# Pupil premium strategy statement (secondary)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | The Hathaway Academy | | | | |
| **Academic Year** | 2018 - 2019 | **Total PP budget** | £242165 | **Date of most recent PP Review** | N/A |
| **Total number of pupils** | 833 | **Number of pupils eligible for PP** | 260 | **Date for next internal review of this strategy** | Feb  2019 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | | |
| Based on 2018 Exam Results | | | | Pupils eligible for PP | Pupils not eligible for PP (national other) | |
| **Progress 8 Overall** | | | | -0.51 | -0.38 (-0.03) | |
| **English Bucket Progress 8** | | | | -0.44 | -0.17 (0.02) | |
| **Maths Bucket Progress 8** | | | | +0.03 | +0.04 (0.09) | |
| **Ebacc Bucket Progress 8** | | | | -0.42 | -0.35 (0.11) | |
| **Open Bucket Progress 8** | | | | -0.98 | -0.81 (0.09) | |
| **Attainment 8** | | | | 32.1 | 36.5 (42.32) | |
| **Basics Grade 4 (English and Maths 4+)** | | | | 31% | 46% (61%) | |
| **Basics Grade 5 (English and Maths 5+)** | | | | 20% | 24% (42%) | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor literacy 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. | | | |
|  | | | 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. | | | | |
| 1. **Desired 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 2019 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 2019. Attainment % for Basics at 4+ and 5+ are in line 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 extracurricular / 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 extracurricular 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 personalised 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 in line with national average of 95-96%. In school gap and gap to national for Pupils eligible for PP less than 2019. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-2019** | | | | |
| The three headings below enable schools 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** | **When will you review implementation?** |
| **A / B** | English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11.  £28,000 | | Identification of underperforming students in the core subjects and extraction from lessons in small groups to complete intensive personalised intervention and catch up to boost confidence and close the skills / knowledge gap. | Co-ordinators to liaise 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 | Termly |
| **A / B** | PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 4 Support Tools.  £20,000 | | 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 | Half Termly |
| **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.  £3000 | | 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 / ADe  ALT / Co-ordinators | Weekly |
| **A / B** | Appointment of Lead Practitioners and Teaching and Learning Coach to support underperforming subjects and staff across the academy.  £25,000 | | As a result of external departmental reviews in 2017/2018 specific teaching and learning programmes for Satisfactory to good and good to outstanding will be implemented in order to raise the quality of teaching and learning of specific individuals. In addition bespoke support programmes for underperforming subjects will be implemented to raise attainment in these areas as well as bespoke CPD for all staff. | Regular review of individual staff and subjects performance, impact updates at weekly ALT meetings. | VWR / ADe  Lead Practitioners | Termly |
| **Total budgeted cost** | | | | | | £76,000 |
| 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** | **When will you review implementation?** |
| 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.  £4000 | | 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 | Half Termly |
| 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. £500 | | In 2017/2018 a designated match up tracking and intervention programme for English and Maths Buckets for Year 11 proved to be useful. 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 | Half Termly |
| C / D | Employment of Mental Health and Emotional Well Being Mentor to support high profile students and carry out weekly sessions.  £20000 | | Rising mental health issues nationally are having a negative impact in student engagement within school and damaging their progress. Weekly targeted sessions with high profile vulnerable students 1-1 will help to support the pastoral system and provide action based impact and support for targeted students. | Academy’s intervention manager along with progress leaders will regularly target student support and mentoring sessions based on weekly meetings and need / impact. | JFL  EPE  PL’s | Termly |
| A / B | GCSE POD – English  PIN POINT – Maths,  Online resources for teacher and student to support with revision and personalisation of learning / closing the gaps.  £4000 | | Both resources have proven track record of raising student attainment within English and Maths. They allow for 100% student accessibility e.g. free to access, support teaching and learning and close the gaps that can be caused by poor attendance / mid-term admissions. | Co-ordinators of English and Maths to receive relevant training and then deliver with staff and students. If successful then scope to roll out whole school e.g. multiple subjects. | SHL  GPI | Half Termly |
| A / B | Impress The Examiner targeted holiday 2 day intervention sessions – English, Maths, Science High Ability Disadvantaged students.  £10000 | | In May 2018 The Academy used “Impress The Examiner” for targeted 2 day intervention sessions for high ability disadvantaged students, there was significant impact with all students targeted achieving on or above their target grade in exam results for English, Maths, Science. | Careful selection of students based on data tracking and performance, liaising with relevant co-ordinators to bespoke sessions to have maximum impact. | KDe | August 2019 |
| **Total budgeted cost** | | | | | | £38,500 |
| 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** | **When will you review implementation?** |
| A / C / D | Trailblazer and Cultural Education Extra Curricular Trips and Visits Project  £11000 | | 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 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 | July 2019 |
| A / D | Pastoral Support Team Policies and Procedures To Support All Students With Particular Focus on Disadvantaged pupils.  £32000 | | 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 | Weekly |
| A / B / C / D | “Best Ever Yet” Year 11 Raising Attainment Project  £2000 | | 2018/2018 “Best Ever Yet” 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 and they all achieve their “Best Ever Yet”. | AP to take lead on “Best Ever Yet” with launch assembly in September, Mentor Teams November, Raising Attainment Evening November, Targeted Year Specific Intervention Programme September, Mock Results Day January, Progress Evening February, Bi Weekly Motivational Assembly, Half Termly Celebration and Rewards Assembly for Behaviour and Attendance, Staff Room War Board Up Date Every Half Term, Mentor League Table Up Date Half Term. | KDE  Co-ordinators | Half Termly |
| C / D | Attendance, Progress and Attainment Celebration and Rewards Year 7-11  £3000 | | It is important to celebrate and reward the excellent attendance, effort in lessons, achievement in the academy and exemplar behaviour 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 | Termly |
| A / C / D | Provision of curriculum resources for disadvantaged students such as cooking ingredients, music tuition, uniform, stationary etc.  £33500 | | 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, liaise with PL’s about pupils on an individual basis. | KDE  Co-ordinators | Termly |
| **Total budgeted cost**  **Grand Total** | | | | | | **£81,500**  **£196,00** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-2018** | | |
| 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** |
| **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. | “Some Impact”, external review of all departments included observations and scrutiny’s that commented on quality of pitch and challenge within numerous subjects and closing the gap marking. | Not consistent across the board, departments to act on feedback from review based around teaching and marking and implement for next review / observations December 2018. To be continued. | £3000 |
| **A / B** | Academy Assessment and Moderation Strategy and Quality Assurance of Data Entry | “Some Impact”, whole school assessment strategies across all subjects allowed consistent approach for next steps learning for students. Data entry still shows inaccuracy in some subject areas. | Quality assurance of data document to be added to whole school handbook, co-ordinators to present half termly on data entry and implement new entry system. To be continued. | £3000 |
| **A / B** | Staff CPD sessions on “Using Data To Inform Planning” and “Pitching For Specific Learner Groups”, “Year 11 Key Marginal, Boundary Leapers, Outliers”. | “Some Impact”, staff more confident in identifying boundary leapers and key marginal and providing relevant intervention at class room level and outside of classroom. | Not all subjects has the same approach to targeting boundary leapers and key marginals meaning inconsistencies in improved outcomes for students across subjects. To be continued. | £2000 |
| **A / B** | English, Maths, Science Core Subject Small Group intervention through use of HLTA with underperforming targeted students – Year 7-11. | “High Impact”, underperforming students showed rapid progression within small group intervention sessions, this was evident for all year groups. | Regular assessment of underperformance and progression to ensure correct students are targeted and supported. To be continued. | £28000 |
| **A / B** | PIXL Main Membership including Teacher Resources, Staff CPD and Key Stage 4 Support Tools. | “Moderate Impact”, more students and staff accessing Key Stage 4 Support Tools and teacher resources, used as revision resources and exam support. | Further promotion and whole school implementation required to develop culture within all subjects of raising standards tools. To be continued. | £20000 |
| **A / B** | Subject Specific Pupil Premium Impact Bids to raise attainment and improve student outcomes. | “High Impact”, where used and successful for example equipment bids in music for key boards to allow more students to access learning. | Pupil Premium Bids to be integrated into half termly standards board meetings with co-ordinators as possible support tool. To be continued. | £14000 |
| 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** |
| A / B | Use of GLS Online Assessment Tool for Key Stage 3 Core Subjects. | “Little Impact”, inconsistent use across subjects, some effective administration in Science and Maths provided personalised learning checklists for students | GLS not available 2018 – Not To Be Continued. | £2000 |
| 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 Impact”, students showed progression and advanced rapidly, regular changing of targeted students based on progression from starting points in their respective area. | Identification of underperforming Year 7s from transition data sooner and catch up sessions to commence sooner. To be continued. | £4000 |
| 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. | “Little Impact”, 15% non-match up in English and Maths Basics, Ebacc and Open Bucket negative progress. | Half termly data release of match up for English / Maths, Science / Hums, scheduled meetings between AP and relevant co-ordinator with specific students targeted and action plans in place. To be continued. | £7000 |
| A / B / C | Talent Ed Raising Aspiration & Study Skills 21 Week Programme aimed at High Ability Disadvantaged and Non Disadvantaged Year 9 Students. | “High Impact”, raising of aspirations from students, study skills developed as evidenced by end of term assessment data. | Targeted selection of students from funders remit e.g. postcode will determine next cohort, decision for continuation pending. | £2000 |
| 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** |
| A / C / D | Trailblazer and Cultural Education Extra Curricular Trips and Visits Project | “High Impact”, increase in number of students taking part in extracurricular trips and cultural visits all year groups. | Additional trips including overnight residential to be added to 2018-2019 calendar – To be continued. | £11000 |
| A / B / C / D | Route 1000 “R1K” Year 11 Nothing Else Matters Project | “Some Impact”, higher levels of motivation and attendance to intervention evidenced by Year 11 students / teachers. | Rebranded for new cohort “Best Ever Yet” changing of some aspects including rewards and celebration and parental engagement. To be continued. | £2000 |
| C / D | Attendance, Progress and Attainment Celebration and Rewards Year 7-11 | “Some Impact”, higher levels of attendance and attitude to learning in lessons evidenced by Year 7-11 students. | To be continued. | £4000 |
| A / C | Year 7-11 Character and Resilience Tutor Time Programme | “Some Impact”, students using the skills and attributes effectively to develop themselves as well rounded members of society, e.g. Year 8 “Just Give Programme”, Year 11 “Careers project”. | Character and Resilience programme to extend to two days a week to allow for students to apply learning and skills. To be continued. | £3000 |
| A / C / D | Provision of curriculum resources for disadvantaged students such as cooking ingredients, music tuition, uniform, stationary etc. | “High Impact”, students more able to access learning and not held back by physical resources, higher level of engagement in learning and therefore progress. | To be continued. | £45000 |
| A / D | Pastoral Support Team Policies and Procedures To Support All Students With Particular Focus on Disadvantaged pupils. | “High Impact”, improved overall attendance of PP students 2017/2018 in comparison to previous year, reduced PA of PP students 2017/2018 in comparison to previous year, reduced number of FTE and behaviour incidents of PP students 2017/2018 in comparison to previous year. | Further development of pastoral team policies including monitoring of student progress with focus on Year 11 PP to help raise attainment. To be continued. | £30000 |

|  |
| --- |
| 1. **Additional detail** |
| **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 achieve the best possible outcomes. As a result of this Review:**  **Pupil Premium Priorities for Hathaway Academy 2018-2019 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 2018-2019 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.** |

# 