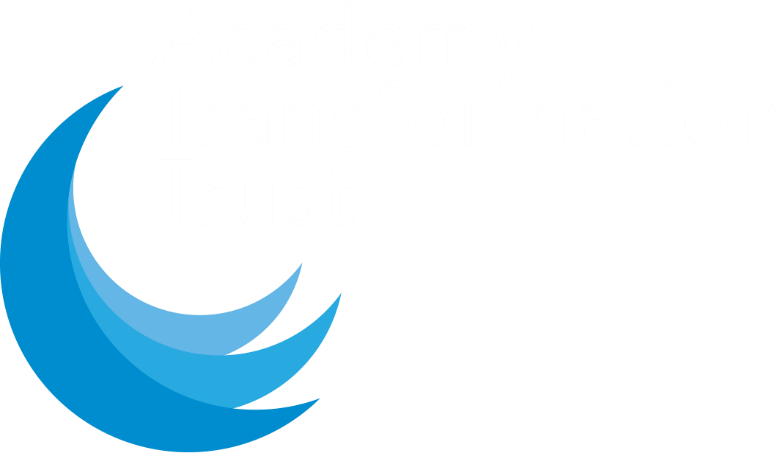


Pupil Premium Review

2017-18





|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **Academy** | The Hathaway Academy | | | | |
| **Academic Year** | 2017/18 | **Total PP budget** | £231091 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 759 | **Number of pupils eligible for PP** | 242 | **Date for next internal review of this strategy** | April 2018 |
| **Total number of LAC pupils** | 6 | **Link governor for PP** | Stephen  Sweeting | **Lead teacher for PP** | Kevin Dyke |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Current attainment (add performance measures)** | | | |
| Year 11 Exam Results Summer 2017 | *All pupils* | *Pupils eligible for PP (your academy)* | *Pupils not eligible for PP (national average)* |
| **Key Stage 2 Average Point Score** | 26.4 | 25.5 | 27.2 |
| **Progress 8 Score** | -0.12 | -0.52 | -0.03 state schools (all), -0.38 (PP), 0.10 (other) |
| **Progress 8 Score English Bucket** | 0.07 | -0.21 | 0.07 |
| **Progress 8 Score Maths Bucket** | 0.14 | -0.30 | 0.10 |
| **Progress 8 Score Ebacc Bucket** | -0.36 | -0.79 | 0.14 |
| **Progress 8 Score Open Bucket** | -0.20 | -0.66 | 0.09 |
| **Basics Grade 4 (English and Maths at 4+)** | 53% | 39% | 57% |
| **Basics Grade 5 (English and Maths at 5+)** | 33% | 23% | 40% |
| **Attainment 8 Score** | 39.59 | 34.10 | 41.32 |
| **% Entered For English Baccalaureate** | 49.6% | 36.2% | 45.2% |
| **% Achieving English Baccalaureate at 5+** | 8% | 2% | 25% |
| **% Achieving English Baccalaureate at 4+** | 8% | 2% | 38% |

|  |  |
| --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
|  | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Low level of Literacy on entry to school. This reduces the performance and progress in subjects such as English and Humanities. |
|  | Low level of Numeracy on entry to school. This reduces the performance and progress in subjects such as Maths and Science. |
| **C.** | Low level of student aspiration and lack of cultural experience. This can result in lack of motivation / desire to achieve in subjects. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Attendance rates for pupils eligible for PP are low. This reduces their school hours and causes them to fall behind in their learning. |
| **E** | Persistent absentee rate higher for pupils eligible for PP. This reduces their time spent at school and chances of achieving the best possible outcomes. |

|  |  |  |
| --- | --- | --- |
| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learning and pupil engagement. Measured by a closing of the gap between disadvantaged and non disadvantaged students within the academy. | Pupils eligible for PP will have an improved Progress 8 and Attainment 8 score in 2018 in addition there will be an increase in performance of pupils eligible for PP across all key performance indicators. The key indicator will be in comparison to “National Other”. |
|  | Quality assurance of data, accurate assessment and laser sharp predictions to provide targeted intervention and support so that students make at least expected progress in English and Maths. Measured by the students progress 8 score in English Bucket, Maths Bucket and attainment % compared to targets for Basics Results 4+ and 5+. | Pupils eligible for PP and Non PP achieve close to or above their target grade for English and Maths. The Progress 8 score for the English and Maths Bucket is positive and the in school gap and gap to national is reduced compared to 2017. Attainment % for Basics at 4+ and 5+ are inline with / close to target. |
|  | Students are determined to succeed, have high aspirations for the future and for themselves and have a clear understanding of how to be the best they can be within the community, culture and world they live in. Measured by the % of students going onto further education, employment, training and taking part in extra curricular / outside activities. | Pupils eligible for PP demonstrate engagement in learning and attendance to intervention and support sessions to make rapid progress. All pupils are able to recall their aspirations and have a clear pathway into future success and careers. An increase number of pupils eligible for PP taking up opportunities for trips and visits, cultural learning and extra curricular activities/ |
|  | Improved attendance for all students in particular students who are disadvantaged with a reduction in the amount of students who are persistently absent through personalized support and whole school attendance drive / support. Measured by an increase in the attendance of all students and a reduction in the persistent absence figure. | Pupils eligible for PP demonstrate an increase % attendance to school and a reduction in persistent absence. Whole school attendance figure is inline with national average of 95-96%. In school gap and gap to national for Pupils eligible for PP less than 2017. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| **Academic year** | **2017/2018** | | | | | |
| The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review implementation?** |
| **A / B** | Ensure teachers deliver highly engaging lessons with suitable pitch and challenge providing quality marking and feedback for next steps closing the gap learning. | The Sutton Trust and EEF state that any intervention begins with Quality First Teaching. Staff should deliver a range of engaging and inspiring lessons that meet the needs of all students whether SEN, EAL or disadvantaged. All subjects will be asked to provide quality assurance folders and intervention plans which focus on closing the gap for disadvantaged pupils. | ALT Principal Walks, Co-ordinator Drop Ins, Lesson Observations, Department Reviews, Co-ordinator Work Scrutiny, ALT Work Scrutiny, Student Voice. | VWR / CWS  ALT / Co-ordinators | £3000 | October 2017  Half Termly Then After |
| **A / B** | Academy Assessment and Moderation Strategy and Quality Assurance of Data Entry | Academy Assessment and Moderation Strategy will ensure accuracy of pupil predictions and confidence in working at grades. This will provide staff, co-ordinators and ALT with the necessary data to intervene at the right level and use resources with most impact. | Co-ordinator and ALT quality assurance of data entered and staff predictions on every data drop. Whole school calendar timeline for moderation strategy in line with the ARR colander with 3 key dates per year. Accuracy of predictions to actual in Summer exam results. | KDE  Co-ordinators | **£3000** | December 2017  Termly Then After |
| **A / B** | Staff CPD sessions on “Using Data To Inform Planning” and “Pitching For Specific Learner Groups”, “Year 11 Key Marginals, Boundary Leapers, Outliers”. | This will increase staff understanding of the pupils they have within their classes and how to cater for their needs with particular focus on planning to maximize progress. Sharing of best practice and questioning of current working practice. Subject level intervention strategies for Year 11 Key Marginals, Boundary Leapers, Outliers. | AAP and VP to deliver at Monthly Staff CPD Sessions ensuring staff work in faculties / subjects and provide examples / next steps actions to directly use in lessons and everyday practice. AP to lead on Year 11 Key Marginals, Boundary Leapers, Outliers and update regularly. | CWS / VWR  Co-ordinators  KDE | **£2000** | October 2017  Half Termly Then After. |
| **A / B** | English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. | Identification of underperforming students in the core subjects and extraction from lessons in small groups to complete intensive personalized intervention and catch up to boost confidence and close the skills / knowledge gap. | Co-ordinators to liase with SENCO and relevant HLTA in order to meet the needs of the specific students within the respective subject area. Intervention groups to vary depending on year group and to always be based on most up to date data / predictions. | MAI  Co-ordinators | **£28000** | December 2017  Termly Then After. |
| **A / B** | PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 4 Support Tools. | Teacher resources such as PIXL APP (Maths, English, History, Geography) supports student progress in content heavy subjects, PIXL PPE’s allow for blind testing and student skills / knowledge gaps to be identified, PIXL WAVE / RIPPLE allow for a comprehensive results and resource package twice a year for CORE subjects which support with the national picture, Staff CPD and subject leaders courses allow staff to stay up to date with ever changing assessment demands. | AP as raising standard leader to share and implement relevant PIXL strategies and act on half termly meeting with PIXL associate. AAP with whole school responsibility to implement specific strategies. Co-ordinators and subject leads to maximise resources and evidence in quality assurance / line management meetings. | KDE  NGZ  Co-ordinators | **£20000** | October 2017  Half Termly Then After. |
| **A / B** | Subject Specific Pupil Premium Impact Bids to raise attainment and improve student outcomes. | Co-ordinators. Subject Leads, Teachers can apply for a Pupil Premium Impact Bid to raise attainment and improve student outcomes for a specific project or resource e.g. revision guides, external coaches / tutor, specific equipment. Ownership must be backed up suggest impact and evidenced impact. | All Pupil Premium Impact Bids submitted to AP / Pupil Premium Co-ordinator and authorized by Principal. Bid kept on file and impact must be evidenced by staff submitted the bid. | FRS / KDE | **£14000** | December 2017  April 2018  July 2018 |
| **Total budgeted cost** | | | | | | £70000 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action/**  **approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review implementation?** |
| A / B | Use of GLS Online Assessment Tool for Key Stage 3 Core Subjects. | GLS Assessment Tool will provide all students in Key Stage 3 Core Subjects with a starting benchmark, personalised leaning checklist and next steps improvements profile. Staff receive intervention strategies and personalised teacher strategies for each pupil to implement. Underperformance and targeted catch up can then be planned. | Exams officer to plan GLS assessments into Half Term 1, Half Term 3 and Half Term 5 for all Core Subjects at Key Stage 3. All results and personalised learning checklists to be printed and distributed, Co-ordinators to use initial results to determine targeted intervention groups. | KDE / KHN  Core Co-ordinaotrs. | £2000 | October 2017  February 2018  May 2017 |
| A / B | Key Stage 3 Literacy and Numeracy Catch Up With Particular Focus On Year 7 – Literacy Tool Box, Spelling Sessions, Numeracy Sessions, Reading and Writing Catch Up. | High proportion of students enter the academy in Year 7 with below average literacy and numeracy levels and are below the age related expectations. The Key Stage 3 Literacy and Numeracy Catch up allows for rapid and sustained progress in these areas through a personalised and varied programme that targets the relevant individuals. This will help them access the curriculum with more confidence. | Comprehensive and extensive programme designed and implemented by SENCO and team of HLTA’s and LSA’s. Tracking and monitoring of programme through staff feedback and student data. | MAI  SEND  VWR | £4000 | December 2017  Termly Then After |
| A / B | Year 11 Match Up Tracking and Intervention - English & Maths Buckets, Ebacc Bucket, Open Bucket. Data Analysis of individual pupils performance and targeted support provided. | In 2016/2017 a designated match up tracking and intervention programme for English and Maths Buckets for Year 11 proved to be successful. To further increase attainment and progress this programme is to be implemented across all other buckets so that no students “slip through” the gap. | Each of the academy’s AP to take lead over a bucket and work closely with co-ordinator s and subject leads using up to data predictions and intervention strategies to support underperforming students. | KDE  JRE  JCN | £7000 | October  2017  Half Termly Then After |
| A / B / C | Talent Ed Raising Aspiration & Study Skills 21 Week Programme aimed at High Ability Disadvantaged and Non Disadvantaged Year 9 Students. | Much of the intervention for underperforming students has been aimed at Key Stage 4 students, by targeting high ability Year 9 students this not only acts as prevention rather than cure but also tackles academy objective of improving attainment of high ability students. | Using a tried and tested model, sessions take place afterschool once a week through invitation only, parents and careers attend introduction session, Talent Ed provide tutors for 1-4 group ratio for a group of 20, data monitored and student feedback received after every session. | KDE | £2000 | October 2017  Weekly There After for 21 Weeks. |
| **Total budgeted cost** | | | | | £15000 | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action/**  **approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Cost** | **When will you review implementation?** |
| A / C / D | Trailblazer and Cultural Education Extra Curricular Trips and Visits Project | Traditionally students enter Key Stage 3 with little to cultural education or experience of the community / country they live in. Very few students have taken part in a day or overnight trip / visit and as as a result have limited aspirations and understanding of subjects (particularly open bucket) that can lead to specific career pathways. The trailblazers project provides disadvantaged as well as non-disadvantaged pupils access to opportunities for cultural trips and visits and learning experiences outside if the classroom to help engage them in subjects within the classroom. | AP to take lead as well at lead member of staff as part of performance management. Ongoing promotion and advertising through assemblies, tutor groups and targeted meetings. Monitoring and tracking of uptake of visits and trips, students responses to questionnaires, students attitudes to learning and uptake of open bucket subjects at options evening. | JRE / AGE | £11000 | July 2018 |
| A / B / C / D | Route 1000 “R1K” Year 11 Nothing Else Matters Project | 2016/2017 Nothing Else Matters Project from March – May contributed to some of the best exam results in the academy history. 2017/2018 “R1K” will build on this and run from September –May using the key principals of mentoring, rewards, motivation and targeted intervention to support Year 11 to ensure every student, every subject, every grade counts. | AP to take lead on “R1K” with launch assembly in September, Mentor Teams October, Raising Attainment Evening November, Targeted Year Specific Intervention Programme November, Mock Results Day January, Progress Evening February, Bi Weekly Motivational Assembly, Half Termly Celebration and Rewards Assembly for Behavior and Attendance, Staff Room War Board Up Date Every Half Term, Mentor League Table Up Date Half Term. | KDE  Co-ordinators | £2000 | October 2017  December 2017  February 2018  April 2018  May 2018 |
| C / D | Attendance, Progress and Attainment Celebration and Rewards Year 7-11 | It is important to celebrate and reward the excellent attendance, effort in lessons, achievement in the academy and exemplar behavior as these all lead to successful student outcomes. By celebrating these in a variety of methods at a whole school level it also serves as a motivational tool for others to aspire to whether disadvantaged or non disadvantaged. | AP to take lead on Celebration supported by contribution from all staff so that the following takes place:   * Year 11 Rewards Trips * Year 7-10 Rewards Trips * Faculty Termly Awards Ceremonies * Faculty Half Termly Celebration Assemblies * Whole School Termly Awards Ceremonies | JRE  AP’s / PL’s | £4000 | December 2017  Termly Then After. |
| A / C | Year 7-11 Character and Resilience Tutor Time Programme | In order to ensure pupils at the Hathaway Academy are “Real Life Ready” by the end of Year 11 and have the required skills for employability and to be a good citizen it is important that they are delivered a bespoke character and resilience programme. This programme gives each year weekly teaching and learning on key life skills, employability techniques and career / aspiration pathways that will directly link into helping all students to see the bigger picture and importance of education. | AP to take lead on character and resilience programme, tutors to deliver and co-ordinators / Aps to monitor and track through drop ins and student voice. Programme to be embedded on weekly tutor programme with designated 30minutes a week. | JRE  AP’s  Tutors | £3000 | Weekly Drop Ins  October 2017 Half Termly Then After. |
| A / C / D | Provision of curriculum resources for disadvantaged students such as cooking ingredients, music tuition, uniform, stationary etc. | Provision of curriculum resources will eliminate the fear / negative approach to some resource heavy subjects, boosting self esteem and confidence and ensuring the barriers to engagement and accessing the learning are removed, leading to increased attainment and progress. | Subject leads and Co-ordinators to plan their curriculum accordingly identifying potential resource barriers for disadvantaged pupils with schemes of learning and being proactive in their approach. Use of PP impact bids if necessary, liase with PL’s about puplis on an individual basis. | KDE  Co-ordinators |  | December 2017  April 2018  July 2018 |
| A / D | Pastoral Support Team Policies and Procedures To Support All Students With Particular Focus on Disadvantaged pupils. | A relentless and consistent approach to attendance, punctuality and persistent absence has been evidenced as having a great impact on student attainment and outcomes. The Academy EWO will make daily texts, wake up calls and home visits to improve attendance. The Academy Progress Leaders / Assistant Principals will make daily phone calls for lates, illness and absence in addition to parental meetings for cause for concerns and non engagement. The Academy Intervention manager will co-ordinate weekly intervention meetings with PLs, SENCO and AP’s to rigorously monitor, target and action students within faculties causing concern and in risk of not achieving the required outcomes for themselves. | A fully co-ordinated approach from the intervention manager involving the full pastoral team and line managed by the VP | VWR  JFL  ALT  PLS  LSN | £30000 | Weekly  Half Termly |
| **Total budgeted cost**  **Total Cost** | | | | | | £95000  £180000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016-2017** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/**  **approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved Literacy Across The Academy | Key Stage 3 Literacy Programme including Literacy Tool Box, Reading Club, Writing Workshops and ALT Provision in SEND. | A high proportion of students who entered the academy with below ARE in literacy were up to ARE by the end of Year 7. Year 8 and Year 9 pupils continued to improve literacy skills to required level before commencing GCSE subjects. | Effective strategy to be used in 2017/2018, closer monitoring of data / outcomes required from MAI. | £4000 |
| Increased Attainment and progress for disadvantaged students | Year 11 Nothing Else Matters Mentor Programme and Intervention Programme. | Hathaway Academy achieved some of its best results ever including improved progress 8 score and close to national average attainment in English and Maths at 4+. Disadvantaged pupils progress 8 score and attainment in English and Maths 4+ got closer to “other” both in school and national. | Effective strategy to be used in 2017/2018, programme to be developed and extended over the whole year rather than a term. | £10000 |
| Improved Quality First Teaching | Ensure all academy policies are implemented consistently in particular marking policy for SITS and next steps improvements. | 70% of teaching at Hathaway Academy in 2016/2017 was good to outstanding, however for many subjects SITS marking and closing the GAP feedback was inconsistent as evidenced through ALT work scrutiny. In these subjects results for disadvantaged students in summer were inconsistent. | Ongoing strategy that needs further scrutiny and development in 2017/2018 to tackle inconsistencies and specific subjects that regular produce student outcomes that are below target / expectations. | £3000 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved Progress for Specific Learner Groups | Mentoring and Faculty Support of Key Convertor Students in Specific Groups such as Disadvantages, EAL and SEN | Mixed impact, EAL, SEN and Low Ability student groups Progress 8 Score positive and much higher than that of Pupil Premium, Middle and Higher Ability student groups, although key performance indicators for all groups was improved in comparison to 2016/2017. | Strategy will be modified, regular and effective analysis of data inputted by staff for all specific learner groups in order to identify patterns and trends and provide relevant and timely intervention. | £2000 |
| Improved attainment of students across the academy. | Employment and effective deployment of HLTA’s / LSA’s within lessons / subjects. | Targeted students demonstrated an increase in attainment / progress and were supported throughout their studies and GCSE exams. | Strategy to be modified, HLTA’s and LSA’s to be used more effectively across all year groups within their respective subjects with targeted students who underperform in order to close the gap particularly with disadvantaged & SEN pupils. | £28000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action**  **/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Increased Attendance Rate. | Pastoral Team Procedures  Rewards and Celebration. | The attendance rate of students “disadvantaged” and “non disadvantaged” improved in 2016/2017 however further improvement is required. | Strategy to continue in 2017/2018 however developments to be made (see section 5) | £32000 |
| Reduced Persistent Absence Rate. | Pastoral Team Procedures  Rewards and Celebration. | The persistent absence rate of students “disadvantaged” and “non disadvantaged” improved in 2016/2017 however further improvement is required. | Strategy to continue in 2017/2018 however developments to be made (see section 5) | £22000 |
| Increased Attainment and progress for students | Year 11 Targeted Intervention – Saturdays, February Half Term, Easter Holidays, May Half Term. | Mixed. Hathaway Academy achieved some of its best results ever including improved progress 8 score and close to national average attainment in English and Maths at 4+. Disadvantaged pupils progress 8 score and attainment in English and Maths 4+ got closer to “other” both in school and national. However Ebacc subjects and Open subjects attainment and progress 8 scores for disadvantaged and non disadvantaged pupils were below national average. | Strategy to continue in 2017/2018 however consideration of what is being delivered, how, by who and too who e.g. specific learner groups targeted and supported, use of other revision practices such as walking talking mocks etc. | £12000 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Recommendation and actions from the review:**  **Impact Sumary Table 2016-2017 – Historic Performance – Progress, English, Maths, Basics.**    **Table 1**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Performance Indicator** | **2016 School All** | **2016 School PP** | **2017 School All** | **2017 School PP** | | **Progress 8** | **-0.34** | **-0.74** | **-0.12** | **-0.52** | | **Progress 8 English Bucket** | **-0.42** | **-0.71** | **0.07** | **-0.21** | | **Progress 8 Maths Bucket** | **0.05** | **-0.50** | **0.14** | **-0.30** | | **Basics (English & Maths) 4+ / C+** | **39%** | **21%** | **53%** | **39%** | | **English 4+ / A\*- C** | **43%** | **20%** | **74%** | **61%** | | **Maths 4+ / A\*- C** | **58%** | **29%** | **61%** | **45%** |   **Table 2**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Academic Year** | **Progress 8 All School** | **Progress 8 PP School** | **Progress 8 National Other (Non PP)** | **In School Gap To Other (Non PP)** | **National Gap To Other (Non PP)** | | **2015-2016** | **-0.34** | **-0.79** | **0.10** | **0.45** | **0.80** | | **2016-2017** | **-0.12** | **-0.52** | **0.10** | **0.40** | **0.62** |   **Hathaway Academy has continued to make improvements in attainment and progress of students during the academic Year 2016-2017. The progress and attainment of disadvantaged students has improved along with that of non disadvantaged students. This means there is still a gap between the two however as evidenced in Table 2 this gap (both In school Gap and National Gap) in the progress of disadvantaged students compared to non disadvantaged students is showing a decreasing trend.**  **Progress of all students in 2016-2017 in the subjects of Maths and English is higher than the previous year with evidence in Table 1 of a closing in the gap of performance of disadvantaged students to non-disadvantaged students.**  **Attainment of all students in 2016-2017 in the areas of Maths, English and Basics at 4+ / A\*-C is significanly higher than the previous year with evidence in Table 1 of a closing in the gap of performance of performance of disadvantaged students in both Maths and English.**  **The Hathaway Academy will maintain its implementation of strategies that have worked and had impact over the last academic year and will continue to research and provide new and effective strategies to ensure that all learners are able to achive the best possible outcomes. As a result of the this Review:**  **Pupil Premium Priorities for Hathaway Academy 2017-2018 are:**   1. **Maintain the closing of the Gap in progress and attainment within English and Maths Buckets.** 2. **Targeted Focus on closing of the Gap in progress and attainment within Ebacc and Open Buckets.** 3. **Raising Attainment of High / Middle Ability Disadvantaged Learners.**   **Whole School For Hathaway Academy 2017-2018 are:**   1. **To embed stretch, challenge and pitch in our teaching and learning so that students achieve the best outcomes.** 2. **To use prior data to inform planning so that lessons have maximum impact on student progress.** 3. **To close the gap for disadvantaged students to national across all key performance indicators.** 4. **To raise attainment of High Ability Students across all subjects.** 5. **To achieve 96% Attendance figures across whole school.** |