

Pupil Premium Impact Statement 2019-2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- There is an achievement gap for pupil premium pupils when compared to others nationally across the English Baccalaureate subjects
- Pupils' mental health and social behaviour
- Pupil Premium pupils have low aspirations with lack of role models in higher education within the community and lack of knowledge of the progression through to their chose career path
- Attendance and punctuality of pupil premium students

Total pupil premium funding for current year: £252,918

Total number on roll	Years	Number of Looked After Children	Funding Allocation for LAC
1,061	Year 7-11	27	£51,300

Year Group	Number of pupils in receipt of the Pupil Premium	% (PP)
7	83 (238)	35%
8	69 (228)	30%
9	59 (199)	30%
10	67 (187)	34%
11	49 (209)	23%
Total	327 (1,061)	31%

Quality First Teaching

Strategy	Cost	Success Criteria	Evaluation																																												
<ul style="list-style-type: none"> All staff to be aware of pupils who are Pupil Premium through classcharts All staff to employ Disadvantaged First strategy through questioning, support, feedback and communication with the classroom High quality Teaching and Learning provision for all students Quality assurance and learning walks to focus on Disadvantaged First strategy Increased faculty time to focus on high quality teaching and learning deliver through the middle leadership development program. Homework to be published on classcharts and disadvantaged completion to be monitored within faculty FAM cycle to include a specific focus on Disadvantaged progress with a focus on specific focus group Maths and English to diminish the gap between disadvantaged and others in progress and attainment 	<p>£113,813</p> <p>45%</p>	<ul style="list-style-type: none"> Disadvantaged students to be targeted first during lesson shown through QA cycle Attainment results across year 11 subjects to improve for Disadvantaged students Year 11 attainment results gap between Disadvantages and Non-Disadvantaged students to decrease Class charts data to show an increase in Disadvantaged students completing homework Improvement in teaching and learning through QA cycle due to increased focus during faculty time 	<p>2020 Evaluation – Performance of Disadvantaged Pupils</p> <p>Progress 8 and Elements scores will not be published this academic year, results published below are based SISRA Collaboration data.</p> <ul style="list-style-type: none"> The Progress 8 score for Disadvantaged pupils is in-line with 2019 outcomes. The Attainment results for Disadvantaged pupils has improved significantly for in English for 4+ and 5+. There are also notable improvements in 5+ and 7+ attainment measures. 5+ Crossover has improved significantly by 10% including an increase of 4% in 4+ Crossover. <table border="1"> <thead> <tr> <th>Year 11 Accountability Measures</th> <th>2019 Disadvantaged Results</th> <th>2020 Disadvantaged Results</th> <th>Impact compared to 2019 Results</th> </tr> </thead> <tbody> <tr> <td>4 + English</td> <td>52%</td> <td>63%</td> <td>↑ (11%)</td> </tr> <tr> <td>4 + Mathematics</td> <td>54%</td> <td>54%</td> <td>= (0%)</td> </tr> <tr> <td>4+ English and maths</td> <td>41%</td> <td>45%</td> <td>↑ (4%)</td> </tr> <tr> <td>5+ English</td> <td>22%</td> <td>33%</td> <td>↑ (11%)</td> </tr> <tr> <td>5+ Mathematics</td> <td>28%</td> <td>29%</td> <td>↑ (1%)</td> </tr> <tr> <td>5+ English and maths</td> <td>15%</td> <td>25%</td> <td>↑ (10%)</td> </tr> <tr> <td>7+ English</td> <td>7%</td> <td>10%</td> <td>↑ (3%)</td> </tr> <tr> <td>7+ Mathematics</td> <td>4%</td> <td>14%</td> <td>↑ (10%)</td> </tr> <tr> <td>7+ English and maths</td> <td>2%</td> <td>4%</td> <td>↑ (2%)</td> </tr> <tr> <td>Progress 8</td> <td>-0.26</td> <td>-0.26</td> <td>= 0</td> </tr> </tbody> </table>	Year 11 Accountability Measures	2019 Disadvantaged Results	2020 Disadvantaged Results	Impact compared to 2019 Results	4 + English	52%	63%	↑ (11%)	4 + Mathematics	54%	54%	= (0%)	4+ English and maths	41%	45%	↑ (4%)	5+ English	22%	33%	↑ (11%)	5+ Mathematics	28%	29%	↑ (1%)	5+ English and maths	15%	25%	↑ (10%)	7+ English	7%	10%	↑ (3%)	7+ Mathematics	4%	14%	↑ (10%)	7+ English and maths	2%	4%	↑ (2%)	Progress 8	-0.26	-0.26	= 0
Year 11 Accountability Measures	2019 Disadvantaged Results	2020 Disadvantaged Results	Impact compared to 2019 Results																																												
4 + English	52%	63%	↑ (11%)																																												
4 + Mathematics	54%	54%	= (0%)																																												
4+ English and maths	41%	45%	↑ (4%)																																												
5+ English	22%	33%	↑ (11%)																																												
5+ Mathematics	28%	29%	↑ (1%)																																												
5+ English and maths	15%	25%	↑ (10%)																																												
7+ English	7%	10%	↑ (3%)																																												
7+ Mathematics	4%	14%	↑ (10%)																																												
7+ English and maths	2%	4%	↑ (2%)																																												
Progress 8	-0.26	-0.26	= 0																																												

Effective Feedback and Targeted Intervention																											
Strategy	Cost	Success Criteria	Evaluation																								
<ul style="list-style-type: none"> Disadvantaged first strategy for feedback through DIRT Verbal feedback with a disadvantaged first approach Quality assurance process to focus on feedback for Disadvantaged First Identify gaps from assessment and address these, with priority on disadvantaged Intervention to focus on disadvantaged first and to be informed from gaps in pupil knowledge Maths and English to diminish the gap between disadvantaged and others in progress and attainment 	<p>£75,875</p> <p>30%</p>	<ul style="list-style-type: none"> QA cycle to show high quality feedback for Disadvantaged students Use of trackers to document intervention for disadvantaged students and monitor progress using SISRA (SPI) information Year 11 attainment for Maths and English to show a diminish in the gap between Disadvantaged and Non-Disadvantaged pupils Targeted intervention put in place for Disadvantaged students where needed following assessments QLA used following PPE's to identify gaps in pupil knowledge and assist in the planning or targeted intervention 	<p>Performance Gap - Progress</p> <p>Gap to national 'Others' (non-disadvantaged)</p> <ul style="list-style-type: none"> The progress of disadvantaged pupil has maintained when compared to national others from 2019. <p>In-school Gap</p> <ul style="list-style-type: none"> The in school gap has slightly increased due to the improved performance of others (in-school). <table border="1"> <thead> <tr> <th>Comparing to National and In-school gap (P8)</th> <th>2019 Outcomes</th> <th>2020 Results</th> <th>Difference +/-</th> </tr> </thead> <tbody> <tr> <td>Others (In-school)</td> <td>-0.07</td> <td>+0.03</td> <td>+0.04</td> </tr> <tr> <td>HART School Disadvantaged</td> <td>-0.26</td> <td>-0.26</td> <td>=</td> </tr> <tr> <td>Gap (In-school)</td> <td>-0.19</td> <td>-0.29</td> <td>-0.10</td> </tr> <tr> <td>Others national</td> <td>+0.13*</td> <td>+0.13*</td> <td></td> </tr> <tr> <td>Gap (Others national)</td> <td>-0.13</td> <td>-0.13</td> <td></td> </tr> </tbody> </table> <p><u>Performance Gap - Attainment</u></p> <ul style="list-style-type: none"> Attainment in 4+ and 5+ English and mathematics has improved when compared to 2019 results. The in-school gap has diminished for 4+ in English and 5+ English and Mathematics. The In-school gap has widened by 3% 4+ in Mathematics. 	Comparing to National and In-school gap (P8)	2019 Outcomes	2020 Results	Difference +/-	Others (In-school)	-0.07	+0.03	+0.04	HART School Disadvantaged	-0.26	-0.26	=	Gap (In-school)	-0.19	-0.29	-0.10	Others national	+0.13*	+0.13*		Gap (Others national)	-0.13	-0.13	
Comparing to National and In-school gap (P8)	2019 Outcomes	2020 Results	Difference +/-																								
Others (In-school)	-0.07	+0.03	+0.04																								
HART School Disadvantaged	-0.26	-0.26	=																								
Gap (In-school)	-0.19	-0.29	-0.10																								
Others national	+0.13*	+0.13*																									
Gap (Others national)	-0.13	-0.13																									

Attainment measures	2019 Dis Results	2019 Others Results	2019 In school Gap compared to 'Others'	2020 Dis Results	2020 Others Results	In school Gap compared to 'Others'
English 4+	52%	70%	-18%	63%	78%	-15% ↑
Maths 4+	52%	72%	-20%	53%	76%	-23% ↓
English 5+	22%	52%	-30%	33%	48%	-15% ↑
Maths 5+	28%	53%	-25%	29%	51%	-22% ↑

Attendance, Well-being and Aspiration			
Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> Disadvantaged attendance to be monitored through specific SLT link Student Support Officer to closely mentor disadvantaged student's well-being, key identified students to have external support through Calm Careers Raise aspirations of disadvantaged students through support attending trips Disadvantaged students to receive careers meeting first Parents of disadvantaged students attendance to parents evening and support events to be supported through Head of Year SLT mentoring for identified disadvantaged students to support with well-being, academic support and aspirations 	<p>£63,230</p> <p>25%</p>	<ul style="list-style-type: none"> Disadvantaged students attendance to be monitored and tracked throughout the year, with an improvement in Disadvantaged students seen Class charts logs to show pastoral interventions in place to support students Disadvantaged students to receive careers meeting first to ensure they know next steps and how to get there Improved attendance at parents' events 	<p>Disadvantaged Attendance - (Up until March 2020):</p> <p>The national figure for All pupils is 94.5% and 90.8% for Disadvantaged Pupils.</p> <ul style="list-style-type: none"> Full Year Attendance for Disadvantaged Pupils was 91.8%, this is a significant improvement of 2.8% when compared to 2018/19 Full Year attendance (92.1%) Full Year Persistent Absence for Disadvantaged Pupils was 19.5% this has improved by 12.1%. Persistent Absence continues to be an area for improvement. <p>Behaviour:</p> <p>2019/20 End of year evaluation - (Up until March 2020):</p>

			<ul style="list-style-type: none">• 48 Students received a First FTE (15%) compared to 52 students in 2018/19 (19%), 4% reduction.• 1 Students received a Repeated FTE (1%) compared 21 students in 2018/19 (7%), 6% reduction.
--	--	--	--