

Hanson Academy

Hanson Academy Pupil Premium Policy and Action Plan 2015-16

Hanson Academy – Pupil Premium Action Plan 2015-16

Key Terms

Closing the gap: “closing the attainment gap between groups and individuals to ensure all Students attain well and make the expected levels of progress.”

Intervention: “the strategies and methods used to close the gap between identified target group and individuals to ensure all Students attain well and make at least expected levels of progress.”

Key for Sub-groups:

SEND	Non	Students with no identified educational need
	SA	School Action Students
	SAP	School Action Plus Students
	St	Students with a statement of educational need
	PP	Pupil Premium
Other	FSM	Free School Meals
	G+T	Gifted & Talented
	EAL	English as an Additional Language
	CLA	Child Looked After

1. INTRODUCTION & PURPOSE

This policy and action plan sets out Hanson Academy approach to Closing the gap and pupil intervention. It also outlines how the school plans to utilise the Closing the gap (PP) funding to effectively raise standards of attainment and achievement for all Students.

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At Hanson Academy we recognise the importance of ensuring all Students, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all Students are equipped with the knowledge and skills they will need to succeed in life beyond school.

At Hanson Academy, closing the gap should be an integral part of every lesson and all areas of the school. Within the classroom there should be a clear focus on closing the achievement gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all Students. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

2. AIMS & OBJECTIVES

Key Aims:

1. To develop a clear direction and focus for Closing the gap across all areas of the school, especially PP students.
2. To embed 'Closing the Gap' across the whole school curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP Students.
4. To improve knowledge and understanding of Closing the gap strategies and interventions of staff and to share good practice.

Success Criteria:

1. The attainment and achievement gap for all identified target groups and in all year groups is closed further to less than 10% in all subjects across all year groups.

3. RATIONALE & CONTEXT

- **Significant gaps in attainment exist for certain pupil groups and individuals.**

Gap analysis of school data shows that there are still gaps in attainment and progress in English and Maths across all year groups (see pages 5-7). Appropriate and effective intervention and teaching and learning strategies need to be put in place to ensure these gaps close rapidly to ensure that all Students make at least the expected levels of progress by the end of key stage 4.

Gaps in attainment and achievement of PP Students have been closed in English and maths at key stage 4, although not rapid enough. Further work needs to be done to replicate this across all subjects and to close any gaps before the end of key stage 3.

- **The nature of the cohort on entry is changing.**

The ability of the intake on entry in Year 7 is declining and is slightly below national average. The ability of the cohorts (based on KS2 APS) shows a decreasing trend and an increasingly negative differential between the school's KS2 APS and the national figures. This difference is significant for all year groups in school. This is particularly marked with the Year 7 cohort who is estimated to be on average a whole sublevel lower than national figures on entry. The proportion of students who speak English as an additional language has significantly increased and is now higher than the national average at 28.5%. The proportion of FSM6 Students, for whom Closing the gap funding supports, is also rising and is now above the national average at 38%.

- **A significant percentage of our Students have poor literacy skills when joining the school.**

The percentage of Students with a reading age below their chronological reading age has risen dramatically over the last 3 years and there is an increase in the proportion of EAL Students. A lack of literacy skills is impacting on Students' progress and achievement. These gaps need to be closed rapidly to ensure all Students make at least the expected levels of progress by the end of Key Stage 4. A comprehensive literacy strategy is been put in place to address these issues.

- **Closing the gap and Catch-up Premium funding need to be used effectively to help close the achievement gaps.**

The school needs to continue to effectively utilise and target the additional Closing the gap funding made available to schools in order to help further close the achievement gaps.

Teaching and learning needs to ensure effective and appropriate strategies and activities are in place on a daily basis to help close the achievement gap and meet the needs of all Students.

The quality of teaching and learning needs to improve significantly to ensure Students making at least good progress. There needs to be a clear focus on Pupil Premium Students in the planning and delivery of all lessons to ensure that learning meets the needs and accelerates the progress of all Students. Timely and appropriate interventions also need to be put in place, within and beyond the classroom, to ensure the achievement gap is narrowed rapidly.

Year Group	Number of Closing the	Number of Free School	Number of Children
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	Gap Students	Meal Students (FSM)	Looked After (LAC)
7	123	72	-
8	131	65	3
9	127	61	5
10	119	62	3
11	111	49	2
	Total: 611	Total: 309	Total: 13
	Percentage of School Population	Percentage of School Population	Percentage of School Population

There are 611 students entitled to pupil premium funding, of which 226 are SEND and 13 are LAC.

1.1 May 2015

Further improvements in attendance and behaviour need to be made and sustained for PP Students.

ATTENDANCE			Year group	
PP	86.90%		pp -Y7	91.8
Non pp	93.20%		PP-Y8	89.8
			PP-Y9	85.4
PP 100%	0.80%		PP-Y10	83
Non PP 100%	4.43%		pp - Y11	84.4
PP 97%	11.30%		Non pp -Y7	95.5
Non PP 97%	12.90%		Non PP-Y8	94.5
			Non PP-Y9	92.5
PP 95% - 97%	5.10%		Non PP-Y10	92.9
Non PP 95% - 97%	9.40%		Non pp - Y11	91.4

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The table below highlights attendance gap analysis for all year groups which are accurate at the time of writing. PP attendance has improved over time but the gap still needs to be closed further.

Subjects	Closing the gap Progress (all) (3LOP)		Attainment Summer 2014 (FSM) A* - C	
	Non PP	PP	Non PP	PP
English	82%	56%	71%	42%
Maths	55%	31%	65%	37%

	English								Maths							
	All Expected	Non PP Expected	PP Expected	PP GAP	All More than Expected	Non PP More than expected	PP More than expected	PP GAP	All Expected	Non PP Expected	PP Expected	PP GAP	All More than Expected	Non PP More than expected	PP More than expected	PP GAP
Current % of students achieving 3 and 4 LOP																
Class of 2014	72%	82%	56%	26%	33%	41%	22%	19%	46%	55%	31%	24%	14%	18%	6%	12%
Class of 2015 Current Year 11	71%	76%	61%	15%	17%	21%	12%	9%	57%	64%	44%	20%	24%	25%	21%	4%
Class of 2016 Current Year 10	66%	72%	56%	16%	15%	18%	9%	9%	65%	77%	47%	30%	24%	32%	13%	19%
Class of 2017 Current Year 9	34%	40%	25%	15%	16%	17%	14%	3%	36%	42%	28%	14%	20%	23%	15%	8%
Class of 2018 Current Year 8	54%	59%	50%	9%	32%	36%	28%	8%	16%	23%	10%	13%	4%	5%	4%	1%

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National 2014 (All Students)	72%				30%				72%				32%			
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2014 Levels of Progress in English and mathematics and (based on internally collected data 7-11 data)

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4. Historical Data -Attainment and progress – 3 year trends for disadvantaged students

5A*-CEM 2014

43% of all students in 2014 achieved 5 A*-CEM. An analysis of trend over the last three years shows a flatline 43% in 2012, which raised to 48% in 2013 (although we are not measuring like with like for 2014). The school gap between PP students achieving this measure was -14 in 2012, -34 in 2013 and -23 in 2014.

The in school gap between Pupil premium and non-pupil premium students has widened over three years and is currently 33 percentage points behind the National. Non pupil premium attainment has improved over three years, yet declined further for pupil premium students.

% 5A*-CEM	2011/12	2012/13	2013/14	2013/14 National all other pupils	Diff to National all other pupils
Whole school	43	48	43	62	-19
Other pupils	47	60	52	62	-20
Disadvantaged pupils	33	26	29	62	-33
Within school gap	-14	-34	-23	-	

English GCSE A*-C 2014

% A*-C	2011/12	2012/13	2013/14	2013/14 National all other pupils	Diff to National all other pupils
Other pupils	57	79	69	73	-4
Disadvantaged pupils	43	52	45	73	-28
Within school gap	-14	-27	-24		

2014 results for disadvantaged students at 45% is demonstrating a further drop from the previous year (as is the cases for other pupils) and a gap against the national figure (-28%). The attainment of non-pupil premium students has increased by 12 percentage points over 3 years whilst pupil premium pupils have seen a 2% increase. The performance of students in English must be kept at the forefront of all pupil premium planning.

Mathematics GCSE A*-C 2014

% A*-C	2011/12	2012/13	2013/14	2013/14 National all other pupils	Diff to National all other pupils
Other pupils	61	62	66	74	-8
Disadvantaged pupils	44	28	39	74	-35
Within school gap	-17	-34	-27		

2014 results for disadvantaged students in Mathematics at 39% is showing an increase from the previous year but a declining 3 year trend with an in school gap (-27%) and -35% behind the national figure. **Like English this remains an urgent priority for the school.**

Expected progress of disadvantaged students in English and Mathematics 2014 from different starting points

English

Expected progress in English for all students was 71% and 34% achieving more than expected progress compared against the national of 70% and 32% respectively. The figures for disadvantaged pupils are 58% for expected progress and 24% for more than expected progress.

% 5A*-CEM	2013/14 Actual	2014/15 Current	2014/15 Target
Whole school	43	40	43
Other pupils	52	48	53
Disadvantaged pupils	29	33	43
Within school gap	-23	-15	-10

English predictions:

% A*-C	2013/14 Actual	2014/15 Current	2014/15 Target
Whole school			
Other pupils	69	71	75

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Disadvantaged pupils	45	42	55
Within school gap	-24	-29	-15

If attainment for English is in line with predictions the gap in attainment in English between pupil premium /non pupil premium will widen further. This needs to be a priority area for the current year 10 now in order to close the attainment gap in English

Maths predictions:

% A*-C	2014 Actual	2015 Current	2015 Target
Whole school			62
Other pupils	66	65	62
Disadvantaged pupils	39	37	50
Within school gap	-27	-28	-12

The within school gap is set to remain for attainment in Maths. Urgent analysis of the current gap in year 10 along the barriers to achieving for those particular pupils needs to be conducted by Middle Leaders and classroom teachers in order for monies and intervention strategies to be deployed effectively.

Expected Progress

Maths	2014 Actual	2015 Current	2015 Target
Whole school	47	57	62
Other pupils	57	64	70
Disadvantaged pupils	33	44	57
Within school gap	-24	-20	-13

5. ROLES & RESPONSIBILITIES

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the school's Closing the gap Policy and Action Plan.
- Provide opportunities for staff training about Closing the gap to take place on INSET days or during other times.
- Support departments they line manage to close the achievement gap and identify Students for timely and appropriate interventions.
- Be role models in using strategies in their own teaching to close the achievement gap.
- Ensure strategic deployment and utilisation of Catch Up and Pupil Premium funding to enable identified achievement gaps to be closed rapidly.
- Produce a Pupil Premium summary document after each data collection, making explicit to staff achievement, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure all staff are made aware of the key Students, groups of Students, and target groups identified within the Closing the gap document who are not achieving, attending and behaving.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place and collated on the whole school intervention tracker.
- Track and monitor Students who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

IEB/Governors will:

- Accept responsibility for challenging Leadership Team on the delivery of the school's Closing the gap Policy and Action.
- Undertake appropriate pupil premium training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of pupil premium funding and the monitoring of its impact upon Pupil Premium Students' progress.
- Appoint a Pupil Premium Link Governor and ensure pupil premium is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for Closing the Gap and Pupil Premium funding.

The Inclusion and pastoral Team will:

- Utilise the Closing the gap booklet to ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target Students and groups.
- Ensure literacy is promoted in tutor time activities.
- Assess and support Students on Education, Health and Care Plans, Statements and SEN Support with appropriate interventions to improve reading ages following CATS test analysis.
- Identify and support Students with specific needs, such as dyslexia, and provide appropriate intervention.
- Support Students with Statements with in class Teaching Assistants.
- Provide intervention strategies using Lexia, catch-up reading, bespoke reading groups and programmes to support Students in their literacy across the curriculum.

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- To provide opportunities so that the Lexia programme is used as part of Year 6 to 7 Primary Transition and Year 7 Catch Up programme to develop Students' literacy skills.
- Provide in-class support where necessary and one-to-one out of class support for Students identified in the Closing the gap booklet.
- Communicate with all staff the SEND needs of Students who have difficulties and provide with strategies and guidance for supporting Students in the classroom.
- Identify Students in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Summer School.
- Ensure all interventions are recorded on the school's Intervention Tracker.
- Track and monitor Students who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

The Literacy & Numeracy Coordinators will:

- Lead on delivery of the school's and Literacy and Numeracy strategies to improve literacy and numeracy of targeted Pupil Premium Students.
- Provide opportunities for staff training about literacy and numeracy issues to take place on INSET days or during other times.
- Advise other staff in school on literacy and numeracy issues
- Co-ordinate tutorial and whole school literacy and numeracy initiatives.
- Organise the Accelerated Reading programme for literacy testing, liaising with the librarian.
- Monitor the impact of the Literacy and Numeracy strategies on Students' progress and attainment.
- Identify Students in need of literacy and numeracy intervention from the Pupil Premium document.
- Coordinate wave 2 and 3 literacy and numeracy interventions and ensure all interventions are recorded on the whole school intervention tracker.
- Develop links with feeder primary schools to identify and support key Students as part of the transition programme.
- Ensure all interventions are recorded on the school's Intervention Tracker.

Progress Leaders will:

- Effectively utilise attainment and achievement data, as well as Closing the gap data, to track progress and attainment of Students.
- Utilise the Closing the gap booklet to ensure timely and appropriate wave 2 and 3 interventions are put in place which support the academic achievement and pastoral support of target Students and groups.
- Track and monitor Students who are below target and ensure timely and appropriate intervention is put in place.

Teaching Staff will:

- Effectively utilise attainment and achievement data, as well as Closing the gap data, to plan effective lessons which enable all Students, to make good progress.
- Ensure teaching is good on a daily basis and lessons are differentiated to meet the needs of all Students; as identified in Wave 1 intervention below.
- Ensure opportunities are provided in all lessons for all Students to make good progress.

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- Utilise the Closing the gap booklet to ensure timely and appropriate wave 2 and 3 interventions are put in place which support the academic achievement of target Students and groups identified.
- Ensure literacy and numeracy is promoted in all lessons.
- Track and monitor Students who are below target and ensure timely and appropriate intervention is put in place.

6. INTERVENTION

What is intervention?

Intervention is defined as ‘the strategies and methods used to narrow the gap between identified target group and individuals to ensure all Students attain well and make the expected levels of progress’. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual Students. There are **three** distinct waves of intervention that staff should follow.

Wave 1 - The effective inclusion of all students in high quality teaching & learning.

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where Students are working with peers of similar levels.
- Access to grouping that enables Students to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering Students for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of quality first teaching should be a priority. Wave 2 interventions should be used for Students who can be expected to ‘catch up’ with their peers as a result of the intervention.

To include: small-group intervention for example after school booster classes; holiday revision classes, withdrawal classes during the school day.

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Wave 3 - Specific targeted interventions for identified Students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect Students to make the expected progress in a group situation.

7. Pupil Premium estimate for academic year 15/16: £560,000

Hanson Academy has highlighted **six main areas** of focus for supporting our Pupil Premium students and within each category can be found a statement of reasoning and a full breakdown of allocation. Key areas of focus are as follows

Attendance and working with families

Hanson Academy believes that strategies should be put into place to address the attendance gap between pupil premium and non-pupil premium students. Hanson believes that good attendance of students is paramount and removing barriers to learning is essential. Therefore, poor attendance and the tackling of this can only be seen as a key priority. Once attendance issues have been resolved then other areas can effectively be focused upon.

Literacy and Numeracy

Hanson Academy believes that improvements must be made to the provision of literacy and numeracy to enable positive curriculum engagement and academic achievement for pupil premium students. Studies shown through the Sutton Trust state that “improving literacy improves student outcomes overall”. Hanson values Literacy and numeracy skills throughout its curriculum and therefore places these areas high on its agenda.

Quality First Teaching and Timely Interventions

Hanson Academy believes that targeting specific cohorts of students can be effective in raising self-belief, self-esteem, confidence and ultimately overall achievements across the curriculum. Hanson places core subjects high on its agenda and therefore advocates interventions across English, Maths and Science areas alongside exam preparation and general student resilience.

Curriculum Subsidiary Fund

Hanson Academy values the skills and attributes of all its pupils. To enable pupil premium students to achieve their potential it is important to acknowledge the breadth and depth of skills and talents that these pupils have to offer. In recognition of this, Hanson has set a subsidiary fund that enables all curriculum areas to ‘bid’ for funding to allow pupil premium students in their areas to access the curriculum and reduce the attainment gap between non pupil premium students. All bids are examined for reasoning and potential impact before being allocated and this is overseen by the Senior Leadership Team.

Focussed Enrichment & Engagement

Hanson Academy believes that curriculum engagement and academic achievements for pupil premium students should be equal to that of non- pupil premium students. Hanson therefore values the engagement across all areas of both school and out-of-school activities and clubs and invests in the social and emotional learning of its students.

Transition

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Hanson Academy understands the importance of effective and positive transition throughout school life. We therefore place emphasis on preparation and planning of calculated resources and staffing to embed a sense of positivity within our transition cohorts. We also acknowledge that the year 7 catch-up premium funding is separate to our pupil premium funding so this is considered when allocating resources and provisions from our pupil premium budget.

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8. ACTION PLAN – Pupil Premium for the academic year 2015/16 is estimated to be £560,000

Objectives: To close the achievement gap for students entitled Pupil Premium across all subjects and year groups

Key Actions (How)	Time (When by)	LT Lead Person (Who)	Cost (£)	Progress Made
Conduct an external Pupil Premium Review	June 2015	Ofsted report – suggested a PP review to be conducted An external review to ascertain where we are in relation to PP as an academy and to act on key recommendations	£2000	Report conducted in June 2015. (See report by Feversham College, conducted by NLE, National PP Lead, Clare Skelding)
Establish a Pupil Premium Strategic Group	September 2015 ongoing	Small group of staff will drive forward, develop and review the PP strategy to ensure coherence and consistency across Hanson Academy Team will consist of the following staff:	£2000 – Cover time)	
Vice Principal to lead PP strategy	May 2015	VP to monitor the progress of PP students and intervene when necessary to accelerate progress of students.	£10,000	PP action plan written and PP data review and analysed to inform planning for the next academic year
Appoint of Link Governor	September 2015	Link governor from the IEB to drive and monitor the PP strategy		
Appoint an English Teacher with a specific brief to plan and deliver literacy interventions for PP students	May 2015	Identified students working with lead teachers on Accelerated Reader and small group tuition	£25,000 (inc. on costs)	
Appoint a Literacy Consultant	July 2015 July 2015	Literacy consultant working with English department to improve whole school literacy and interventions	£10,000	
Appoint a HTLA to support Literacy Intervention		HLTA to provide one to one literacy tuition	£18,000 (on costs)	

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Appoint an Maths Teacher with a specific brief to plan and deliver numeracy interventions for PP students	May 2015	Identified students working with lead teachers in small groups including maths tuition	£25,000 (inc. on costs)	
Appoint a Pupil Premium Coach	October 2015	Focus on 1-2-1 coaching and support	£25,000 (inc. on costs)	
Appoint a specialist Pupil Premium behaviour and wellbeing mentor for HI/VI students	September 2015	Focus on 1-2-1 coaching and support for HI/VI students in the Arc	£30,000 (in. on costs)	
Appoint Attendance Officer to improve attendance of PP students	June 2015	Attendance targets are met: Intervention from in-house attendance officer; working closely with LA EWO and attendance team. Increase attendance monitoring and support. Weekly tracking, shared with SLT, HOY and Form Tutors. Actions to improve attendance to be put in place quickly to resolve issues	£25,000 (inc on cost)	
Appoint a EWO to improve attendance	September 2015		£27,000(ic on cost)	
SLT targeted mentoring once per fortnight	September – 2015 - ongoing	There are 119 Closing the gap students in Year 11 (2015/16) Each member of SLT & ELT to take responsibility for mentoring 5 students each. The focus will be on: revision, study skills, homework, and ensuring students are receiving high quality feedback to enable them to make rapid progress These will be 'learning conversations' which address self-limiting beliefs about their capacity to make progress.	Time £200 (photocopying)	
Tutors – targeted mentoring and Pupil Interview	September 2015	All tutors to be given a PI (Progress Pupil Interview) period to monitor students' progress with a focus on tracking PP	£40,000	

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		students		
Appoint a CAHMS worker /Counselling service for students where appropriate	September 2015	For students who have low self-esteem or personal issues which affect learning, counselling will be offered with the school counsellor	£25,000 (inc on costs)	
Progress Leaders/(Heads of Subject) to strategically plan for all pupil premium students	September 2015	To produce bids for additional funding or resources to support Closing the gap students Priority given to English and maths	Maximum £2000 per faculty with an additional of £3000 for English and maths	
Purchase 100 tablets for PP students for Year 11 to enable access for revision outside of school	September 2015	Students will have access to a tablet in order to complete their revision material from our own website and PiXL resources	£50,000 (inc insurance)	
Develop breakfast club for Closing the gap students to have a free breakfast before their exams	September 2015	Essential that PP students have eaten before their exam to aid focus	£700	
Implement breakfast club for PP students	September 2015	Essential that PP students have eaten at the start of the day to aid learning	£3000	
Free school uniform equipment and resources to targeted PP Students	September 2015	To ensure students are prepared for learning and barriers are removed	£1000	
Provide part and fully funded places on cultural trips and visits for target PP Students, including music lessons, gym membership, arts project and sporting activities	ongoing	PP students have access to extra-curricular activities to enhance their learning experience	£20,000	
Improve Parental Engagement	October 2015– ongoing	Increase communication with parents. Encourage staff to be proactive and contact parents. Work with parents to support their child for parents in October and March. Send letter to parents following mentoring meeting to inform parents of targets that have been agreed to support their child's progress	£500	
Implement PP Tracker/ Appoint Admin Officer to implement and oversee PP tracker	September 2015	All PP activities – support, intervention or enrichment is logged on the tracker to track what each PP student has had and to	£5000	

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		measure impact of the strategies		
Produce and distribute PP Watch booklet to identify all PP Students to staff		Every teacher to have a class profile for each of their classes, so they can easily identify PP students. Staff know PP students and strategies to use to ensure good progress and closing of attainment gaps	£500	
Revised the assessment calendar to ensure emphasis on relative performance and tracking of PP students and Progress Conversations	September 2015	Assessment calendar to drive data conversations and impact of interventions. SL are held accountable and hold their staff to account for PP and all students	Time/ photocopying £100	
Implement revised line management structure to ensure rigorous and robust tracking of students' progress with an focus on PP students	July 2015	Staff are supported and held accountable for all students and the attainment gap is closing within their subject/class	£500	
Distribute PP booklet to staff when complete and make explicit target Students and groups (4+LOP)	September 2015	Aspirational targets are set for PP students 4.2 Levels of progress, as oppose to 4LOP for non-PP students	£500 photocopying	
Progress Leaders department action plans detail key actions for PP students	September 0215	All Progress Leaders department plans demonstrates how they intend to closing the attainment gap and address underperformance within their subjects. SLT to monitor impact	Time	
Deliver data training to staff on using transition matrices and closing the attainment gap	May 2015/ June 2015	Staff know and understand how to annotated and use transition matrices to close the attainment gap and what QFT strategies to employ	£1000 – folders and photocopying	
Deliver training to staff on using data files and using data effectively to secure good progress and close the attainment gap, including 'Quality First Teaching'	May 2015	Staff know and understand how to use data to close the attainment gap and what QFT strategies to employ. All teachers have interventions plan for every class they teach with impact from one DC to the next.	Time	
Deliver Closing the gap training to staff	September 2015	Training on analysing data and what constitutes Quality First Teaching strategies and effective interventions strategies Teaching for progress	£200 Time	
Identify new Y7 cohort for literacy	June 2015	Launch Accelerated Reader with Year	£3000	

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intervention and reading support		7students and targeted PP students in Years 8 &9		
Set up literacy and reading interventions set up and commenced(Lexia Literacy Programme for students with weak literacy skills	September 2015	Introduce LEXIA Licences	£2,940	
Year 6 Transition summer school	July 2015	Year 6 – summer school with a focus on literacy and numeracy skills as well as developing self-esteem and making friends	£3000	
Year 7 Residential	October 2015	Year 7 residential to build confidence and focus on teambuilding	£10000	
Improve the quality of marking and feedback	September 2015 - ongoing	Marking and feedback is regular, consistent and focused, Students know exactly what to do in order to improve. Improvements monitored	£2000 for resources Time	
Develop a robust EAL strategy and action plan	September 2015	Ensure EAL provision is of a high quality and EAL students achieve at least expected progress	£1000	
Develop a robust SEND strategy and action plan, detailing the SEND code of practice	September 2015	Ensure SEND provision is of a high quality and SEND students achieve at least expected progress	Time	
Deliver and share CPD with staff	September 2015 - ongoing	Staff know how to plan an teach students with SEND and what strategies to use to maximise student progress	£1000	
Review SOW to in light of 'Life without Levels and changes to KS3/4	October 2015 - ongoing	Teachers plan appropriate SOW to demonstrate progression from KS3- KS4 with a clear focus on developing literacy and numeracy skills and to prepare students for external exams Year 11	Time	
Target GCSE for Home Language in Year 10 & 11	September 2015	EAL students have opportunities to gain additional GCSE and an appropriate curriculum	£300 exams. Syllabus	
Visit outstanding school for PP	October 2015	Visit schools with outstanding PP provision and implement key actions to ensure our PP provision is at least good by September 2016	Time cover cost £400	
Create effective links with other schools to share good practice	September 2015 Ongoing	Share best practice from other school and make constructive links to support the school in moving the PP strategy forward. Contact Beckfoot Academy and other schools	Time	

Hanson Academy – Pupil Premium Action Plan 2015-16

		outside of the LA but with similar profile to Hanson Academy		
Review Pupil Premium Policy and ensure the website has the statutory information relating to PP	October 2015	PP Policy is written and updated on the school website	Time	
Conduct another review to check impact from review in June 2015	March 2016	Organise another review in March 2016 to ascertain progress from previous review in June 2015	£2000	
Total			£440140	