

Pupil Premium Eligibility

The Pupil Premium (PP) is additional funding that is provided by the Government to publicly funded schools in England. It is provided to support the closing of the attainment gap between disadvantaged youngsters and their peers. It is paid to schools according to the number of students who have been eligible to receive free school meals in the last 6 years. In addition, students that have been in care for the past 6 months receive the funding as well as the children who have a parent/guardian serving in the armed forces.

Funding received

Financial Year	Funding received
2016-2017	£935 per eligible student and £1900 per CLA or eligible child. Total received £ 541,933

The PP cohort in 2015-2016

Year	Number of PP students	% of PP students in each Year	Number of Children Looked After (CLA)
7	142	50.9%	1
8	120	44.9%	0
9	129	47.4%	4
10	126	44.8%	4
11	111	40.5%	3
12	40	42.1%	0
13	49	42.9%	1
TOTAL	717	45.3%	13

The intended aims of Hanson Academy

To ensure that the funding is used effectively to close the disadvantage gap by addressing inequalities and therefore raising the progress and attainment of those students entitled to the funding.

To use the funding to improve attendance at school for PP youngsters.

To ensure that the funding is used effectively to raise the self-esteem and aspirations of those students entitled to PP through pastoral and enrichment activities.

To put in place catch-up arrangements for students in the basics of literacy and numeracy.

To put in place inclusion support for those PP students that are risk of disengaging with education.

The practical strategies

All leaders from IEB members, Senior and middle leaders through to the classroom teachers are in full knowledge of the global intentions and the rationale for the strategy. And that teachers know which of their students are PP. A clear process of identification is now in place.

Teachers ensure that their learners are engaged in their lessons and that they identify those individuals that fall behind and put in place early intervention strategies to address issues as they arise.

Identify and close the gaps in literacy and numeracy in the early years at Hanson for students at Hanson in order that they access the curriculum in its fullest.

Offer wider learning and enrichment which inspires and engages all students who are eligible for pupil premium funding.

The responsible adults

Strategic overview – Mukesh Nar DHT

Teaching and Learning Leaders – Sarah Welsh DHT and Darren Sayer AHT

Student progress monitoring – Jon Hodson AHT, Kate McKenzie, Laura Holden and Ed Bowman (Progress hub)

English, Mathematics, Literacy and numeracy – Kelly Barraclough-Dunn and Stacey Walsh in English and literacy and Janet Baty and David Joseph in Mathematics and numeracy.

Pastoral Lead – Dean Watkin DHT supported by Adam O’Neil (Year 7), Clare Buckley (Year 8), Chris Bennett (Year 9), Steve Speight (Year 10), Maria Greenwood (Year 11) and Ben Irving (sixth form).

Attendance – Katie Bland and Jane Paige

CLA – Teresa Butler

Enrichment -Dean Watkin and Teresa Butler

Primary intervention (Wave 1) – Classroom teachers, Secondary intervention (Wave 2) – Heads of Department, Whole School intervention – Progress hub team working alongside Scott Holmes (SENDCO).

Tracking and monitoring

3 data collections for all students with a fourth one for Year 11.

The progress team produce progress matrices to enable teachers to be clear about the progress of PP and Not PP students in their groups.

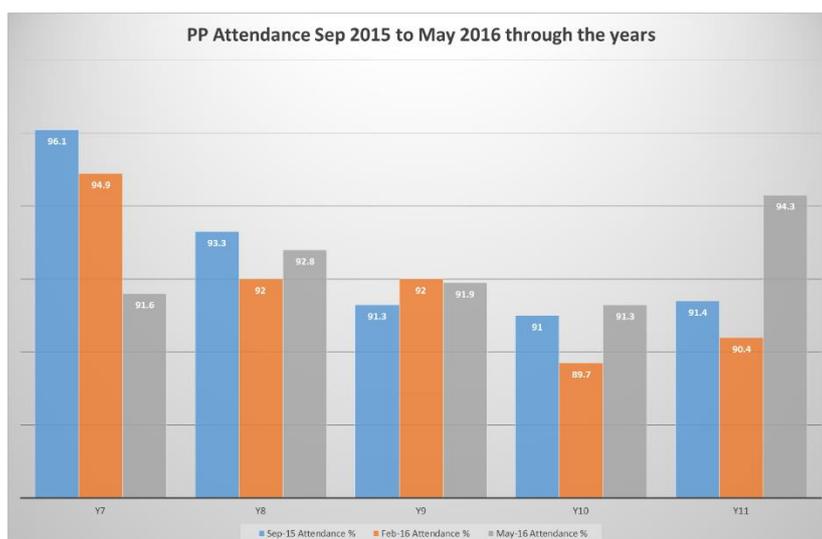
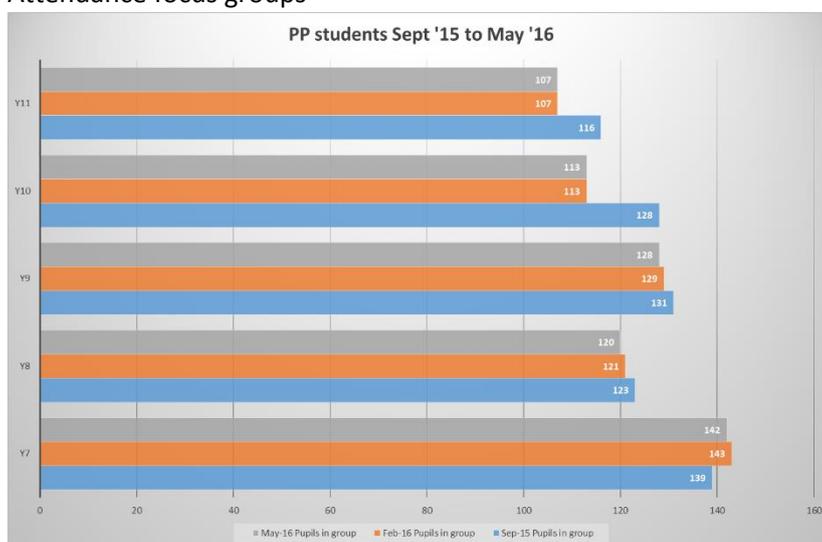
Following analysis, progress conversations take place between the progress team and Heads of Departments.

Heads of Departments work with their teachers to support the progress of PP students through modified lesson planning.

Further Department led interventions and whole school interventions are put in place for students who require it.

Summary of Key Impact Strategies

- ✓ Improved marking and assessment
 The quality of marking and feedback is currently 60% good or better compared to 40% good+ in July 2016. The bespoke books have been introduced to almost all subject areas and have been partially funded through PP funding and is benefiting all students. Staff and students are responding well to the books and departments were involved in their design to support learning in their subject area. From the recent book look - 75% books are good or better in terms of presentation. 55% literacy in books are good or better. 45% students have responded well to feedback and 82% have had opportunity to report to feedback. The frequency of marking has improved and 84% of books have been marked regularly. There is a calendar for book looks scheduled through the year. The books are selected by the Assistant Head teacher with responsibility for Teaching and Learning.
- ✓ Attendance focus groups



- ✓ Revision materials
- ✓ After school and tutor time tuition
- ✓ Saturday morning tutorials for English, Maths, Science and Geography
 Small group tutorial sessions were held on 11 consecutive Saturday mornings in April, May and June. These were attended by 78, Year 11 students of whom 49 were eligible for PP

funding. Their key focus was exam preparation and qualitative feedback from students was positive.

- ✓ Whole school CPD on planning effective lessons and teaching SEND students
- ✓ Subject specific PP interventions in English, Maths and Science
- ✓ ISA (Science) and Controlled Assessment (English) catch-up sessions during tutor time and after school as well as in the holidays
- ✓ Buckden House Residential (Year 11) Part funded for PP students

One of the main reasons for taking 62 students out of school to Buckden House was to develop relationships and engage students in the learning opportunities offered to them. Learning in a less structured environment also provided different learning experiences. The nature of outdoor activities and challenges engenders confidence and begins to build a 'can do' attitude. Students were encouraged to challenge themselves and be taken out of their comfort zone. The majority of these students began to regularly attend revision classes and Saturday morning catch up sessions following the trip to Buckden House. During the 3 day experience students had 6 hours of English and 6 hours of bespoke mathematics teaching delivered in a small group setting by the best English and maths teachers who accompanied them.

The summer examination results show that these disadvantaged pupils made, on average, 0.8 grade improvement in Maths & English. (0.6 English, 1.0 in Maths).

We are running the Buckden residential again this year but with 120 students.

Bushcraft residential (Year 7) Part funded for PP students

The three-day residential gives students the opportunity to take part in a range of hands-on activities, giving them the chance to really get to grips with life in the outdoors and providing them with a totally different and unique environment in which to learn and interact with their peers.

The residential is structured so that activities alternate between group discussions and practical activities, so students are able to put the skills they are taught into practice. They work in small groups of between ten and fifteen, each of which is assigned a group leader from the Bushcraft staff, allowing every student the opportunity to really contribute to the group and achieve their goals.

The residential offers students the chance to succeed away from conventional classrooms, enhancing a positive attitude to learning, as they develop new skill sets in new and exciting surroundings. Students leave with a sense of achievement, confident in their ability to live and operate in an outdoor environment, as well as a greater understanding of the British landscape. Some of our pupils have never been camping or visited other parts of the UK before and the Residential gives them this new and exciting life experience, one they will remember forever.

Time spent living in the wild offers a fantastic opportunity for students to interact away from the distractions of everyday school life, taking them out of their comfort zones and encouraging both independence and teamwork. The Residential is a

fantastic first step towards the development of leadership skills, as it demands resourcefulness, creativity, and teamwork within the students.

Students learn:

- To conduct themselves safely in an unfamiliar environment
- To create a sense of community and team identity
- The effect our surroundings have on our feelings and comfort
- To participate in group activities and work towards a shared goal
- To feel positive about their individual contribution to team efforts
- To approach new experiences with confidence and enthusiasm
- To enjoy spending time out of doors and involved in different activities
- To engage with the natural British landscape
- To think both practically and creatively about the world around them
- How to ensure that their presence in the woodland leaves minimum impact on the environment

We are running Bushcraft again this year with pre and post visit student surveys in order to assess impact.

The impact of Pupil Premium

2015-16 – Year 11 outcomes

Subject	Pupil progress % of students making 3LOP		Attainment Summer 2016 A*C	
	Not PPn PP	PP	Not PPn PP	PP
English	38%	17%	43%	20%
Maths	55%	26%	60%	25%

2015-16 End of Year 7, 8 and 9 – Progress in English and Maths

Year 7 DC3 English					Year 7 DC3 Maths			
	Not PP	PP	All			Not PP	PP	All
Students	137	137	274		Students	137	137	274
Subject P8 Score	-3.0	-2.8	-2.9		Subject P8 Score	-2.3	-2.3	-2.3
Year 8 DC3 English					Year 8 DC3 Maths			

Review of Pupil Premium funding 2015-16

	Not PP	PP	All			Not PP	PP	All
Students	147	119	266		Students	147	119	266
Subject P8 Score	-2.7	-2.7	-2.7		Subject P8 Score	-1.9	-1.9	-1.9
Year 9 DC3 English					Year 9 DC3 Maths			
	Not PP	PP	All			Not PP	PP	All
Students	152	116	268		Students	152	116	268
Subject P8 Score	-3.0	-2.6	-2.9		Subject P8 Score	-1.4	-1.7	-1.5

The subject P8 score should decrease through a student's school career. If at the end of Year 11 the subject P8 score was zero, it would indicate that the student has made expected progress as measured by their starting points.

Year 7 DC3 All subjects			
	Not PP	PP	All
Students	137	137	274
Overall P8 Score	-3.08	-2.93	-2.95
Year 8 DC3 All subjects			
	Not PP	PP	All
Students	147	119	266
Overall P8 Score	-2.29	-2.23	-2.21
Year 9 DC3 All subjects			
	Not PP	PP	All
Students	152	116	268
Overall P8 Score	-2.05	-1.96	-1.95

The overall P8 score should decrease through a student's school career. If at the end of Year 11 the subject P8 score was zero, it would indicate that the student has made expected progress as measured by their starting points.

At the end of Years 7, 8 and 9 – PP student had on average a better P8 score than their Non PP peers.