

# The Hart School

## Pupil Premium Impact Statement 2020-2021



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.

Priorities to reduce the main barriers to achievement for disadvantaged pupils in this academy are:

- Diminish any gaps in attainment and progress outcomes between those students from disadvantage backgrounds against national for non-disadvantaged by the end of KS4, particularly in English, Maths and Science.
- Improving the mental health and social behaviour for Pupil Premium students.
- Raise aspiration of disadvantaged pupils by ensuring equality of opportunity through the access to high quality curriculum, increased awareness of potential career pathways and the education routes required to achieve them and enrichment opportunities.
- Improve attendance, reduce persistent absence and improve punctuality of pupil premium students.

**Total pupil premium funding for current year: £259,283 (£995 per disadvantaged student)**

Year Group	Number of pupils in receipt of the Pupil Premium	% (PP)
<b>7</b>	79 (243)	33%
<b>8</b>	75 (233)	32%
<b>9</b>	62 (221)	28%
<b>10</b>	57 (194)	30%
<b>11</b>	61 (188)	32%
<b>Total</b>	334 (1079)	31%

Total number on roll	Years	Number of Looked After Children	Funding Allocation for LAC
1079	Year 7-11	27	£51,300

# 1. Quality First Teaching

Strategy	Cost	Success Criteria	Evaluation																																																
<ul style="list-style-type: none"> <li>All staff to be aware of pupils who are Pupil Premium through Class Charts</li> <li>All staff to employ Disadvantaged First strategy through questioning, support, feedback and communication within the classroom</li> <li>High quality Teaching and Learning provision for all students</li> <li>Quality assurance and learning walks to focus on disadvantaged First strategy</li> <li>Increased faculty time to focus on high quality teaching and learning deliver through the middle leadership development program</li> <li>Homework to be published on Class Charts and Disadvantaged completion to be monitored within faculty and with the disadvantaged lead</li> <li>FAM cycle to include a specific focus on Disadvantaged progress with a focus on specific focus group</li> <li>Maths and English to diminish the gap between disadvantaged and others in progress and attainment</li> </ul>	£95,935  (32%)	<ul style="list-style-type: none"> <li>Disadvantaged students to be targeted first during lesson shown through QA cycle</li> <li>Attainment results across year 11 subjects to improve for Disadvantaged students</li> <li>Year 11 attainment results gap between Disadvantages and Non-Disadvantaged students to decrease</li> <li>Class Charts data to show an increase in Disadvantaged students completing homework</li> <li>Improvement in teaching and learning through QA cycle due to increased focus during faculty time</li> </ul>	<p><b>Summary of outcomes:</b> 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"> <li>Marginal improvements were seen in the percentage of disadvantaged pupils gaining 5+ and 7+ in both English and Maths.</li> <li>Disadvantaged pupils' attainment in English decreased significantly at 4+ whilst there was a 4% improvement at 5+.</li> <li>Maths attainment at 4+ and 5+ improved, however there was a decrease in those attaining 7+.</li> <li>A slight decrease in the overall point score for disadvantaged pupils</li> </ul> <table border="1"> <thead> <tr> <th>Year 11</th><th>2020</th><th>2021</th><th>Impact compared to 2020 Results</th></tr> </thead> <tbody> <tr> <td><b>Accountability Measures</b></td><td><b>Disadvantaged Results (CAGs)</b></td><td><b>Disadvantaged Results (TAGs)</b></td><td></td></tr> <tr> <td>4 + English</td><td>63%</td><td>55%</td><td>-8%</td></tr> <tr> <td>4 + Mathematics</td><td>54%</td><td>58%</td><td>4%</td></tr> <tr> <td>4+ English and maths</td><td>45%</td><td>45%</td><td>0%</td></tr> <tr> <td>5+ English</td><td>33%</td><td>37%</td><td>4%</td></tr> <tr> <td>5+ Mathematics</td><td>29%</td><td>37%</td><td>8%</td></tr> <tr> <td>5+ English and maths</td><td>25%</td><td>27%</td><td>2%</td></tr> <tr> <td>7+ English</td><td>10%</td><td>10%</td><td>0%</td></tr> <tr> <td>7+ Mathematics</td><td>14%</td><td>10%</td><td>-4%</td></tr> <tr> <td>7+ English and maths</td><td>4%</td><td>5%</td><td>1%</td></tr> <tr> <td>Progress 8</td><td>-0.26</td><td>-0.28</td><td>-0.02</td></tr> </tbody> </table>	Year 11	2020	2021	Impact compared to 2020 Results	<b>Accountability Measures</b>	<b>Disadvantaged Results (CAGs)</b>	<b>Disadvantaged Results (TAGs)</b>		4 + English	63%	55%	-8%	4 + Mathematics	54%	58%	4%	4+ English and maths	45%	45%	0%	5+ English	33%	37%	4%	5+ Mathematics	29%	37%	8%	5+ English and maths	25%	27%	2%	7+ English	10%	10%	0%	7+ Mathematics	14%	10%	-4%	7+ English and maths	4%	5%	1%	Progress 8	-0.26	-0.28	-0.02
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			<ul style="list-style-type: none"><li>• Class Charts is used across the school and provided information on who the disadvantages are on class home screens. Both virtual learning walks during lockdown lessons and learning walks in school evidence staff targeting disadvantaged pupils to support engagement, check understanding and promote progress.</li><li>• Whilst homework is set via Class Charts recording of completion rates is not evident. However, there was no significant difference in the number of sanctions set between disadvantaged pupils and other pupils for not completing homework.</li></ul>
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## 2. Effective Feedback and Targeted Intervention

Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> <li>Disadvantaged first strategy for feedback through DIRT</li> <li>Verbal feedback with a disadvantaged first approach</li> <li>Quality assurance process to focus on feedback for Disadvantaged First</li> <li>Identify gaps from assessment and address these, with priority on disadvantaged</li> <li>Intervention to focus on disadvantaged first and to be informed from gaps in pupil knowledge</li> <li>Maths and English to diminish the gap between disadvantaged and others in progress and attainment</li> </ul>	<p>£77 785</p> <p>(30%)</p>	<ul style="list-style-type: none"> <li>QA cycle to show high quality feedback for Disadvantaged students</li> <li>Use of trackers to document intervention for disadvantaged students and monitor progress using SISRA (SPI) information</li> <li>Year 11 attainment for Maths and English to show a diminish in the gap between Disadvantaged and Non-Disadvantaged pupils</li> <li>Targeted intervention put in place for Disadvantaged students where needed following assessments and individual meetings</li> <li>QLA used following PPE's to identify gaps in pupil knowledge and assist in the planning or targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>Staff have targeted PP students first and this is evident in marginal improvements in outcomes. Moving forward, we will ensure that this is continued and consistent.</li> <li>Trackers have been used and have had impact; we now need to ensure that HPA students are targeted further to ensure that they are making greater progress</li> <li>Marginal improvements were seen in the percentage of disadvantaged pupils gaining 5+ and 7+ in both English and Maths.</li> <li>Disadvantaged pupils' attainment in English decreased significantly at 4+ whilst there was a 4% improvement at 5+.</li> <li>Maths attainment at 4+ and 5+ improved, however there was a decrease in those attaining 7+.</li> <li>QLA was used to put intervention plans were put in place for all students, we now need to ensure that the areas of intervention are more effective by earlier intervention and improvements in quality first teaching to reduce gaps.</li> </ul>

### 3. Attendance, Well-being and Aspiration

Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> <li>Disadvantaged attendance to be monitored through specific attendance link</li> <li>Student Support Officer to closely mentor Disadvantaged students' well-being, key identified students to have external support through Calm Careers in year 11</li> <li>Raise aspirations of Disadvantaged students through the Aspire program</li> <li>Support attending trips and extra curriculum activities</li> <li>Disadvantaged students to receive careers meeting first in year 11 and throughout</li> <li>SLT mentoring for identified disadvantaged students to support with well-being, academic support and aspirations</li> <li>Disadvantaged students to have specific needs of the student and tailor a support plan.</li> </ul>	<p>£85 563 (33%)</p>	<ul style="list-style-type: none"> <li>Disadvantaged students' attendance to be monitored and tracked throughout the year, with an improvement in Disadvantaged students seen</li> <li>Class Charts logs show pastoral interventions in place to support students</li> <li>Disadvantaged students to receive careers meeting first to ensure they know next steps and how to get there</li> <li>Termly meetings with disadvantaged students with a focus on individual needs and strategies to support</li> <li>Selected students engaging with the Aspire programme and developing aspirations and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed weekly monitoring of attendance was instrumental in identifying individual pupils at risk of PA. Interventions by the Year Teams and other members of the pastoral. Close work with students and families resulted in the narrowing of the attendance gap between disadvantaged and other students.</li> <li>Significant work has been done across the school to ensure improved behaviour and engagement in lessons. Between 2019 -2020 and 2020-2021 there has been a 53% reduction in low level disruption by students identified as disadvantaged and a 45% reduction in consequence level 3 incidents.</li> <li>Students have been identified and enrolled onto an Aspire programme, providing a range of strategies including 1-2-1 mentoring and some initiatives delivered by external providers to raise aspirations.</li> <li>Disadvantaged students receiving their careers meetings first helped the students to identify post-16 pathways at an early stage as well as providing a more defined goal to work towards. They continued to be supported with follow-up meetings throughout the year as well as being supported with visits to post 16 providers. This approach has supported in reducing our NEET figures.</li> </ul>