

Pupil Premium Statement Secondary 2021-2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Hathaway Academy
Number of pupils in school	782
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Fatima Rodrigues, Principal
Pupil premium lead	Kevin Dyke, Assistant Principal
Governor / Trustee lead	Stephen Sweeting, Chair of governing body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,660
Recovery premium funding allocation this academic year	£48,750
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	£289,410

Part A: Pupil premium strategy plan

Statement of intent

Our intention at The Hathaway Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers as well as boys. We will consider the challenges faced by vulnerable pupils, such as those who have external agency support and are high levels of pastoral barriers to learning. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also support plans for education recovery, notably in its targeted support through the external providers and programmes such as "My Tutor", "Impress The Examiner" and "GLS" for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in accurate and relevant assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve ensuring "Know, Ask, Check" and "Pupil Premium First" is at the core of all actions.

Challenges

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

Challenge number	Detail of challenge
1	Low level of Literacy on entry to Year 7. This reduces the performance and progress of all students in particular disadvantaged students in subjects such as English and Humanities as well as limiting the opportunity for age related expectation reading to be met throughout the Secondary education phase.
2	Low level of Numeracy on entry to Year 7. This reduces the performance and progress of all students in particular disadvantaged students in subjects such as Maths and Science as well as limiting the opportunity for age related expectation numeracy skills to be met throughout the Secondary education phase.
3	Low level of student aspiration and lack of cultural experience, in particular disadvantaged students' motivation to continue with academic study post 16. This can result in lack of engagement / desire to achieve in subjects and therefore reduced student outcomes / uptake for full range of Ebacc subjects at Key Stage 4.
4	Attendance rates and persistence absence for disadvantaged pupils are low in comparison to national and non-disadvantaged pupils across all Year Groups. This reduces their learning hours and causes them to fall behind in their educational milestones, thus reducing performance at the end of Key Stage 4.

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.	<p>By the end of 2023/24, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 2 years this figure was 18%.</p> <p>By the end of 2021/22 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 38 • an EBacc average point score of 3.1 • achievement of basics 4+ at 50% and 5+ at 30%
Improved reading comprehension among disadvantaged pupils across Year 7-10.	<p>GLS Nation Group Reading Tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Quality first teaching focusing on challenge, pitch, marking and feedback across the curriculum leading to active learn-</p>

	ing and pupil engagement. Measured by a closing of the progress gap between disadvantaged and non-disadvantaged students within the academy.
Improved Numeracy Skills among disadvantaged pupils across Year 7-10.	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. Maths and Science. Measured by the students' progress 8 score in English Bucket, Maths Bucket, Ebacc Bucket and attainment % compared to targets for Basics Results 4+ and 5+.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged leading to raising of aspirations.	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 as well as a reduced NEET figure for academy leavers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by the same as national average.</p> <p>The percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than national average.</p> <p>Also measured by an increase in the attendance of all students and a reduction in the persistent absence figure for whole academy.</p>

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: **£107,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of GLS full suite of standardised diagnostic assessments including Key Stage 3 Core, CAT 4, NGRT and NGST. Timetables each term to have maximum utilization. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. In addition, accurate tracking can be implemented to further promote progress across Year 7-10. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3.
Purchase and use of Pixl Membership, Hegarty Math's, Pin Point Math's, GCSE POD and Satchel One Show My Homework.	Previous academic year groups level of engagement has been high using identified resources, further development of GCSE POD for use at Key Stage 3 as well had led to increased levels of progress. All platform and resources mean that learning content and resources are easily accessible and able to be revisited.	1,2,3
Review, evaluation and enhancement of teaching and curriculum planning in line with DfE KS3 and EEF guidance as well as KS4 specification requirements. Continuing Professional Development driven by Staff Inquiry Questions will allow time to research and embed key elements of the guidance in school, and to access required resources and CPD.	The DfE non-statutory KS3 guidance and KS4 specification requirements along with curriculum design and strategic planning has been produced drawing on evidence-based approaches. These approaches promote the development of sequential knowledge in pupils and the constant building and application of subject specific skills that develop the "Whole pupil".	1,2.

Purchase and use of targeted curriculum resources and provisions for disadvantaged pupils to ensure full access to teaching and learning and support within the classroom and outside of the curriculum.	Previous qualitative data has shown that disadvantaged students engage more with learning, raise their aspirations and have an increased self-value / want to achieve when certain academic resources are provided / support given such as revision materials, access to online resources etc.	1,2,3
<p>Improving Reading and Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Continuing professional development and instructional coaching focussed on each teacher's subject area including whole academy approach / Key Line of Inquiry.</p> <p>It will be rolled out across all subjects being led by co-ordinators to bring specialist knowledge to each curriculum area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1,3.

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

Budgeted cost: **£50,928**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a targeted reading intervention programme (Ruth Miskin Read Write Inc) for all pupils with a primary focus on disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1.
Core Subject Small Group intervention through use of	Tuition targeted at specific needs and knowledge gaps can be an effective	1,2,3.

<p>HLTA with underperforming targeted disadvantaged and SEN students – Year 7-11. Students identified at the start of every half term using “Diagnosis, Testing, Therapy” model. At the end of half term impact evaluated and students either reintegrated or continue.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme (My Tutor) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Previous cohort evidenced success with My Tutor in particular high attaining disadvantaged pupils. Tuition targeted at specific needs and knowledge gaps can be an effective method to support high attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4.
<p>Use of external provider “Impress The Examiner” 2 day masterclass subject specialist workshops targeting underperforming pupils with primary numbers for disadvantaged pupils in all Ebacc subjects.</p>	<p>Previous cohorts evidenced success with “Impress The Examiner”, programmes are personalised and provide a comprehensive diagnostic, testing, therapy model that allows learning gaps to be addressed.</p>	1,2,3,4
<p>Implementation of Year 11 Raising Attainment Project – to include weekly assemblies, mentor groups, rewards, targeted evenings and revision packages.</p>	<p>Previous cohorts have reported that Year 11 Raising Attainment Project helped with focus in exam years, gave a sense of belonging and motivation. Qualitative data from parental and student feedback forms during the academic year and progress evenings value this additional level of support.</p>	1,2,3.

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

Budgeted cost: **£81,052**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective implementation of careers education through Year 7-11 including development of character and resilience programme, RSHE curriculum, Post 16 Pathways Interviews (Year 10 / Year 11), Kudos Software usage all Year Groups and CPD of all staff.	In line with Gatsby Benchmarks, a well planned out progressive and meaningful CIAG programme can raise student aspirations and reduce the chances of individuals becoming NEET. Ongoing qualitative data from students and tutors across all year show that students value the character and resilience programme and feel that they are prepared well for life after the academy.	3.
Strategic development and deployment of Pastoral Support Team through enhanced interventions and behaviour support policy to include mentoring, guidance, emotional coaching, social skills development and positive mindset training.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	3,4.
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4.
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: £239,730

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 2020 to 2021 academic year.

AIM 1: Whole Academy Progress 8 Score Target for Disadvantaged Pupils +0.05

OUTCOME: Increased progress 8 figure for PP students based on Year 11 Exam Results following Teacher Assessed Grades. Progress 8 score of +0.02 is the highest this figure has been in 4-year trend and the first time in positive figures. Gap to Non-PP students remains at 0.7.

SUMMARY: Pixl Membership including resource bank and Key Stage 4 Raising Attainment Strategies were effective for face to face delivery with students and useful for those that had access during remote learning. Year 11 TAGs process and student outcomes supported by PIXL resources as evidenced by progress and attainment data. Subject co-ordinators and teachers were able to quality assure and standardised student work effectively supporting outcomes. Further promotion, utilisation and deployment of PIXL strategies in particular for targeted students is required for 2021-2022. Exam Pro and Test Base (KS3) was effective for English, Science, Geography, History and MFL as evidenced by improved outcomes, continuation with this package for 2021-2022.

AIM 2: Whole Academy Attainment 8 Score Target 35.00 For Disadvantaged Pupils

OUTCOME: Increased attainment 8 figure for PP students based on Year 11 Exam Results following Teacher Assessed Grades. Attainment 8 score of 40.64 is the highest this figure has been in 4-year trend. Gap to Non-PP students decreased and is 10.1.

SUMMARY: Teaching and Learning CPD helped to improve delivery of face to face lesson and remote learning which increased student engagement in learning in lessons resulting in increased outcomes. Targeted staff coaching programmes to boost quality first teaching as well as staff development programmes for middle leadership and senior leadership have provided staff with targeted opportunities to work with groups of students / cohorts to tackle raising attainment. This will need further development and feed into the IQ process for 2021-2022 to be attainment specific for students. Provision of curriculum resources effective in supporting with home learning and motivation of students, actual impact on closing the attainment gap not established.

AIM 3: % Grade 5+ in English and Maths Target 15% For Disadvantaged Pupils

OUTCOME: Implementation of GLS CAT 4 package and GLS Yr 7 Core Package enabled clear baseline for Year 7 following no transition, this identified gaps and allowed for specific teaching and learning strategies within classroom to be deployed and relevant intervention programmes. Further development and use of GLS mapping tool to feed into KS3 PP strategy. GCSE POD, Hearty and PIN Point starting to be used effectively by students and staff which increases outcomes, ongoing promotion, drives and rewards required for students and staff in order to maximise usage and support those with limited ICT access. Students attitude towards TAGS was improved through use of these packages. Use of HLTA in English, Maths and Science was successful in developing small group intervention and providing quality 1-1 support for underperforming disadvantaged students. This model needs to continue this academic year with a focus on impact over time and working with different students in each wave. Successful identification of students in Year 7 / 8 not ARE for reading, however school closure delayed intervention, in return targeted students were worked with and some improvement shown – further development and more comprehensive programme to be implemented in 2021-2022 following Trust Assessment Policy. Impress The Examiner was successful in October Half Term, full attendance by Year

11 Targeted students to support with outcomes – further bookings were cancelled due to school closure and cancellation of exams, further services offered for 2021-2022 decision pending.

AIM 4: Ebacc Entry at GCSE Level Target 28% For Disadvantaged Pupils

OUTCOME: Ebacc entry of PP student at Year 11 was 18%, of which 44% achieved Ebacc at 4+ grade and 33% achieved Ebacc at 5+. Despite not meeting entry target these outcomes for PP students in the EBacc were the highest this figure has been in 4-year history. Increased confirmed destination data of PP students with reduced NEET figure for PP students.

SUMMARY: Character and Resilience programme is embedded and being used to support all year groups in the wider curriculum and becoming a model student in society. Further securing of this programme is required and quality assurance of delivery. Kudos Package is effective as evidenced by Year 11 destinations data as well as careers interviews which support pupil aspirations and reduce potential NEET figures, SEND and PP to continue to be prioritised and targeted first. My tutor Wave 1 Science was successful in Term 1 full attendance, school closure impacted on further waves, consideration for how best to use My Tutor for targeted students 2021-2022.

AIM 5: Whole Academy Attendance Target National Average or in line with Local Authority Figure for All Pupils Disadvantaged Pupils.

OUTCOME: Whole Academy Attendance Figure for All Students of 91.32% was in line (just above) National Average and Local Authority figure). Whole Academy Attendance Figure for PP students of 87.09% was below National Average figure of 89.02% and in line with Local Authority Figure of 87.12%. Increased confirmed destination data of PP students with reduced NEET figure for PP students, showing highest continuation with education / training / employment in 4 – year trend (provisional Term 1 local authority release data).

SUMMARY: Mental Health and Emotional Well Being Mentors were effective and early intervention and supporting targeted students. Attendance and punctuality support programmes are effective for identifying key PP students and action is swift to boost attendance. However further development and strategic planning is required to increase their overall % attendance. Use of rewards, tailored programmes, resource support, further parental engagement and whole academy intervention strategies will be put in place for desired impact. Careers planning and next steps support packages are effective and prioritise PP students first helping to reduce potential NEET figure.

Externally provided programmes

Programme	Provider
1-1 Tuition – Key Stage 4 Raising Attainment Sessions	My Tutor – On Line Provision
Small Group Subject Masterclass – Key Stage 4 Raising Attainment Sessions	Impress The Examiner – Face To Face Provision