

HACA Pupil Premium Strategy

October 2017

The amount of PP funding HACA received in 2016/17 £430k

Over the past 3 years we have worked on the strategies identified in the PP documents [shared here](#) in order to achieve our aim of improving outcomes for our PP students.

We are pleased that the achievement of our PP students is still in line with national, and that gaps in school are either smaller or in line with national gaps.

We are still however aware that our PP students need to continue to make progress so their performance comes in line with other nonPP students nationally.

		Year 11 (192 students)	Pupil Premium			
		Y11 DC4	Pupil Premium	Non Pupil Premium	HACA Pupil Prem Gap	NATIONAL PP Gap 2016
Academy	5A*/C (4+E/M)	53%	32%	50%	18%	27%
	4+ E/M match	53%	35%	54%	19%	26%
	5+ E/M match	29%	9%	35%	26%	
	Attainment 8	3.81	2.84	3.97	1.13	1.17
	Progress 8 (Calc with 2016 points)	-0.51	-0.89	-0.4	0.46	0.44
ENG combined	Progress 8	-0.38	-1.01	-0.43	0.58	0.34
	Attainment 8	4.22	3.10	4.33	1.23	0.98
	Grade 7-9 (A+)	12%	1%	11%	10%	12%
	Grade 5-9 (good)	42%	22%	48%	26%	
	Grade 4-9 (C+)	63%	38%	63%	25%	23%
MA	Progress 8	-0.26	-0.55	-0.11	0.44	0.40
	Attainment 8	3.90	2.89	4.10	1.21	1.24
	Grade 7-9	12%	3%	12%	9%	15%
	Grade 5-9 (good)	36%	20%	45%	25%	
	Grade 4-9	59%	48%	67%	19%	25%

Summary of Attainment (Stages) and Progress from baseline of our Pupil Premium students in KS3.

Overall progress in KS3 shows that the progress of our PP students is higher (coloured in green) than the progress of our nonPP students, meaning that the initiatives have shown a very positive impact. We are very pleased with these results and aim to continue the work we have been doing as a whole academy on putting quality first teaching as our first priority in enabling all our students to achieve their full potential.

		Count	Stage	Progress from baseline	Progress Value Added
Year 9 overall	nonPP	140	4.26	1.00	-1.23
	PP	80	3.74	1.09	-0.58
Year 9 English	nonPP	140	4.27	1.00	-1.27
	PP	80	3.65	1.02	-0.73
Year 9 Maths	nonPP	140	5.37	2.10	-0.25
	PP	80	4.12	1.41	-0.29
Year 9 Science	nonPP	140	3.79	0.54	-1.26
	PP	80	3.12	0.47	-0.96
		Count	Stage	Progress from baseline	Progress Value Added
Year 8 overall	nonPP	129	3.66	0.28	-1.11
	PP	97	3.38	0.44	-0.70
Year 8 English	nonPP	129	3.63	0.24	-1.17
	PP	97	3.19	0.20	-0.96
Year 8 Maths	nonPP	129	4.36	0.95	-0.57
	PP	97	3.55	0.57	-0.61
Year 8 Science	nonPP	129	4.03	0.66	-0.47
	PP	97	3.62	0.67	-0.27
		Count	Stage	Progress from baseline	Progress Value Added
Year 7 overall	nonPP	113	3.27	0.28	-0.41
	PP	75	2.92	0.66	0.07
Year 7 English	nonPP	113	3.32	0.33	-0.42
	PP	76	2.77	0.48	-0.19
Year 7 Maths	nonPP	112	3.60	0.63	-0.24
	PP	76	2.78	0.50	-0.24
Year 7 Science	nonPP	112	3.39	0.41	-0.21
	PP	76	2.70	0.44	-0.09

Summary of Pupil Premium Initiatives 2016-2017

(Note: full details of initiatives, desired outcomes, costings and impacts are included in the Annual Impact report)

Initiative	Students benefitting
Staffing - Create extra teaching groups and intervention groups in Maths, Science & English	Year 7-11
English/Maths support - HLTAs	Year 7-11
KS3 SEN Literacy Intervention (Literacy Laser)	Year 7-11 SEN
Boys Project Co-ordinator	Targetted Boys in KS4
Behaviour and Attendance Leaders	Year 7-13
Alternative provision & Re-Engagement Programmes	Disaffected students Y8-11
Clothing	Year 7-13
Bespoke individual student support	Year 7-13
Support around the child coordinator and CPOMS system	Vulnerable students with CIN, CP and CAF
SEMH support - mentors	Students experiencing difficulties to access learning effectively
Careers Education, Information, Advice & Guidance	Year 7-11
Primary Liaison officer – Y6 PP needs audit	Yr 6 PP students

Quality First teaching

Our belief is that the most effective way to ensure that all students make good progress from their starting points is by ensuring that they receive quality first teaching, that they are in attendance regularly at school and that they are supported to ensure that they overcome any specific barriers to learning.

PP students often require additional support /intervention to ensure that the identified gaps in progress are closed. Our interventions are based on specific barriers to learning, taking into consideration national research on impact and cost effectiveness. Through the interventions listed they are supported at the academy to access the support needed for success. Differentiation in all it's different forms is a key priority to achieve our goals, and this has formed the basis of teaching CPD for the last two years.

Data for planning

As quality first teaching is crucial to success we have taken steps to ensure that all staff have access to relevant up to date data for the students they teach.

In order to ensure that all staff can plan accordingly, have absolute clarity re the PP cohort and able to monitor their progress, this information is clearly stated on the seating planner that is used by all staff.

Monitoring & Accountability

All staff have had training on data analyses and are expected to analyse their own teaching groups' performance as they are accountable for performance of both PP and non PP students.

Whole academy accountability systems mean that ALL subjects now have to show clear analysis of the PP cohorts in each year group and plan strategies to reduce the PP gaps to single figures. This focus was previously (pre 2014) limited to core subjects.

The impact of this work has enabled the academy to have an approach whereby all staff are aware of their responsibility and PP students are given high priority in every subject in every year group.

Middle Leaders share their data and strategies through update intervention meetings at specific data collection points and the student guidance leader being part of this meeting enables a coordinated approach to the PP strategy. PP students are discussed individually and their specific needs and barriers to learning are addressed.

Collaboration with WCAT

The work on PP impact was monitored by the WCAT Regional Director of Education (RDE); accountability meetings were held each term and an impact report is produced to outline strengths and areas for further development.

The latest impact document (Sep 2017) is [shared here](#).

Full analysis for the last academic year is given in the impact statement for 2016-17.

Planned spending for the current academic year is shared in the planned spending document.

A summary for the 2017 outcomes clearly shows that this work has had a very positive impact in KS3 and in KS4, although showing lower attainment than National, continues to show gaps which are either smaller or in line with national.

RAISE Online & OFSTED

We are aware of the changes to ASP (Raise Online) and that the OFSTED focus is on diminishing differences and comparisons to National as opposed to in school figures re attainment and progress.

Moving forward these National comparisons we closely monitor the performance of our PP students to ensure they are progressing against National other students.

The targets for PP students at HACA are as follows:

- Increasing the PP students' overall P8 score to at least 0.0
- Increasing the number of PP students attaining a good pass in both English and Maths
- Increasing the number of PP students entered for the Ebacc suite of qualifications

We aim to do this by:

- Focusing on quality first teaching and feedback
- Using data effectively to quickly identify issues
- Identifying barriers to learning as soon as possible and acting upon them
- Ensuring the staff expectations of **all** our students is high
- Increasing parental participation and support
- Providing enriching and challenging experiences
- Providing first class IAG about future careers and pathway opportunities
- Providing first class SEMH support

- Focusing on progress of PP students from their starting points (upper, middle, lower) and ensuring that each group is equally challenged and provided with opportunities
- Increasing attendance to be at least in line with national expectation
- Supporting PP students to make effective transition into Post 16 learning and ensure that they are supported to achieve in line with all other Post 16 students

Pupil Premium Academy Profile September 2016

last update: 04/12/2017

Year	Students	PP	%PP
7	222	48	22%
8	195	78	40%
9	235	101	43%
10	225	81	36%
11	214	73	34%
	1091	381	35%

12	136	49	36%
13	64	17	27%
	1291	447	35%

Overall the breakdown of Previous Attainment Bands for Years 7 – 11 students eligible for the PP funding is as follows:

Year	PP Upper		PP Middle		PP Lower	
7	1	2%	24	50%	23	48%
8	6	8%	52	67%	20	26%
9	19	19%	49	49%	31	31%
10	11	14%	43	53%	26	32%
11	10	14%	41	56%	21	29%
	47	12%	209	55%	121	32%

Year 8 Priorities: (updated Sep 2017)

- Upper PP students are making less progress than the middle and lower groups
- Maths is an area where the PP students are not performing as well as they are in other subjects

Year 9 Priorities: (updated Sep 2017)

- Upper PP students are making less progress than the middle and lower groups
- RE is the subject where the PP students are not performing as well as they are in other subjects

Year 10 Priorities: (updated Dec 2017)

- Progress 8 figures are already pleasing for Year 10s. Their P8 figure is higher than that of the nonPP students. However, we are prioritising ensuring their performance is in line with other nonPP students nationally

- The English basket is the main priority for PP students in Year 10

Year 11 Priorities: *(updated Dec 2017)*

- Progress 8 gaps are very small in Year 11 (0.05). However, we are prioritising ensuring their performance is in line with other nonPP students nationally
- The EBacc basket is the main priority for PP students in Year 10

Attendance & Behaviour

Attendance figures also are making gains towards national, but PA figures are still a focus for the academy. Attendance remains a key priority for the academy.

FSM Pupils	2014/15	2015/16	2016-17	Nat(2016)
Attendance	90.6%	91.9%	92.4%	92.8%
PA (>10%)		28.1%	32.4%	21.6%

Behaviour statistics were much improved for PP exclusions, and are now in line with national.

FSM Pupils	2015	2016	2017	Nat(2015)
FT Exclusions	56%	37%	20%	19%
1+ FT Exclusions	17%	7%	5%	9%
2+ FT Exclusions	9%	3%	4%	4%