

Pupil premium strategy statement (secondary)

1. Summary information					
School	Hassenbrook Academy				
Academic Year	2020/2021	Total PP budget based on census allocation	£169,990	Date of most recent PP Review	Jan 2019
Total number of pupils Based on census allocation	534 524	Number of pupils eligible for PP Based on census allocation	178 178	Date for next internal review of this strategy	July 2021

2. Current attainment		
2019/2020 Outcomes	OHA PP Pupils	OHA Non-PP Pupils
% Pupils achieving Grade 5+ in Maths and English	39% (OHA PP) / 22.5% (national PP)	55% (OHA non-PP) / 46.6% (national non-PP)
Progress 8 score average	- 0.15	0.64
Attainment 8 score average	39.21	48.95

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Progress 8 scores for PP pupils below national figure for non-PP pupils.
B.	Low Aspirations leading to low-level disruption, which has a detrimental effect on academic progress and that of their peers.
C.	High ability pupils who are eligible for PP are making less progress than their peers across KS4 preventing sustained high achievement.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Mobility in the area means that we have mid-term admissions who are PP and they often have poor attendance or underachieve.
E.	Attendance rates for PP pupils are below the school target and therefore reduce the school hours causing pupils to fall behind.
F.	Lack of access to IT equipment/internet.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria			
A.	PP Pupils to achieve outcomes equivalent to their peers with P8 scores equivalent to the national average for National Non PP pupils P8 scores.	PP Progress 8 scores to be equivalent to or better than non-PP pupils' national average			
		Year	PP	Non-PP	National Non-PP
		2018	-0.66	-0.17	-0.13
		2019	-0.69	-0.13	-0.13
		2020	CAGs	CAGs	CAGs
B.	PP pupils show improved engagement and therefore reduced low-level disruption. Behaviour incidents for PP pupils equal to or less than those figures for their peers.	PP behavior incidents to be equivalent to or better than the rates of Non-PP students			
		Year	PP	Non-PP	
		2018	57%	43%	
		2019	55%	45%	
		2020	55%	45%	
C.	Progress 8 scores of high attaining PP students to increase towards that of national average for Non-PP pupils	High ability PP students in year 11 to equal or exceed 0.0 progress 8 scores			
		Year	PP	Non-PP	
		2018	-0.87	-0.58	
		2019	-0.16	-0.18	
		2020	CAGs	CAGs	
D.	Further increase attendance levels of PP pupils towards national averages.	PP attendance rates to be at 95% or better. National PP attendance data was not published by DfE.**			
		Year	PP	Non-PP	National PP
		2018	90.48%	96.26%	93.8%
		2019	92.01%	96.33%	92.3%
		2020	91.31%	95.99%	79.7 (FSM6)**
E.	Develop student aspirations via careers interviews for all PP students, and holiday/after school/Saturday aspiration sessions.	All PP students to equal or exceed 0.0 progress 8 scores			

Interventions

Y7 to Y10:

- The Hub
- Mentoring with PSMs
- Mentoring with Good Man (exclusively Boys)
- Mentoring with Proximity
- Creation of additional sets
- Breakfast club
- Literacy and numeracy catch up
- Homework club
- DPR & Google Classroom
- Sam learning
- Revision Apps
- Additional parental contact
-
- EWO support
- Attendance rewards
-
- Financial aid with uniform (exclusively PP)
- Financial aid with equipment (exclusively PP)
- PiXL Build-Up (Year 10) (exclusively PP)
- Make it Happen Workshops (exclusively PP)
- Reading intervention

Heads of Year/ Attendance Team

- Re-frame attendance strategy – target PP students below national average for absence, not wait for <90%.
- Targeting of Year 7s.
- Attendance Meetings/ Panels with key stakeholders, e.g. SLT/ Governors.
- Dissemination to parents of information supporting good attendance.

Y11

As 7-11 &

- After-school/ weekend revision
- DPR & Google Classroom
- Small group tuition in English & Maths
- Alternative Provision
- Provision of revision materials
- Full audit done of needed materials/ support
- PiXL Strive for Five (English & Maths)
- Tutor time intervention – Y11 PP group post Feb Half-term

5. Planned expenditure

Academic year 2020 - 2021

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.

i. 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	By When	Review
A - E	Raise profile/ awareness of PP pupils by ensuring that MINT seating plans reflect PP students 'Disadvantaged First'	Greater staff awareness can lead to strategic interventions. Greater engagement of PP pupils leading to more desire to attend/ succeed.	Issue updates of mid-term admissions of PP pupils and any student's whose PP status changes Whole school focus prioritising disadvantaged pupils – marking their books first; providing verbal feedback to them first; targeting them for educational opportunities first. Monitored through QALs, Observation and Book Scrutiny Data.	WIP/EAJ/SCA EDC/BUL	September February half-term and on-going	October Easter, May and July
A – C	High quality teaching and learning and feedback through Observations, Quality Assuring Learning (QAL) and Book Scrutiny Staff recruitment and deployment: Pastoral Support Managers x 3 and Lead Practitioners in English, Maths, Science x2, Behaviour, and Music	The EEF toolkit shows that this strategy yields very high outcomes for pupils at a relatively low cost. Quality first teaching, early intervention and support make the most impact in closing the gap between PP and non-PP pupils	Regular monitoring of the quality of teaching through unannounced drop-ins, formal observations, and termly book scrutiny.	EDC/BAS JWI	February half-term As required	Easter, May and July On-going

B	Reducing low-grade disruption through the consistent application of the behaviour policy, CPD, differentiated support with PP and SEN pupils, early intervention, and regular communication with parents/carers.	Evidence from the EEF suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	TAC Meetings, termly top 10 underachievers/ concerns identified by HoYs/Pastoral managers with strategies/ interventions for the following half term. Termly review of attendance and exclusion rates for each year group to analyse the trends and evaluate the impact of interventions/ interventions needed. CPD, QAL and observation data.	SCA/SMG/SQD/ HoYs/PSMs	On-going	Easter, May and July
A and C	Targeted intervention with PP pupils (but includes non- PP pupils) through diagnostic feedback, modified lesson, effective use of TAs and differentiated work.	The EEF highlighted the effectiveness of precise feedback, indicating what pupils have done well and what they need to do to improve.	Observations and QAL data Questions Level Analysis to identify pupils' gaps in learning which is used to re-teach topics Tracking and Monitoring of performance data by Year and Class Sets	EDC/BAS LEG/HoDs/LPs LEG/HoDs/ LPs/HoYs	On-going	Easter, May and July
A and C	Small group tuition in Year 11 for English and Maths. Year 11 after school intervention sessions by all Year 11 subject teachers and Year 11 Mentoring by SLT Year 11 Study Area	Selected students in year 11 given extra curriculum time in both English and Maths to enhance progress for PP students to ensure maximum progress. Our pupils work better with staff that have a positive rapport with them; this will in turn encourage pupils to do better (attainment and progress) Pupils need a dedicated environment conducive to revising	HoDs to select students for targeted intervention based on distance to target and create groups aimed based on EoY target. Data to show improvement from one grade drop to the next Registers show that 75% or more pupils attend, Intervention/ Mentoring Timetable, weekly/daily reminder messages sent home, phone calls home. Staff rota, pupils have access to quiet study space and ICT during break and lunch.	LEG/ En & Ma HoDs HEN/SQD/HoDs/ PSMs/LEG HEN	October half-term September November	Easter & May Easter & May July

A and C	Additional sets created in Year 10 and Year 11 to enable smaller class sizes	Proportionate spending to enable smaller groups that will ensure teaching is of high quality and feedback to students is detailed.	Timetable, Registers evidence pupils are streamed by ability/EoY Targets, set 4 registers evidence reduced class size	LEG/EAJ	September	May & July
A - C	Tailored CPD sessions across school twilight sessions	Implementation of evidenced-based approaches for improving engagement and closing the gap by all staff will have a positive impact on all pupils' progress.	Observations, QALs, Book Scrutiny	BUL/EDC/BAS	On-going	Easter, May and July
Total budgeted cost					135,992	

ii. 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	By When	Review
A - C	Alternative learning pathway	To ensure that pupils' needs are catered for, raise aspirations and that the behaviour of a minority of pupils does not adversely affect the progress of others.	Visits to off-site provision, tracking and monitoring of attendance and performance data of pupils attending alternative provision	KEC/SMG	October half-term	Easter and May
	Mentoring, Pastoral Support and Hub Space	Pupils that feel supported academically and emotionally/pastorally have better attendance and access learning more readily. A dedicated space for mentors to support pupils will ensure that mentoring sessions take place.	Fortnightly TAC Meeting Minutes, Referrals for Multi-Agency support as required, PSPs and LSPs, small group or 1 to 1 Mentoring, Self-Esteem sessions run by Proximity, Good Man Boys' Group, and ASDAN course provision.	HoYs/SQD/SCA/PSMs	On-going	Easter, May and July
E	Attendance officer to monitor attendance and quickly chase up truancies, follow up attendance patterns and closely monitor regular absentees.	Attendance to school directly impacts on progress and attainment	Weekly attendance updates sent out weekly to all staff, staged letters home, and first-day absence calling and or texts	GRN/BUL	September	Easter, May and July
	Attendance meetings for PP students with attendance concerns.		Attendance and or TAC meeting minutes, records of support or interventions, referrals to multi-	GRN/HoYs/SQD/SCA/SMG/PSMs	On-going	Easter, May and July

	<p>Meetings take place once per half term as required.</p> <p>Year Group small group mentoring for pupils at risk of becoming PA</p> <p>Tutors make calls home when pupils are absent more than 2 or 3 days</p>		<p>agency support as required</p> <p>Weekly session timetable and registers</p> <p>SIMS communication log updated when Tutors make contact home</p>	<p>HoYs</p> <p>Tutors</p>	<p>February half-term</p> <p>December</p>	<p>Easter, May and July</p> <p>Easter, May and July</p>
D	<p>Induction and monitoring of mid-term admissions.</p> <p>Catch up provision for any Year 10 or Year 11 mid-term PP admissions.</p>	<p>Pupils that join mid-term need support to acclimate to a new school, often have lower attendance, and underperform compared to other pupils.</p>	<p>HoYs interview/meet all mid-term admissions, provide a buddy, review previous school records to ensure continuity of support (e.g. SEDN, LAC or agency support), and share information as required with all staff.</p> <p>Catch-up plan for academic work to be formalized and shared with relevant staff</p>	<p>SCA/SQD/SMG/HoYs/PSMs</p> <p>SQD</p>	<p>February half-term</p> <p>February half-term</p>	<p>Easter, May and July</p> <p>Easter, May and July</p>
Total budgeted cost					23,798	

iii. 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	By When	Review
A – C and F	<p>Purchase of educational software (DPR, Hegarty Maths and Google Classroom) to further enhance learning both in the academy and at home.</p> <p>Affiliation to Pixl to work alongside other schools to pool resources and standardise both assessment and delivery of materials</p>	<p>The E-Learning opportunities support independent learning and remote learning. Impacts PP students and all other students in making good progress.</p> <p>The school has joined Pixl which brings along a whole new set of resources which both staff and students can access. The school can also access the PiXL curve, which allows access to standardised assessments and monitoring in preparation for new style more demanding examinations and courses. All students have access to these resources.</p>	<p>Monitoring of login/usage from all stakeholders, published monitoring cycle and expectations, how to guides created and published, and training logs</p> <p>Train staff on the use of PiXL resources, monitor implementation of resources through QAL/observations, hold termly standardisation and moderation sessions.</p>	<p>BUL/BAS</p> <p>HoDs of Core</p>	<p>September</p> <p>On-going</p>	<p>Easter, May and July</p> <p>Easter, May and July</p>
B and E	Careers days/ IAG/ Careers advice	<p>SEN/LA/PP pupils prioritised for careers meetings in Years 10/11 to raise aspirations and provide direction.</p> <p>“Career ready” advice provided for all year groups to broaden horizons and make educational/vocational pathway more relevant.</p>	<p>Meeting records and IAG resources readily available</p> <p>Careers Audit and Tutor Time activities</p>	<p>SCA/SMG/MEK</p> <p>MEK/SCA/HoYs/ Tutors</p>	February half-term	Easter, May and July
B and E	Make it Happen Sessions	Sessions focus on raising pupils' aspirations with an aim to reduce the number pupils that are NEETs	10-12 sessions are delivered per year. Pupils are selected via post code. Student postcodes are areas of high deprivation which therefore most pupils selected will be PP. Some sessions will be delivered whole school via Tutor Time.	SCA	On-going	Easter, May and July

B and D	Breakfast Club	Evidence suggests that breakfast clubs can improve school performance/ attendance and provides a safe environment for pupils to socialise.	Staffing rota for Breakfast Club, Menu and signage, Till data of breakfast meals purchased or registers	ATH/BAJ	September	Easter, May and July
	Breakfast Club for Y11			HIB/HEN	March (tbc)	Easter and May
A and C	Revision resources for all EBACC subjects for Year 11 PP Pupils	Students provided with free revision guides, exam banks and texts where necessary to support revision in all subjects as required.	PP list from SIMS, Letters Home to families, invoices and receipts for revision guides/resources	EAJ/HoDs/VAC	February half-term	Easter and May
	Weekly revision activities for Core Subjects in Tutor Time (Y10-Y11)	Whole school focus on attainment by staff that pupils trust has been known to make a significant impact	Tutors will deliver weekly sessions that focus on teaching pupils how to revise (e.g. revision timetables, note-taking, etc.). Other sessions will focus on time management, mindset, how to deal with exam stress, etc. HoDs of core will provide resources and or video tutorials targeted on key skills aimed at grades 4/5.	HoYs/HoDs		Easter and May
A, B, D, and F	Target PP students in questionnaire to assess needs - e.g. IT access, after-school activity, use of library. Results influence provision and who is pushed towards after-school activity.	Evidence shows lack of after-school/home IT negatively affects progress.	Data analysis from surveys and library usage shows that pupils have access to resources and club registers show attendance is at least 75% or better.	SCA/HODs/ Staff that run clubs	Autumn Term (IT access) March	Easter, May and July
			Pupil access to computer, laptops or internet/data access	SCA/SMG		
Total Budgeted Cost					10,200	