

# Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Hepburn Community Academy				
Academic Year	2017/18	Total PP budget	£270,215	Date of most recent PP Review	09/2017
Total number of pupils	413	Number of pupils eligible for PP	289	Date for next internal review of this strategy	09/2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics (E&M) (2016-17 only)	15.9% PP (21.0% All)	69%
Progress 8 score average	-1.52 PP (-1.18 All)	0.12
Attainment 8 score average	27.42 PP (32.02 All)	52

### 3. Rationale

At Thomas Hepburn Community Academy, we believe that teaching and learning opportunities must meet the needs of all our students. We will ensure that appropriate provision is made for students who belong to vulnerable groups, ensuring that the needs of such students are adequately assessed and addressed. All our work through the pupil premium strategy will be aimed at accelerating progress and overcoming barriers to learning so that these students achieve similar outcomes to their peers and that we diminish the difference between the attainment and progress of PP students and non-PP students.

#### Our priority:

- To ensure the gap narrows between progress and attainment outcomes for all children entitled to pupil premium support compared to those not receiving such support.
- The use of any available pupil premium funding will cascade our investment to ensure we raise standards for all students, but particularly those children whose families are in receipt of Free School Meals.

### 4. Barriers to future attainment (for pupils eligible for PP)

A.	Outcomes for all students, including those eligible for PP funding, are not good enough.
B.	Attendance rates (2016-17) for PP students are 88.5% (National 95%). This impacts on students' learning time, their progress and outcomes.
C.	Literacy levels for students entering Y7 are lower for PP students which is a barrier to good progress going forward.
D.	Social emotional and behaviour issues for some students is having a detrimental effect on their academic progress and that of their peers.
E.	PP students demonstrate less resilience, grit, self control and aspiration which impacts negatively on their learning, self esteem and academic progress.

5. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improve GCSE outcomes for all students and especially for those eligible for PP funding.	<u>Basics:</u> Disadvantaged students 32% (based on FFT 20) <u>Attainment 8</u> PP students 42.27 (based on FFT 20)
B.	Raise achievement of year 7 and 8 student who are pupil premium and below expected standards on entry in English and Maths.	End of year assessments will show these students are narrowing the gap in line with those who did not meet expected standards at KS2.
C.	Improve attendance of all disadvantaged students towards being in line with national average for all students. Improve attendance of current Y11 students who have historically poor attendance. Improve the attendance of all disadvantaged KS3 students.	<u>Student attendance</u> Attendance improves from 89.6 % to 93% moving closer to NA Y11 attendance improves to 93% PP attendance improves to 93%
D.	Rates and incidents of Fixed Term Exclusions for disadvantaged students reduce to become more in line with national average for all students. The number of removes (C4) reduces for all students.	<u>FTE rates and C4 incidents</u> < Nat Av 6.7% (2015 NA for PP students = 16.7%) Reduce FTE (PP) from 20% Reduce number of C4(PP) by 20%
E.	Improved teaching and learning strategies	100% of teachers use data to inform planning. 100% of planning demonstrates planning for progress. 80% of feedback is timely and meaningful (improvement tasks evident). 50% of lessons are judged to be good or better. Remove inadequate teaching.

KS4 Achievement (PP)	2017 Results	Aut1 2017		Aut2 2017		Spr1 2018		Spr2 2018		Sum1 2018		Sum2 2018		Targets	
		T	A	T	A	T	A	T	A	T	A	T	A	2018	2019
% Y11 Basics	16	30	43	30		30		30		30		30		30	40
Y11 Progress 8	-1.52	-0.9	-0.74	-0.9		-0.9		-0.9		-0.9		-0.9		-0.9	-0.4
Y11 Attainment 8	27.42	34	36.2	34		34		34		34		34		34	40
% Y11 EBacc	0	2	1.4	2		2		2		2		2		2	4

Punctuality, Attendance, behaviour & Engagement	2016- 2017	Aut1 2017		Aut2 2017		Spr1 2018		Spr2 2018		Sum1 2018		Sum2 2018		Targets	
		T	A	T	A	T	A	T	A	T	A	T	A	2017	2018
% Punctuality	97.8	99	97.6	99		99		99		99		99		99	99
% Whole School Attend	88.5	93	92.7	93		93		93		93		93		93	95
% Persistent Absent	24.3	18	21.1	18		18		18		18		18		18	15
% PP Attend	87.0	93	91.9	93		93		93		93		93		93	95
% PP Persistent	24.1	23	25.3	23		23		23		23		23		23	20
% SEND Attend	84.2	90	87.2	90		90		90		90		90		90	92
% SEND Persistent	40.3	23	27.8	23		23		23		23		23		23	20
% Y11 Attend	87.5	93	91.3	93		93		93		93		93		93	95
% Y11 Persistent Absence	29.9	20	24.8	20		20		20		20		20		20	15
% Fixed Term Exclusions	28.6	10	9.9	12		14		16		18		20		20	16
% Fixed Term Exclusions (PP)	23.2	10	9.1	12		14		16		18		20		20	16
No. Permanent Exclusions	15	0	1	2		4		6		8		10		10	8
No. Permanent Exclusions (PP)	11	0	1	1		3		5		6		7		7	6

## 6. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistently good or better teaching experience for all students	<p>Rewrite SOW in line with planning backwards and new specification. Middle leaders to attend NET planning days and in school CPD.</p> <p>Student flight paths implemented and used in order to inform planning. Staff CPD calendared.</p> <p>High quality recruitment and CPD focused on the needs and areas for development at individual teacher level.</p> <p>Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy.</p>	<p>By improving the quality of T&amp;L across all subject areas will impact on student progress. This has the greatest impact on student progress.</p>	<ol style="list-style-type: none"> <li>1. Each teacher agrees their personal action plan with line manager.</li> <li>2. Weekly CPD workshops (see QA calendar).</li> <li>3. Open door learning walks and drop ins.</li> <li>4. Observation as per QA calendar.</li> <li>5. Line managers to QA: <ul style="list-style-type: none"> <li>• 100% of Teachers use data to inform planning.</li> <li>• 100% of planning demonstrates planning for progress.</li> <li>• 100% of feedback is timely and meaningful (improvement tasks evident).</li> </ul> </li> </ol>	KWR	Every half term
Accuracy of assessment	<ul style="list-style-type: none"> <li>• Regular standardised assessment</li> <li>• GAP analysis</li> <li>• Moderation</li> </ul>	<p>Accurate assessment and grading is essential so that student know where they are in their learning and understand what they need to do to improve.</p> <p>Accurate assessment is essential for appropriate timely and targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Introduce PIN marking and quality CPD.</li> <li>• Share good practise.</li> <li>• Analysis of student responses.</li> <li>• NET subject directors to standardise assessments and moderate marking.</li> <li>• External standardisation.</li> </ul>	KWR & HZA	<p>Every assessment and data cycle</p> <p>As per QA calendar</p>
Targeted questioning	<ul style="list-style-type: none"> <li>• Seating plans</li> <li>• Random name generators</li> </ul>	<p>Research shows that other schools have narrowed the gap by targeting first and last questions to PP students.</p> <p>Open ended questions demand a higher level of thinking into a valid</p>	<ul style="list-style-type: none"> <li>• Academy has purchased seating plan information from class charts our behaviour management system (links with SIMs).</li> <li>• Procedures and seating plans clearly identify PP, MA and HAP students and make it easier to monitor performance.</li> </ul>	KWR	As per QA calendar

		response. Scaffolded questioning to develop confidence and secure improved engagement.	<ul style="list-style-type: none"> <li>• Easy to change grouping for home and away tables.</li> <li>• Seating plan required for all lessons and are evidenced in teachers' planning files.</li> </ul>		
High quality marking & feedback	<ul style="list-style-type: none"> <li>• CPD introduction of new marking policy - PIN marking with focus on improvement task.</li> </ul>	Effective feedback recognised by Hattie and Sutton Trust as having a positive impact on progress. EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> <li>• High quality CPD.</li> <li>• Effective marking policy.</li> <li>• QA calendar work scrutiny.</li> <li>• Observations.</li> <li>• Learning walks.</li> <li>• Line manager QA.</li> </ul>	<b>KWR</b>	As per QA calendar
Improve literacy: spelling, grammar, punctuation and vocabulary	<ul style="list-style-type: none"> <li>• Introductions of spelling bee weekly for Y7 &amp; 8.</li> <li>• Differentiated spelling tests and activities.</li> <li>• Tutor time to be used to deliver literacy and then develop through curriculum areas.</li> </ul>	PP students' lower literacy levels impact on their accessing the curriculum and therefore making progress within it. THCA PP students enter the academy with low literacy levels which has an impact across curriculum subjects.	<ul style="list-style-type: none"> <li>• CPD.</li> <li>• Regular weekly meeting.</li> <li>• Director of inclusion to monitor.</li> <li>• QA, book scrutiny, lesson planning, learning walks.</li> <li>• Compliance checks.</li> </ul>	<b>MBU</b>	Every Half Term
<b>Total budgeted cost</b>				<b>£160,663</b>	

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for PP students in English by targeted intervention	Year 11 English: <ul style="list-style-type: none"> <li>• Small group work to focus on misunderstandings and weakness in skills.</li> <li>• NET director of subject to lead small group of Y11 students.</li> <li>• Progress clubs.</li> <li>• Easter revision sessions</li> <li>• Buy all students effective revising guide.</li> <li>• Additional revision packs for PP students.</li> </ul>	Small group work enables the teacher to focus exclusively on a small number of learners EEF +4 months. PP students require a greater level of support because their language on the whole is impoverished.	<ul style="list-style-type: none"> <li>• Use of half termly data and gap analysis.</li> <li>• Lesson observations and learning walks.</li> <li>• Book looks and scrutiny.</li> <li>• Planning scrutiny.</li> <li>• Seating plans with PP names highlighted for the teachers' benefit and support teachers' ongoing planning.</li> </ul>	<b>HOD/KWR</b>	Jan 2018 & April 2018

Improved outcomes for PP students in Maths by targeted intervention	<p>Year 11 Maths:</p> <ul style="list-style-type: none"> <li>• Small group work to focus on misunderstandings and weakness in skills.</li> <li>• NET director of subject to lead small group of Y11 students.</li> <li>• Progress clubs.</li> <li>• Easter revision sessions</li> <li>• Buy all students effective revising guide.</li> <li>• Additional revision packs for PP students.</li> </ul>	<p>Small group work enables the teacher to focus exclusively on a small number of learners EEF +4 months</p> <p>PP student require a greater level of support because their numeracy on the whole is impoverished.</p>	<ul style="list-style-type: none"> <li>• Use of half termly data and gap analysis.</li> <li>• Lesson observations and learning walks</li> <li>• Book looks and scrutiny.</li> <li>• Planning scrutiny.</li> <li>• Seating plans with PP names highlighted for the teachers' benefit and support teachers' ongoing planning</li> </ul>	<b>HOD/KWR</b>	Jan 2018 & April 2018
<p>Reduce disruption to students learning in lessons</p> <p>Students with very challenging behaviour supported and intervention in place to modify their behaviours</p>	<ul style="list-style-type: none"> <li>• New behaviour system.</li> <li>• Early intervention.</li> <li>• Appoint two pastoral workers.</li> <li>• Improve T&amp;L.</li> <li>• Implement specific behaviour modification programmes.</li> <li>• Develop a learning support base.</li> </ul>	<p>The new structured behaviour system allows for a clarity in relation to "choice and consequence" approach.</p> <p>The appointment of the behaviour support workers allows for early intervention and support.</p> <p>The support base gives additional support for those students who have ESMH issues.</p>	<ul style="list-style-type: none"> <li>• Weekly HOY reports</li> <li>• Monitoring and evaluating of the behaviour data</li> </ul>	<b>MWO</b>	Jan 2018 & April 2018
<b>Total budgeted cost</b>					<b>£67,352</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance of PP students	<ul style="list-style-type: none"> <li>• Dedicated attendance team to track, support and intervene with PP students' attendance.</li> <li>• Targeted support and increased incentives used to encourage improved attendance.</li> </ul>	<p>Nationally the attendance of PP students is lower than non-PP students.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning.</p>	<ul style="list-style-type: none"> <li>• Daily monitoring of attendance.</li> <li>• Home visits by attendance officer &amp; letters sent to parents.</li> <li>• Meetings held with parents.</li> <li>• Regular contact/meetings with outside agencies.</li> <li>• Fixed Penalty Notice warning &amp; prosecution.</li> <li>• Weekly, termly and annual rewards for 100% attendance.</li> </ul>	<b>MWO</b>	Jan 2018 & April 2018
<b>Total budgeted cost</b>					<b>£42,200</b>

**7. Review of expenditure**

7. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>ii. Targeted support</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<b>iii. Other approaches</b>				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 8. Additional detail

- In this section, you can annex or refer to **additional** information which you have used to inform the statement above.

Action	Pupil premium allocation (approx.)	Measureable impact	Date of review	Lead teacher - responsible for evaluation of action
Early Intervention to support reading and literacy – led by Tutors during tutor time each day.	Total Commitment £45,000	Accelerated progress in reading attainment for all year groups	Summer Term Review – July 2017.	MBU
TA support	Appointment of Director of Inclusion Behaviour support Total Commitment: £ 20,000	Targeted support in lessons leading to improved outcomes and progress over time (measurable at STEPs points throughout the year)	Director Inclusion/SENCO.	MBU
Intervention groups	Y7 - £6,387 Y8 - £5,643 Y9 - £5,789 Y10 - £7,349 Y11 - £10,567 Total Commitment: £35,735	Progress meeting to analysis to highlight the increased attainment of individual pupils as well as the attainment and progress of groups, including those entitled to Pupil Premium Transition from KS2 to KS3 (Primary)	½ Termly reviews with HODs.	HZA
1 to 1 Tuition in Maths	£425 a week 30 weeks  Total commitment - £17,750	32 out of 41 Pupil Premium Students achieved a grade 4 or above after receiving 1 to 1 tuition. 25 out of 41 students improved by one full grade or more after receiving 1 to 1 tuition. <b>Recommendation</b> 1 to 1 tuition will continue due to its high impact against cost	½ Termly reviews with NET Directors.	HZA
1 to 1 Tuition in English	£425 a week 30 weeks Total commitment - £17,750	1 to 1 tuition in maths has had a significant impact on student outcomes for the previous cohort. Therefore, the 1 to 1 programme has been extended to include English.	½ Termly reviews with NET Directors.	HZA
Social and emotional learning	HLTA 2 - £20,500	To support PP students who have social and emotional difficulties. A specific area/room to conducted targeted intervention and work to give students strategies to cope and accelerate learning.	Weekly – in LM meetings.	MBU
Staff provision for pastoral support in each year group – Learning managers	2 x Learning managers £20,000 Total Commitment £40,000	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	Weekly – as part of students at risk meetings.	MWO
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Attendance Officers – focus on targeted PP initiatives 2 x attendance offices Total Commitment: £42,200	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Weekly analysis to identify data with termly review.	MWO
Marking and feedback	Total commitment £2000	Targeted and specific feedback in students books and planners (priority given to PP) although all students booked marked.	½ Termly assessment and feedback scrutiny.	KWR



Student Support	1 x Student Support worker Total commitment £15,000	Student Support worker to work with students by offering advice guidance and support.	Weekly meeting with SLT LM.	MWO
Revision Materials	Revision materials for English, maths and science Total commitment £2100	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations.	Review with HOD – December 2017.	HZA
Teacher Toolkits	Total commitment £1000	Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy.	½ Termly as part of lesson observation cycle.	KWR
Laptops	Total commitment £2000	Laptops purchased to support specific students in their learning and to make the curriculum accessible to all.	Termly as part of PP review.	MBU
Student rewards for attending intervention.	Total commitment £5400	Students are provided with rewards and incentives in order to promote engagement with the intervention programme.	½ termly as part of intervention programme review.	HZA
Breakfast and water for Y11	Total commitment £3780	Students are provided with breakfast and water during every STEP assessment period.	½ termly as part of STEP cycle review.	HZA
Total Expenditure	£270,215	Ensuring the narrowing of the gap between attainment outcomes for all children entitled to Pupil Premium support compared to those not receiving such support – referred to as national attainment outcomes.		

### **Reporting**

It will be the responsibility of the Associate Principal to produce regular reports for the Governing Body:

- How the money has been allocated
- The progress made towards narrowing the gap by year group for socially disadvantaged students
- An outline of the provision that was made since the last meeting and the impact of such provision

The Governors of the academy will ensure that there is an annual statement on how pupil premium funding has been used published on the academy website. The use of pupil premium funding will be carried out within statutory requirements published by the DFE.

