

Pupil Premium Spending – Hanham Woods Academy 2017-18

Pupil Premium is received as follows:

Aspect of Pupil Premium	Explanation	From April 2017 per pupil	Number (%) of students on roll (/855) claiming this aspect
FSM	Children from low-income families who apply for, and are eligible for, free school meals	£935	159 (18.3%)
E6FSM	Children who were eligible for FSM at any point in the last six years (Ever 6). This means that a child eligible for FSM in the last year of primary education will remain eligible for the Pupil Premium up to Year 11	£935	
CLA	Children who have been looked-after continuously for more than six months From April 2014 the premium will be extended to children who: a) have been looked after for one day or more b) are adopted c) leave care under a special Guardianship Order or a Residence Order	£1,900	6 (0.69%)
SCP	Children of armed forces personnel (the Service Child Premium)	£300	0
Total		£160,000	159 (18.36%)
In addition CUP	Children who are eligible for the Catch Up Premium as a result of not reaching Level 4 in English and/or Maths in Key Stage 2 National assessments	£500	36 (4.2%)

You can read more about the Pupil Premium [here](#).

Objectives of the Pupil Premium:

To ensure that:

- eligible students make progress in line with their peers
- eligible students reach challenging attainment targets in line with their peers
- eligible students achieve in line with/in excess of their personal predictions/aspirations
- parents and carers of eligible students are engaged in supporting students' achievement and attainment
- eligible students engage in and enjoy learning at the Academy
- eligible students engage in and enjoy learning outside Academy hours
- the Academy facilitates engagement with education, employment and training post 16 of eligible students.

Main barriers to the educational achievement faced by eligible pupils at the school are:

- Low literacy and numeracy levels from key stage 2 (less than L4)
- Disengagement (inability to relate to texts)
- Lack of access to first language spoken (in school)
- Lack of English modelled at home
- Access to reading materials at home
- Safeguarding issues
- LAC – attachment issues, unsettled home environment
- Social and emotional barriers to learning
- Managed moves – transition issues (Y6 to Y7)
- Understanding of roots to further and higher education
- Parental engagement
- Financial barriers for pupils paying for trips
- Confidence in engagement with extra-curricular activities
- Aspiration limitations due to social and economic factors
- Fear of failure and measured risk taking
- PP attendance rates can be lower

To address these barriers, the Pupil Premium funding will be apportioned as in the table on the following page. Reviews of the impact of this spending is ongoing reviews of the impact of this spending will take place through activities including student progress and attainment review meetings, attendance meetings, Head of House meetings, parent meetings, subject reviews, Academy Council meetings and various other monitoring activities.

A final review of the overall impact for the 2017-18 academic year will take place in July 2018.

The Pupil premium spend DRAFT 2017 -18 K Shaw

Area of spend	Contribution from Pupil Premium	Description of intervention and potential impact (identified by Sutton Trust)	Intended Outcomes	Impact measurement– what would we see to know it has been used successfully?
English, Maths and Science one to one intervention	£25,200	Specialist one-to-one interventions in English, Maths and science to students from years 7 to 11. Full tracking of intervention and impact on progress recorded at regular intervals. 100% of CLA receive this support. Sutton Trust: One to one tuition +5 months Feedback +8 months Learning Styles + 2months		100% of students receiving intervention to make expected and good levels of progress by end of year. No students making 0- progress at end of year 7 cf. KS2 data. Reduction in need to intervene in KS4 to catch-up students. At least one full level of progress in English/Maths for students on an annual programme
Engage Provision	£10,000	The Engage provides an Alternative provision for students who find mainstream more challenging. This provides small group, personalised learning at a dedicated site with specialist staff. The programme is structured to re-engage our most vulnerable students in education, to be able to return to their original provision with greater coping strategies, and/or make informed decisions about their future educational options. Sutton Trust: Reduced class size +3 months Behaviour Interventions +4 months Meta cognition and self-regulation +8 months Social and Emotional Learning +4 months Mentoring +1 month	Students at risk of not being in employment, education or training are provided with small group learning and specialist behaviour support through a revolving door provision.	Number of students who are successfully supported through the Studio to return to the Academy and achieve good qualifications. Reduction in FTEX and PEX among this group. Year 11 leavers NEET rate (not in Education, Employment or Training)
Inclusion Leader	£33,200	Part Funding. To address the learning needs of PP students (through coaching and small group intervention) to support students to effectively engage with the low cost strategies delivered by teachers and tutors.	PP students are supported through individually designed mentoring packages and social/emotional	Increase in Attitude to learning scores. Reduction in number of FTEX or PEX. Reduction in behaviour incidents. Progress of PP students improving overall.

		Sutton Trust: Mentoring + 1 month Social and emotional learning + 4 months Meta cognition and self-regulation +8 months	programmes to enable them to access learning effectively and maximise progress in school	
Heads of House	£50,000	Part funding of Heads of House. To lead on and support school centred interventions; to monitor attendance and punctuality; to facilitate restorative justice meetings; to develop and maintain effective partnerships with parents/carers, external agencies and the wider community to improve students' learning and personal development. Sutton Trust: Mentoring + 1 months Social and emotional learning + 4 months Meta cognition and self-regulation +8 months	Pupil Premium students are supported to make greater levels of progress and barriers to learning or attendance caused by deprivation are reduced. Particular focus on delivering reliable daily support to enhance achievement of students	Increase in levels of progress. Improved attitude to learning scores in lessons. Reduction in behaviour incidents. Increased attendance and punctuality to lessons. Progress of Pupil Premium students to improve.
Academy Leader Raising Achievement Leads	£10,000	Part funding of Raising Achievement Leader posts: focusing not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced. Sutton Trust: Extending school time + 2 months	Work tirelessly to ensure all students are supported to attend and achieve. PP students are supported to make greater levels of progress and that they do not have any barriers to learning or attendance caused by deprivation.	Increase in levels of expected and good progress. Improved attitude to learning lesson scores. Improved attendance and above 96%.
Family & Student Support Worker	£16,200	To provide individual mentoring for weaker and underachieving students. This involves close liaison and engagement with parents through 'structured conversations' Sutton Trust: Mentoring + 1 months Social and emotional learning + 4 months	Home visits and support with SAF process, reintegration and student support plans. Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made.	Improved engagement with some of the hardest to reach families. Improved attendance and engagement with learning, overall improving progress.

Attendance Officer	£9,500	Supporting students and families where barrier to achievement is attendance. Working with families to raise aspirations and engagement in education. Sutton Trust: Parental involvement + 3 months	Enable more PP students to realise the importance of attendance in aspirations and achievement and develop a 'high attendance culture'.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 96%
Education Welfare Officer service	£1,224	Supporting students and families where there are significant barriers to attendance. Supporting Raising Achievement Leaders to work with families to raise aspirations and engagement in education. Sutton Trust: Behaviour interventions + 3 months	Enable those PP students with the greatest needs to realise the importance of attendance in aspirations and achievement	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 95%
Truancy Call	£2,000	To provide immediate daily absence information for parents of PP students: improving safety and encouraging parental engagement with developing a 'high attendance culture'. Sutton Trust: Parental involvement + 3 months	Improved attendance and punctuality of PP students and reduced number of 'broken weeks'.	Attendance of PP will rise over time to be at least in line with peers. Attendance of all will be above 96%
CEIAG Coordinator	£15,000	Careers Education, Information Advice & Guidance support. To coordinate and provide opportunities for students to explore and develop individual curriculum and careers pathways. Sutton Trust: Aspiration interventions + 0 Parental involvement + 3 months	Enable more PP students to realise the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs (see destinations 2016 – 17 attachment).	Maintain 0 number of NEET's in future years. Expected and good progress of PP students. Improved focus on aspirations and pathways within the Academy. Ensure students are guided to the highest level courses.
Mint Class seating plan tool for teachers.	£750	Introduction of a more efficient seating plan system to allow teachers to prioritise PP students within the classroom to maximise support and provision. Sutton Trust: Behaviour interventions + 3 months Collaborative learning + 5	Contextual information and student progress data is more easily integrated into seating plans to inform and drive teacher planning for PP students.	Increase in levels of expected and good progress. Improved <i>attitude to learning</i> scores in lessons. Reduction in behaviour incidents
Show My Homework	£1,000	Online tool for setting, tracking and submitting home learning rationalises and clarifies what work has been set. This will mean that access to, and submission of home learning is	Students are able to organise and track their home learning work load which is also available for	No gap between non PP and PP students regarding home learning submission rate and quality of work produced.

		Sutton Trust: Homework (secondary) +5 months Parental involvement +3 months	tutors, Heads of House and parents to access and provide support. Students	
Music Lessons	£1,700	Subsidised music lessons (instrumental and voice) are offered to all CLA students for free. Students on FSM are offered subsidised music lessons to enable them to participate Sutton Trust: Arts Participation +2 months	Learning new skills and an appreciation of music for pleasure. Increased self esteem (especially in conjunction with the opportunities for students to perform in the Academy). Students exposed to alternative activities which broaden the school experience, developing discipline and resilience.	Uptake of instrument lessons will continue to rise with a greater proportion of PP students involved in lessons and academy events and productions. Improved attendance from feeling part of the school community. Results for PP students at KS4 in music should improve.
Teaching and Learning	£0	CPD in term 1 updating PP profiles and reviewing seating plans and differentiation for PP students identifying potential barriers and working collaboratively to increase our impact. Sutton Trust: Feedback +8 months Learning Styles + 2months Collaborative learning +5 months Behaviour interventions + 3 months	Improved progress for PP students in all lessons.	Student data will reveal in the end of term 1 data drop if they have improved in line with their peers or more.
Y11 Raising Attainment	£0	To improve the rigour around identifying underperforming Y11 students and associated intervention. To develop a relentlessness around intervening and refusing to let any student fall behind. Sutton Trust: Mentoring + 1 month Individualised instruction +3 months One to One tuition + 5 months	Y11 students who are underachieving are identified quickly and support is put in place, particularly in English, Maths & Science. Compulsory catch-up sessions in place. Dec 16: Post mock identification of PP underperformance required. Student voice	Gaps, identified in Terms 1 & 2 are acted on and closed in Terms 3 & 4.

			exercise required to identify barriers.	
Uniform	£0	Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of FSM students benefit from this opportunity that increases inclusion and removes a barrier to learning. Sutton Trust: Uniform + 0 months	FSM students who do not have full uniform are loaned items in the interim from our stock pile. Compliance with Academy uniform policy Full participation of students in the Hanham Woods Academy Uniform policy	Number of students receiving free uniform. Students more likely to attend as they feel in line with their peers.
TOTAL	£175,774			

Area of spend	Contribution from Catch up funding	Description of intervention and potential impact (identified by Sutton Trust)	Intended Outcomes	Impact measurement– what would we see to know it has been used successfully?
Catch Up Funding	£18,000	Part funds an English teacher, Sian Davies to run interventions amongst working with SEN. This included targeted reading groups including PP reading for pleasure, spelling groups and other one to one and small group work	Students with low levels of literacy improve in line with their peers.	Data of these students reading ages and ARE English assessment's in KS3 CLF tests will reveal a rapid improvement throughout the year in line with their peers.
	£0	Small group interventions by CLF advisor Linda Culling working with groups of around 3 to improve numeracy. Focus on PP.	Students with low levels of literacy can improve in line with their peers. Students can develop resilience	ARE's in KS3 CLF tests will reveal a rapid improvement throughout the year in line with their peers.
	£0	Second in Maths and English have a remit to improve numeracy and literacy across the school. This will include resources for tutor time and CPD to support staff with embedding literacy and numeracy in the curriculum	Literacy and numeracy will become a feature of a broad range of lessons and will be taught by all staff	Literacy and numeracy can be seen in lesson observations and learning walks. Students ARE's improve in year 7 to year 8 and the gap is closed.
TOTAL	£18,000			