Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Hassenbrook Academy				
Academic Year	2019/20	**Total PP budget**	£153,340	**Date of most recent PP Review**	May 17
Total number of pupils	530	**Number of pupils eligible for PP**	176	**Date for next internal review of this strategy**	

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% Pupils achieving Grade 5+ in Maths and English	**14%**	30%
Progress 8 score average	**-0.98**	-0.35
Attainment 8 score average	**30.97**	38.48

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
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.	Low ability pupils who are eligible for PP are making less progress than their peers across KS4 preventing sustained high achievement.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for PP pupils are below the school target and therefore reduce the school hours causing pupils to fall behind.

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
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 behaviour incidents to be equivalent to or better than the rates of Non-PP students
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
D. Further increase attendance levels of PP pupils towards national averages.	PP attendance rates to be at 95% or better. Current NA = 92.6%.

A. PP Progress 8 scores to be equivalent to or better than non-PP pupils' national average

Target		18/19	19/ 20
Dec 19	-1.00	-1.28	0.98
March 20	-0.75	-0.93	
May 20	-0.50	-0.91	
August 20	-0.25	-0.54	

B. PP behaviour incidents to be equivalent to or better than the rates of Non-PP students

Target		18/19	19/20
December 19	PP = Non-PP	57%/ 43%	47%/ 53%
March 20	PP = Non-PP	57%/ 43%	
May 20	PP = Non-PP	56%/ 44%	
July 20	PP = Non-PP	55%/ 45%	

C. High ability PP students in year 11 to equal or exceed 0.0 progress 8 scores

Target		18/19	19/ 20
December 19	-0.8	-1.44	-1.42
March 20	-0.5	-1.13	
May 20	-0.2	-0.99	
August 20	0	-0.16	

D. PP attendance rates to be at 95% or better. Current NA = 92.6%.

Target		18/19	19/ 20
December 19	92%	93.11%	91.5% (Y7 - 94%, Y8 – 91%, Y9 - 94%, Y10 - 88%, Y11 - 90%)
March 20	93%	92.06%	
May 20	94%	92.44%	
July 20	95%	92.01%	

Interventions

Y7 to Y10:

Y11

- The Hub
- Mentoring with PSMs
- Mentoring with 1 UP   (exclusively PP)
- Mentoring with Proximity
- Creation of additional sets
- Breakfast club
- Literacy and numeracy catch up
- Homework club
- Show My Homework
- Sam learning
- Revision Apps
- Additional parental contact
- Home visits
- EWO support
- Attendance rewards
- Financial aid with school trips
- Financial aid with uniform (exclusively PP)
- Financial aid with equipment (exclusively PP)
- PiXL Build-Up (Year 10) (exclusively PP)
- Make Happen Workshops (exclusively PP)
- Reading intervention

As 7-11 &

Holiday University
After-school/ weekend revision
Tutor time intervention – Y11 PP group post Feb Half-term
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)

Heads of Year/ Attendance Team

- Targeted programmes – e.g. university trips for Years 9 & 10, 90 MMSE for Year 8.
- 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.

5. Planned expenditure					

Academic year					

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	When will you review implementation?
ABCD	Raise profile/ awareness/ issue updates on progress of Pupil Premium students in initial September INSET then periodically through staff briefings. Ensure that PP reflected in MINT seating plans.	Greater staff awareness can lead to strategic interventions. Greater engagement of PP students leading to more desire to attend/ succeed.	QAL process.	AHT Pupil Premium/ SLT/ HoY 11	Ongoing from start of academic year.
A and C	Holiday University and Booster sessions Primarily targeted at PP pupils but includes non-PP pupils.	Sessions in both Maths and English targeted at specific PP pupils and other pupils who are not making enough progress in relation to starting points. Maths and English sessions start from the very first week of the academic year. These sessions are created to meet the needs of the target audience, some designed to consolidate skills and some to stretch at the higher ability levels.	Coordinated by the head of Maths and English. Students are selected and invited and all attendance monitored.	Head of core subjects DHT student progress	Ongoing from start of academic year and reviewed each data drop. £10000 Staffing costs Refreshments Reprographics and resources

A and C	Small group tuition in Year 11 for English but also for maths.	Selected students in year 11 given extra curriculum time in both English and Maths to enhance progress for PP students who have a narrower curriculum to ensure maximum progress in core subjects. Extra specialists employed in Maths and English. Smaller numbers of pupils in sets	Co-ordinated by head of Maths and English. Lessons observed on a regular basis to quality control.	Core leaders	Every data drop £15000 Extra Staff costs
A and C	Tailored CPD sessions across school twilight sessions	Carefully planned CPD sessions planned and allocated according to experience and needs. Sessions including Feedback, Meta cognition, phonics, AFL and Use of technology and many other aspects of teaching and learning designed to further enhance the learning experience of a daily basis for PP and other students. Wednesday briefings highlight key student groups, incl focus on PP students.	10 Twilight sessions across the year and across the trust co-ordinated by the CPD co-ordinators of both schools. All sessions attendance is monitored and is linked to PM and monitored through lesson observations, drop ins and learning walks which all have a focus. Weekly Foci for AFL, behaviour and the Trust's Good to Great policy are also communicated to staff	CPD Co-ordinators	Following each twilight and impact reviewed via observations and learning walks on an on-going basis. Resources and planning costs £2000
				Total budgeted cost	£27000

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**	**When will you review implementation?**
B and C	Alternative learning pathway	PP Students in KS4 who would struggle to access a fully academic programme are given access to off-site vocational courses. These students then focus on the core curriculum in school but remain progress 8 compliant, with a vocational thread added. Engagement for these pupils will increase in school as well as conduct and attitude.	AHT to oversee provision and ensure a bespoke timetable is created for each student. Students' progress is monitored in school but also visits are conducted off site and reports from vocational courses are sent to the school	AHT	Each data drop £38000 Provisions by outside companies Transport costs
	Hub	Internal withdrawal of key students to focus on basic literacy/ numeracy/ social skills.	SENCO/ HLTA		£24000 Staffing Costs
D	Attendance officer appointed to monitor attendance and quickly chase up truancies, follow up attendance patterns and closely monitor regular absentees	Attendance officer with a brief to improve attendance of all students but with a priority on improving the attendance of PP pupils which are below the national average. This includes home visits and regular home contact. If pupils are not present they cannot learn. EWO Services	Attendance officer aware of pupils who are PP with poor attendance records. DH and attendance team are quick to chase up pupil absence. DH monitors and attendance figures are updated weekly.	DH Team around the child team	Half termly £18000 Staff costs £1000

			Team around the child meetings to discuss individual issues		
				Total budgeted cost	£81,000

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**	**When will you review implementation?**
A, B and C	Purchase of educational software to further enhance learning both in the academy and at home. Affiliation to Pixl to work alongside other schools to pool resources and standardise both assessment and delivery of materials	The school has purchased Mathswatch allowing all pupils to access extra materials and extend home learning, this included the App which students can use on Ipads and Mobile phones. 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.	Software used by all students and Pixl resources used widely across the school	Pixl and Hudl Champions Core subject leaders	Half termly £10000
	Active Learner Cards	Emphasis on Active learning and resilience, reflection and collaborating promotes independence and acquisition of social currency.		AHT Behaviour.	£8000 - rewards

B and D	Careers days/ IAG/ Careers advice	SEN/LA/PP pupils prioritised for careers meetings in years 10/11 to raise aspirations and provide direction. "Career ready" career days provided for all year groups to broaden horizons and make the education pathway more relevant.	Organised by careers co-ordinator and supervised by AHT behaviour and safety.	AHT/SLT	£5000
B and D	Breakfast Club	Morning facility allowing pupils to access the school before the day begins and socialise and eat/drink in order to prepare for the school day.	Well established by experienced staff and monitored daily.	All staff	£3000 Staffing Food costs Attendance monitored weekly
B and D	Proximity Chaplaincy	Support from an off-site organisation providing after school snacks/drinks. On-site "listening ear" to provide drop in support and also targeted support where necessary. This also includes the Made course which aims to boost the self-esteem of a select number of students over the duration of a 10 week course.	Liaison with AHT behaviour and safety	AHT	£2000 Made course
A and C	Revision resources all subjects	Students provided with free revision guides, exam banks and texts where necessary to support revision in all subjects as required.	Co-ordinated by DH in partnership with lead learners as demand occurs	DH	£5000 Revision guides Transportation costs to revision sessions All other resources

B and D	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.	Robust collation and tracking via achievement data to assess effects of intervention.	AHT Pupil Premium/ HoY 11	£2000 Provision of staff using questionnaires/ staffing after-school activity.
B and D	Social and Emotional intervention – counselling/ mentoring sessions.	Address behavioural issues which affect access to learning.	Tracking of attendance/ strategic placement of students on programmes/ tracking of behavioural and academic data.	PSMs/ PSA/ LeadPrac BFL.	£14000.
Total Budgeted Cost					**£49000**