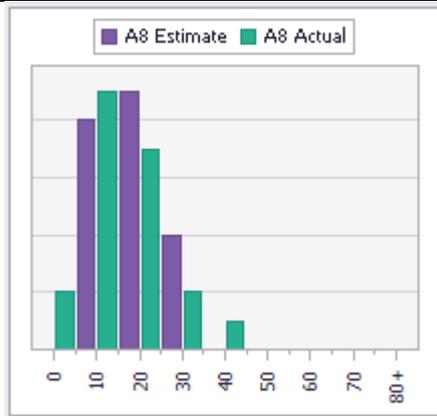


HACA Pupil Premium Impact Review 2016-17																																																								
Initiative 1																																																								
Category of initiative	Staffing																																																							
Title for the initiative/ spend	Curriculum Support																																																							
Cost of initiative (total)	£84,000																																																							
Cost of initiative (per student)																																																								
Summary of the initiative																																																								
Selection criteria/ group identified	Year 7-11 students																																																							
Situation/ reason for initiative	Create extra teaching groups and intervention groups in maths & English																																																							
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Two additional teaching groups set up and staffed in Year 7 – lower ability Intervention groups in KS3 &amp; KS4 created (Sept 15 onwards)</li> <li>Additional intervention sessions, known as Period 7s continued at the end of normal teaching day (Sept 15 onwards)</li> <li>A/A* pupils supported to increase performance at the top end</li> <li>Targeted revision resources provided for Maths and English groups and for those attending period 7s (all years 7-11)</li> </ul>																																																							
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>KS3 PP Students make expected progress in line with Non FSM students, gap target 9%</li> <li>Continue to reduce KS4 PP Students' gap. For benchmark A*-C (EM) – gap target &lt;10%, progress 8, gap target &lt;0.2</li> <li>Continue trend of PP students' value added increasing, in all three prior attainment bands</li> <li>Reduce gap of Lower prior attainment pupils, and Boys to below national (target &lt; 10%)</li> </ul>																																																							
Sutton Trust rating	<ul style="list-style-type: none"> <li>+3 months (reducing class sizes)</li> </ul>																																																							
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>In KS3 – PP students out performed Non PP students with their Progress VA n English &amp; maths. Lower ability students across all three year groups also out performed Middle and Upper prior attainment students. This was a very positive outcome to this strategy in KS3.</p> <p style="text-align: center;"><b>Year 8</b></p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="5">Pupil Premium</th> </tr> <tr> <th></th> <th>Count</th> <th>Stage</th> <th>PFBL</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>129</td> <td>3.66</td> <td>0.28</td> <td>-1.11</td> </tr> <tr> <td>Yes</td> <td>97</td> <td>3.38</td> <td>0.44</td> <td>-0.70</td> </tr> <tr> <td><b>Grand Tot</b></td> <td><b>226</b></td> <td><b>3.54</b></td> <td><b>0.35</b></td> <td><b>-0.93</b></td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="5">Prior Attainment Band</th> </tr> <tr> <th></th> <th>Count</th> <th>Stage</th> <th>PFBL</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>L</td> <td>45</td> <td>3.00</td> <td>0.96</td> <td>0.08</td> </tr> <tr> <td>M</td> <td>117</td> <td>3.52</td> <td>0.37</td> <td>-0.76</td> </tr> <tr> <td>U</td> <td>64</td> <td>3.96</td> <td>-0.12</td> <td>-1.97</td> </tr> <tr> <td><b>Grand Tot</b></td> <td><b>226</b></td> <td><b>3.54</b></td> <td><b>0.35</b></td> <td><b>-0.93</b></td> </tr> </tbody> </table> <p>In Y10 PP students are performing well across the whole year, matching their peer's performance. However, both PP and non PP students still have progress to make. Weaker PP students made pleasing progress, achieving in line with expectations.</p>	Pupil Premium						Count	Stage	PFBL	PVA	No	129	3.66	0.28	-1.11	Yes	97	3.38	0.44	-0.70	<b>Grand Tot</b>	<b>226</b>	<b>3.54</b>	<b>0.35</b>	<b>-0.93</b>	Prior Attainment Band						Count	Stage	PFBL	PVA	L	45	3.00	0.96	0.08	M	117	3.52	0.37	-0.76	U	64	3.96	-0.12	-1.97	<b>Grand Tot</b>	<b>226</b>	<b>3.54</b>	<b>0.35</b>	<b>-0.93</b>
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In Yr 11, outcomes were mixed with some positive results but some disappointing groups of achievement. Weaker PP students will be a priority next year, and this staffing strategy will be continued as it has had success through earlier years, and this success is now showing impact through the older year groups.

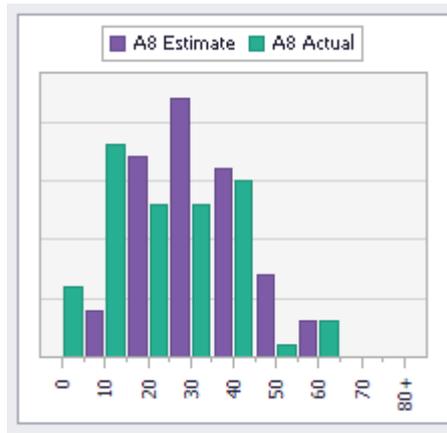
HACA Pupil Premium Impact Review 2016-17																																	
Initiative 2																																	
Category of initiative	Staffing																																
Title for the initiative/ spend	Maths support																																
Cost of initiative (total)	£45000																																
Cost of initiative (per student)																																	
Summary of the initiative																																	
Selection criteria/ group identified	Year 7-11 students																																
Situation/ reason for initiative	Support in mathematics to raise achievement to that of English within the academy																																
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>• HLTAs 1.4 FTE. 2 HLTAs support a range of interventions with targeted students</li> <li>• Extra sets created in Yr. 7, staffed by HLTAs, to support those working below expected level</li> <li>• Leading Practitioner worked with all maths staff, delivering training and support/resources to ensure they are delivering consistently good or better lessons. Focus on achieving 'Better than expected Progress' by more pupils in both Key Stages</li> <li>• Development of whole pyramid calculation policy. This is not limited to PP students, however the whole pyramid approach ensures consistency for all</li> <li>• Focus on year 7 students by HLTAs in mathematics to ensure the highest levels of progress, and those students not on track access timely support. Projects and clubs embedded</li> </ul>																																
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between the percentage of PP pupils and nonPP pupils making expected progress in mathematics is significantly below national (23%) throughout KS3 &amp; KS4 – target (&lt;10%)</li> <li>• The proportion of PP students on track for 3 and 4LoP continues to rise from the gains seen in 2016, with gap below national– target &lt; 10%</li> <li>• More PP students working at or above functional levels in Maths by end of Yr 7</li> </ul>																																
Sutton Trust rating	<ul style="list-style-type: none"> <li>• +3 months (reducing class sizes)</li> <li>• +2 months (after school classes)</li> </ul>																																
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>The gap between PP and non PP in mathematics for 3 LoP was 16% and 4 LoP was 12%. Both of which were significantly lower than the national gap at 23% achieving desired impact and outcomes.</p> <p><b>2017 Summer Results</b></p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="4">Pupil Premium</th> </tr> <tr> <th colspan="2"></th> <th>Pupil Premium</th> <th>Non Pupil Premium</th> <th>HACA Pupil Premium</th> <th>Pretn Gap</th> <th>NATIONAL PP Gap 2016</th> </tr> </thead> <tbody> <tr> <td rowspan="3">M/A</td> <td>Grade 4-9</td> <td>48%</td> <td>67%</td> <td>19%</td> <td>25%</td> <td></td> </tr> <tr> <td>%3LoP</td> <td>35%</td> <td>51%</td> <td>16%</td> <td>23%</td> <td></td> </tr> <tr> <td>%4LoP</td> <td>6%</td> <td>18%</td> <td>12%</td> <td>18%</td> <td></td> </tr> </tbody> </table> <p>Students working with HLTAs in mathematics, 50% improved their results, 50% improved on their results from KS2.</p>			Pupil Premium						Pupil Premium	Non Pupil Premium	HACA Pupil Premium	Pretn Gap	NATIONAL PP Gap 2016	M/A	Grade 4-9	48%	67%	19%	25%		%3LoP	35%	51%	16%	23%		%4LoP	6%	18%	12%	18%	
		Pupil Premium																															
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## HACA Pupil Premium Impact Review 2016-17

### Initiative 3

Category of initiative	Staffing																																							
Title for the initiative/ spend	English Support																																							
Cost of initiative (total)	£20,000																																							
Cost of initiative (per student)																																								
Summary of the initiative																																								
Selection criteria/ group identified	Year 7-11 students																																							
Situation/ reason for initiative	Create extra teaching groups and intervention groups in English																																							
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>English HLTA (graduate level) to work with targetted students to support them make at least expected progress and to increase the numbers making 4LoP</li> <li>Extra sets created in Yr 7, staffed by HLTAs, to support those working below expected level</li> <li>Students supported both in class and withdrawn to work on areas for improvement following assessment points</li> <li>Boys PP students targetted</li> </ul>																																							
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>The gap between the percentage of PP pupils and nonPP pupils making expected progress in English is significantly below national (23%) throughout KS3 &amp; KS4 – target (&lt;10%)</li> <li>The proportion of PP students on track for 3 and 4LoP continues to rise from the gains seen in 2016, with gap below national– target &lt; 10%</li> <li>More PP students working at or above functional levels in English by end of Yr 7</li> </ul>																																							
Sutton Trust rating	<ul style="list-style-type: none"> <li>+3 months (reducing class sizes)</li> <li>+2 months (Individualised instruction)</li> </ul>																																							
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>IN KS3, results for English PP students showed a higher rate of progress than for nonPP students, this was case in each year group.</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <caption>Y9 PP Progress Value Added</caption> <thead> <tr> <th></th> <th>Count</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>140</td> <td>-0.80</td> </tr> <tr> <td>Yes</td> <td>80</td> <td>-0.34</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>220</b></td> <td><b>-0.63</b></td> </tr> </tbody> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <caption>Y8 PP Progress Value Added</caption> <thead> <tr> <th></th> <th>Count</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>129</td> <td>-1.17</td> </tr> <tr> <td>Yes</td> <td>97</td> <td>-0.96</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>226</b></td> <td><b>-1.08</b></td> </tr> </tbody> </table> <table border="1" style="display: inline-table;"> <caption>Y7 PP Progress Value Added</caption> <thead> <tr> <th></th> <th>Count</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>113</td> <td>-0.42</td> </tr> <tr> <td>Yes</td> <td>76</td> <td>-0.19</td> </tr> <tr> <td>(blank)</td> <td>1</td> <td>-0.30</td> </tr> <tr> <td><b>Grand Tot</b></td> <td><b>190</b></td> <td><b>-0.33</b></td> </tr> </tbody> </table>		Count	PVA	No	140	-0.80	Yes	80	-0.34	<b>Grand Total</b>	<b>220</b>	<b>-0.63</b>		Count	PVA	No	129	-1.17	Yes	97	-0.96	<b>Grand Total</b>	<b>226</b>	<b>-1.08</b>		Count	PVA	No	113	-0.42	Yes	76	-0.19	(blank)	1	-0.30	<b>Grand Tot</b>	<b>190</b>	<b>-0.33</b>
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In Year 10, PP students scored higher [by 0.1 of a grade] on Progress 8 in English than their nonPP counterparts.



In Year 11, PP students underperformed nonPP students by 1 whole grade. This will be a priority for the coming year. It is clear that this strategy is working, but did not have time to show impact in Year 11. This strategy will be continued, with additional focus on year 11 in 2017-18.

HACA Pupil Premium Impact Review 2016-17																																																																
Initiative 4																																																																
Category of initiative	KS3 SEN Literacy Intervention																																																															
Title for the initiative/ spend	KS3 Additional Learning Needs (Literacy Laser)																																																															
Cost of initiative (total)	£58,000																																																															
Cost of initiative (per student)																																																																
Summary of the initiative																																																																
Selection criteria/ group identified	Year 7-11 SEN students																																																															
Situation/ reason for initiative	Create extra teaching groups and intervention groups in English																																																															
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Students identified as having reading or spelling skills below a functional level are placed on a literacy intervention. The range of programmes utilised are called LASER and include:</li> <li>Lexia, Multi-sensory Learning, "Successmaker", Spelling, Catch-up literacy, Booster phonics, Rainbow reading</li> <li>These programmes have students from across the academy including those who are identified for Pupil Premium and Year 7 catch-up</li> </ul>																																																															
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>More students who were working below functional level in KS2 make expected progress in Year 7,8,9 compared to all students (target 80%)</li> <li>APS and progress residuals for PP SEND pupils continue to rise in all years</li> </ul>																																																															
Sutton Trust rating	<ul style="list-style-type: none"> <li>(+4 months) - ICT</li> <li>(+2 months) - Individualised instruction</li> </ul>																																																															
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>Weaker students in English and those with a SEN 'K' designation scored a higher Progress Value Added score than other students in English. This has been a successful strategy in KS3 and will be continued.</p> <table border="1"> <thead> <tr> <th colspan="3">Y7 SEND Progress Value Added</th> <th colspan="3">Y8 SEND Progress Value Added</th> <th colspan="3">Y9 SEND Progress Value Added</th> </tr> <tr> <th></th> <th>Count</th> <th>PVA</th> <th></th> <th>Count</th> <th>PVA</th> <th></th> <th>Count</th> <th>PVA</th> </tr> </thead> <tbody> <tr> <td>E</td> <td>4</td> <td>-1.37</td> <td>K</td> <td>32</td> <td>-0.96</td> <td>K</td> <td>32</td> <td>-0.07</td> </tr> <tr> <td>K</td> <td>49</td> <td>-0.18</td> <td>N</td> <td>189</td> <td>-1.10</td> <td>N</td> <td>187</td> <td>-0.73</td> </tr> <tr> <td>N</td> <td>136</td> <td>-0.35</td> <td>S</td> <td>5</td> <td>-1.26</td> <td>S</td> <td>1</td> <td>-0.20</td> </tr> <tr> <td>(blank)</td> <td>1</td> <td>-0.30</td> <td><b>Grand Total</b></td> <td><b>226</b></td> <td><b>-1.08</b></td> <td><b>Grand Total</b></td> <td><b>220</b></td> <td><b>-0.63</b></td> </tr> <tr> <td><b>Grand Tot</b></td> <td><b>190</b></td> <td><b>-0.33</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Of the 32 pupils who started in year 7 2016 with a reading age of less than 9 (non-functional threshold) 25 of them had surpassed the threshold by the end of the year with their LaSer support. A success rate of 78%. This initiative proves successful and will be continued into 2017-18.</p>	Y7 SEND Progress Value Added			Y8 SEND Progress Value Added			Y9 SEND Progress Value Added				Count	PVA		Count	PVA		Count	PVA	E	4	-1.37	K	32	-0.96	K	32	-0.07	K	49	-0.18	N	189	-1.10	N	187	-0.73	N	136	-0.35	S	5	-1.26	S	1	-0.20	(blank)	1	-0.30	<b>Grand Total</b>	<b>226</b>	<b>-1.08</b>	<b>Grand Total</b>	<b>220</b>	<b>-0.63</b>	<b>Grand Tot</b>	<b>190</b>	<b>-0.33</b>						
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HACA Pupil Premium Impact Review 2016-17	
Initiative 5	
Category of initiative	Staffing
Title for the initiative/ spend	More able coordinator
Cost of initiative (total)	£5000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	More able students Years 7-11
Situation/ reason for initiative	Raising the percentage of pupils in line or achieving better than expected progress
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Our more able coordinator ensures the needs of students recognised as more able are being met. This can occur in various ways, liaising with departments to ensure the curriculum is challenging, and lessons are suitable differentiated. Monitoring the progress of the targeted students and interviewing students. She also worked with attainment managers on appropriate interventions to ensure pupils meet their targets. Enrichment activities in the form of visits to universities took place as these have proved very successful in raising aspirations</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>The number of more able students making Better than expected progress in English &amp; Maths continue to increase - target national other students (40%)</li> <li>The gap of capped APS of PP more able students reduce – target 20 points</li> <li>More able PP students throughout KS3 continue to make more than expected progress – target 40%</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>(+2 months) - Individualised Instruction</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	Upper prior attainment PP Students out-performed Upper nonPP for Progress value added in all KS3 years. This initiative was a success in KS3. IN KS4 the progress of the more able Pp students is lower than the more able nonPP students. The more-able coordinator role has not been continued into 2017-18, but instead a new role - Progress leaders - who will concentrate on the more able in KS4, will take up this challenge.

HACA Pupil Premium Impact Review 2016-17																					
Initiative 6																					
Category of initiative	Staffing																				
Title for the initiative/ spend	Behaviour and Attendance Leaders																				
Cost of initiative (total)	£15000																				
Cost of initiative (per student)																					
Summary of the initiative																					
Selection criteria/ group identified	Students years 7-13																				
Situation/ reason for initiative	Improve attendance of PP students and reduce behaviour incidents																				
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>10 behaviour and attendance leaders are in place in KS3 &amp; KS4 to support good attendance and reward positive behaviour. They focus on improving attendance and reducing PA of all students with particular focus on those eligible for PP</li> </ul>																				
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour statistics continue to improve and show fewer incidents in 2017 than 2016.</li> <li>Attendance statistics continue to improve in 2017, PP gap reduced – target 3% (national gap 3.2%).</li> </ul>																				
Sutton Trust rating	<ul style="list-style-type: none"> <li>n/a</li> </ul>																				
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>The attendance of PP students continued to improve this year with the FSM gap being less than our target of 3%.</p> <p>The percentage of pupils qualifying as persistent absentees rose this year, but less so for the PP students.</p> <p>Fixed term exclusions of PP students (as a percentage of the pupil group) dropped significantly this year, and is now in line with National</p> <table border="1"> <thead> <tr> <th>FSM Pupils</th> <th>2014/15</th> <th>2015/16</th> <th>2016-17</th> <th>Nat(2016)</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>90.6%</td> <td>91.9%</td> <td>92.4%</td> <td>92.8%</td> </tr> <tr> <td>PA (&gt;10%)</td> <td></td> <td>28.1%</td> <td>32.4%</td> <td>21.6%</td> </tr> <tr> <td>FT Exclusions</td> <td></td> <td>58%</td> <td>20%</td> <td>19%</td> </tr> </tbody> </table> <p>The targets were met this year with both attendance improving, and FT exclusions dropping. However we realise there is still much work to be done. His initiative will be continued, but with increased focus for the B&amp;A leaders. They will be refocused individually as Attendance or Progress leaders.</p>	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%	FT Exclusions		58%	20%	19%
FSM Pupils	2014/15	2015/16	2016-17	Nat(2016)																	
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FT Exclusions		58%	20%	19%																	

HACA Pupil Premium Impact Review 2016-17	
Initiative 7	
Category of initiative	Staffing & Offsite provision
Title for the initiative/ spend	H1
Cost of initiative (total)	£34,000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Year 10&11
Situation/ reason for initiative	Support disaffected students make progress and develop pathways to enable progression into P16 education or training. To support students avoiding FT exclusions
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>• A personalised learning centre catering for 6 students this year in Year 10&amp; 11, 4 of whom are Pupil Premium students</li> <li>• Intervention also takes place with a small number of students in KS3</li> <li>• Staffed by a mentor for 20 hours and an HLTA for 25 hours, with different teaching staff delivering specific curriculum aspects throughout the year</li> <li>•</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>• All students work towards a least a grade in English &amp; maths</li> <li>• most students work towards achieving in other subjects</li> <li>• all students move onto education or education with training in Y12</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>• +2 months - (individualised instruction)</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>From the 3 Y11 students, attendance was a major obstacle to learning. Although one achieved a grade in GCSE English, one student did not sit any GCSE's, and the other did not achieve a grade.</p> <p>In Yr 10, our students are working alongside the academy in Wakefield college, and engaging in vocational courses. They are also all accessing tuition in English and mats here in the academy.</p> <p>Outcomes vary annually due to the small cohorts and their specific needs, however this initiative remains necessary to cater for our most vulnerable students.</p>

HACA Pupil Premium Impact Review 2016-17	
Initiative 8	
Category of initiative	Offsite Provision
Title for the initiative/ spend	Targetted Re-Engagement Programmes
Cost of initiative (total)	£30,000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Year 10 & 11 students
Situation/ reason for initiative	Remove barriers to learning
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Alternative provision provided off-site in a vocational setting to support students building skills for the future (Wakefield college, Chevin Build, Ucan centre)...</li> <li></li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>all students secured progression into P16</li> <li>No NEET students</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>+2 months (Individualised Instructions)</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<ul style="list-style-type: none"> <li>Strategies have been successful in the reduction of fixed term exclusions. By July 2017 the number of FTE was 18 students compare to 41 at the highest point (reduction of 56%). The number of internal exclusions was also 18 compared to 31 at the highest point (reduction of 42%).</li> </ul>

HACA Pupil Premium Impact Review 2016-17																									
Initiative 9																									
Category of initiative	Clothing																								
Title for the initiative/ spend	Provision of uniform																								
Cost of initiative (total)	£2500																								
Cost of initiative (per student)																									
Summary of the initiative																									
Selection criteria/ group identified	PP students without means to replace correct uniform																								
Situation/ reason for initiative	Removing barriers to learning for PP students																								
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Students who would otherwise not be able to access the curriculum are provided with uniform when unable to provide it themselves</li> </ul>																								
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>Attendance continues to improve in 2016-17</li> </ul> <table border="1"> <thead> <tr> <th>Attendance</th> <th>2014-15</th> <th>2015-16</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>90.6%</td> <td>91.4%</td> <td>92.5%</td> </tr> <tr> <td>nonFSM</td> <td>94.8%</td> <td>94.9%</td> <td>95.7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Persistent Absence</th> <th>2014-15</th> <th>2015-16</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>17.8%</td> <td>14.3%</td> <td>10.9%</td> </tr> <tr> <td>nonFSM</td> <td>5.3%</td> <td>4.6%</td> <td>3.3%</td> </tr> </tbody> </table>	Attendance	2014-15	2015-16	Nat	FSM	90.6%	91.4%	92.5%	nonFSM	94.8%	94.9%	95.7%	Persistent Absence	2014-15	2015-16	Nat	FSM	17.8%	14.3%	10.9%	nonFSM	5.3%	4.6%	3.3%
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Sutton Trust rating	<ul style="list-style-type: none"> <li>+1 month (school uniforms)</li> </ul>																								
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>The provision is essential to remove barriers to learning. It has been successful this year, with behaviour and attendance improving for our PP students. The initiative will continue.</p> <table border="1"> <thead> <tr> <th>FSM Pupils</th> <th>2014/15</th> <th>2015/16</th> <th>2016-17</th> <th>Nat(2016)</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>90.6%</td> <td>91.9%</td> <td>92.4%</td> <td>92.8%</td> </tr> <tr> <td>PA (&gt;10%)</td> <td></td> <td>28.1%</td> <td>32.4%</td> <td>21.6%</td> </tr> <tr> <td>FT Exclusions</td> <td></td> <td>58%</td> <td>20%</td> <td>19%</td> </tr> </tbody> </table>	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%	FT Exclusions		58%	20%	19%				
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HACA Pupil Premium Impact Review 2016-17	
Initiative 10	
Category of initiative	Bespoke individual student support
Title for the initiative/ spend	Curriculum Team Support
Cost of initiative (total)	£5000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Years 7-13
Situation/ reason for initiative	Enable students to access particular resources necessary for progress within different curriculum areas
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Curriculum areas bid for funding to support specific intervention needs. These include revision guides, Past paper resource packs, text books, calculators, materials and ingredients for technology, PE kit, construction uniforms, hairdressing equipment, revision conference tickets, field trip support</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>PP achievement continues to improve across all subjects</li> <li>Smaller Pupil Premium gaps in all subjects in 2017 compared to National Pupil Premium gaps 2016</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>n/a</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>Revision guides &amp; equipment were made available through PP funding. Improvement made in students arriving with correct equipment to lessons and examinations.</p> <p>The PP funding used to support progress in English and Maths was successful in helping to close the gap between PP and nonPP.</p>

The percentage of students achieving grades 7-9 in both English and Maths was much smaller than the national gap at 10% and 9% respectively. 3LoP and 4LoP were also much lower than national. The gap for 5A\*-C was reduced to 18% (compared to national at 27%) and the 4+ English & maths match up down at 19% compared to 26% nationally.

## 2017 Summer Results

		RAISE vFeb		
		Pupil Premi		
		2012	HACA Pupil Prem Gap	NATIONAL PP Gap 2016
Academy	5A*/C (4+E/M)	44%	18%	27%
	4+ E/M match	44%	19%	26%
ENG combined	Attainment 8	3.67	1.13	1.17
	Grade 7-9 (A+)	8	10%	12%
	Grade 4-9 (C+)	59	25%	23%
	%3LoP	64	15%	17%
	%4LoP	17	11%	12%
MA	Attainment 8		1.21	1.24
	Grade 7-9	7	9%	15%
	Grade 4-9	54	19%	25%
	%3LoP	52	16%	23%
	%4LoP	11	12%	18%

HACA Pupil Premium Impact Review 2016-17																																													
Initiative 11																																													
Category of initiative	Staffing																																												
Title for the initiative/ spend	Support around the child coordinator																																												
Cost of initiative (total)	£30,000																																												
Cost of initiative (per student)																																													
Summary of the initiative																																													
Selection criteria/ group identified	Vulnerable students with CIN, CP and CAF																																												
Situation/ reason for initiative	Remove barriers to learning																																												
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>This was a new post in 2015, and this member of staff coordinates all the staff who work with young people and families. The coordinator ensures all CIN, CP and CAF processes are followed for all students and that they are fully supported in school, and via external agencies when appropriate to overcome barriers to learning. A large number of the students who benefit from this support are eligible for Pupil Premium.</li> </ul>																																												
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour statistics show fewer incidents in 2016 than 2015. <table border="1"> <thead> <tr> <th>Pupil Premium Students</th> <th>2014-15</th> <th>2015-16</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>Fixed term Exclusions (% of pupil group)</td> <td>56%</td> <td>37%</td> <td>16.5%</td> </tr> <tr> <td>% of pupils with 1+ Fixed term Exclusion</td> <td>17%</td> <td>7%</td> <td>8.3%</td> </tr> <tr> <td>% of pupils with 2+ Fixed term Exclusion</td> <td>8.9%</td> <td>3.4%</td> <td>3.4%</td> </tr> <tr> <td>Permanent Exclusions as % of pupil Group</td> <td>0.43%</td> <td>1.30%</td> <td>0.34%</td> </tr> </tbody> </table> </li> <li>Attendance statistics improve in 2017, PP gap reduced – target 3% (national gap 7.6%). <table border="1"> <thead> <tr> <th>Attendance</th> <th>2014-15</th> <th>2015-16</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>90.6%</td> <td>91.4%</td> <td>92.5%</td> </tr> <tr> <td>nonFSM</td> <td>94.8%</td> <td>94.9%</td> <td>95.7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Persistent Absence</th> <th>2014-15</th> <th>2015-16</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>17.8%</td> <td>14.3%</td> <td>10.9%</td> </tr> <tr> <td>nonFSM</td> <td>5.3%</td> <td>4.6%</td> <td>3.3%</td> </tr> </tbody> </table> </li> <li>NEET figures remain within the lowest in the LA</li> </ul>	Pupil Premium Students	2014-15	2015-16	Nat	Fixed term Exclusions (% of pupil group)	56%	37%	16.5%	% of pupils with 1+ Fixed term Exclusion	17%	7%	8.3%	% of pupils with 2+ Fixed term Exclusion	8.9%	3.4%	3.4%	Permanent Exclusions as % of pupil Group	0.43%	1.30%	0.34%	Attendance	2014-15	2015-16	Nat	FSM	90.6%	91.4%	92.5%	nonFSM	94.8%	94.9%	95.7%	Persistent Absence	2014-15	2015-16	Nat	FSM	17.8%	14.3%	10.9%	nonFSM	5.3%	4.6%	3.3%
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HACA Pupil Premium Impact Review 2016-17	
Initiative 12	
Category of initiative	Staffing
Title for the initiative/ spend	Learning mentors
Cost of initiative (total)	£22,000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Students experiencing difficulties to access learning effectively
Situation/ reason for initiative	Remove barriers to learning
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Mentors provide one-to-one support – currently 82 students in Yrs 7-11, 39 of whom are PP, as well as some small group work. Focus is also on reintegration, bereavement counselling and anger management etc.</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>Mentored students perform well compared to non-Mentored students</li> <li>Pupil Premium Mentored students make progress in line with expectations</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>+2 months (Individualised Instruction)</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<p>There were 20 mentored students in Y11, 75% of whom achieved 5 A*-G grades and 20% achieved 5 A* - C/4 grades inc E/M.</p> <p>There were 43 mentored students in Y10, 90% of whom achieved 5 A*-G grades and 35% achieved 5 9 - 4 grades inc E/M.</p> <p>In KS3 Mentored PP students made more progress (1.5 stages) than non-mentored PP students (1.2 stages).</p> <p>Although it can be difficult to assess the impact of mentoring due to the diverse needs of the students who access this support, it can be seen that outcomes are positive for our mentored students. As these students are attending and achieving this initiative will continue.</p>

HACA Pupil Premium Impact Review 2016-17	
Initiative 13	
Category of initiative	Staffing
Title for the initiative/ spend	Allocation of additional Support
Cost of initiative (total)	£6000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Years 7 - 11
Situation/ reason for initiative	Identifying barriers to learning and monitoring impact of initiatives
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>The Academy JCM Referral Panel meets every month and provides the main conduit for discussion on our students with a wide range of Additional Educational Needs, including students with safeguarding needs. The JCM includes a number of agencies, such as the school nurse, Educational Psychologist, EWO, TYS and representatives from the health Service and the SRT, in addition to the Academy staff such as Additional Learning Needs Curriculum Leader, CPO, SENCO, Year Heads, Mentors, SLO and the Safer Schools Police Officer</li> <li>The coordination of support for the PP students is undertaken by the curriculum leader for Additional Support with some Admin support. This is being further developed to ensure all levels of support are logged, monitored and evaluated</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>NEET figures remain amongst the lowest in the LA ( 2015 -2.4%) and are significantly lower than national</li> <li>Attendance figures continue to improve</li> <li>Behaviour incidences continue to decline</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>n/a</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<ul style="list-style-type: none"> <li>The Academy JCM Panel has continued to meet every month.</li> <li>Attendance for PP has been maintained at just above 90% throughout the year. The attendance for students on FSM is 92.1 which is almost in line with non FSM at 93.59</li> <li>Behaviour, the number of fixed term exclusions for PP students at the end of the year was 7.05%, this is lower than the whole cohort at 9.65%. Fixed term exclusion for FSM was 5.32% and non-FSM was 12.27%.</li> </ul>

HACA Pupil Premium Impact Review 2016-17	
Initiative 14	
Category of initiative	Staffing
Title for the initiative/ spend	Careers Education, Information, Advice & Guidance
Cost of initiative (total)	£5000
Cost of initiative (per student)	
Summary of the initiative	
Selection criteria/ group identified	Years 7 - 11
Situation/ reason for initiative	Identifying barriers to learning and monitoring impact of initiatives
Actions to be taken Timeframe	<ul style="list-style-type: none"> <li>Additional support over and above that provided by Prospects for vulnerable groups through focused group work, interview preparation/techniques and access to local placements, to support work experience and work-related learning. This work will again be supported by Prospects.</li> </ul>
Desired Impact and outcomes: <ul style="list-style-type: none"> <li>Qualitative</li> <li>Quantitative</li> </ul>	<ul style="list-style-type: none"> <li>See data above for NEET</li> </ul>
Sutton Trust rating	<ul style="list-style-type: none"> <li>+2 months (Individualised Instruction)</li> </ul>
Evaluation and review. How has the Academy responded to the impact/ outcome?	<ul style="list-style-type: none"> <li>Specific lessons were taught through PSHE for years 7-13 focussing on interview techniques, preparation for work &amp; further education. Further support and one to one meetings were put in place to support students onto the right programme at Post 16 and into apprenticeships and onto UCAS or employment for Post 16. Work-related learning course prepared students for working life.</li> </ul>