments to provide information on students reading and literacy abilities, whereas in 2022 we have used KS2 SAT assessments and GL Reading assessments. That said, research suggests that students' vocabulary and reading ability has a profound impact on their ability to access the curriculum and thus their academic progress. As such we have expanded our original strategy to devise a whole school Literacy and Reading Strategy that will continue to prioritise reading for pleasure, disciplinary reading, and use of reading data to inform curriculum implementation with more robust mechanisms for monitoring and measuring their impact.

We also provided targeted academic support for GCSE Class 2022 (Year 11) to develop their metacognitive and self-regulation skills. This included funding workshops led by external providers and resources to develop and aid students' independent study. These had a positive impact as evidenced by our external GCSE outcomes from summer 2022, with an overall P8 figure of +0.03 as well as the fact that 100% of our cohort achieved at least 4 GCSE or Level 2 qualifications. For this reason we are continuing to implement this strategy in 2022-2023.

Impact of Wider Strategies in 2021-2022 Pupil Premium Strategy

It has been nationally recognised that the attendance of students, particularly vulnerable students, following the pandemic remains a real challenge for all schools. One of our wider strategies for the pupil premium fund in 2021-2022 was to fund additional support staff in our Attendance and Pastoral Student Support teams. The

additional staff in our Attendance Team has allowed us as a school to develop more robust attendance and truancy mechanisms. Our additional staff in our Pastoral Student Support Team has allowed us to create a Learning Resource Centre to support students whose mental health and well-being is such that they require bespoke arrangements to facilitate their learning. Our attendance for 2021-2022 was 89.0% and 80.0% for students in receipt of FSM. The national attendance figures for this same academic year was 89.7% for overall and 84.9% for students in receipt of FSM. Thus our attendance overall is slightly below the national figures but within the statistical average for all students, however it is significantly below for our disadvantaged students. We are therefore adjusting this strategy for 2022-2023 to add additional leadership to our Attendance Team to strategically lead this area and drive improvements going forwards.

Another wider strategy we deployed was a summer school for our new Year 7 intake ahead of them starting their secondary school journey. We liaised with our partner primary schools to invite our vulnerable students to attend this summer school to enable them to become more familiar with some key staff to aid their transition into Year 7. Of those invited to attend, 26 students in total took advantage of this offer of which 10 were disadvantaged. It is difficult to quantify the impact of this summer school in terms of the students' attendance to school, as it is unclear as to whether or not this would have remained unchanged as a result of this support. Nevertheless, the attendance of this cohort in the first term was 90% overall and the students involved have successfully engaged with the curriculum and started their secondary school journey.

Finally, we devoted some of our pupil premium fund to support disadvantaged students in terms of providing extra support for enrichment and resources to aid their independent study. We believe it is important to remove barriers to learning and opportunities for all students, particularly those who are disadvantaged and so will continue to offer this support in 2022-2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider