

## Pupil Premium Impact Assessment

### Pupil Premium Impact and Evaluation Report Academic Year 2017/18

#### Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to provide greater equality of opportunity regardless of personal circumstances and narrow the attainment and progress gap between different groups of students, particularly those students who have receive Free School Meals (FSM) and non-FSM students. Although we have a good track record for ensuring that pupils generally make good progress, there is still evidence of Pupil Premium students doing less well than non-Pupil Premium students.

Whilst we always prioritise support based on individual student need, we have used the Pupil Premium Grant to specifically address the barriers to learning that our Disadvantaged students face. The money has been spent on a variety of strategies ranging from training for all staff to improve the quality of classroom practice, to one-to-one tuition support for individual students. Our ultimate objective is to close the gap between all groups of students by ensuring that all of their needs are met to enable every child to fulfil their potential.

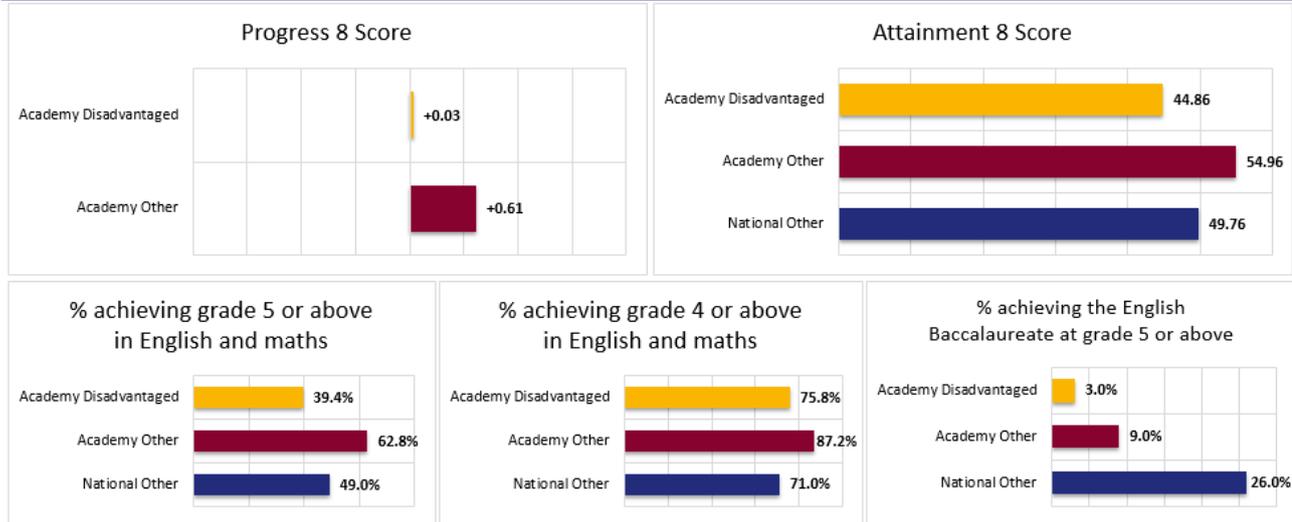
Whilst mindful of the research available in the Sutton Trust Report (2011), our support decisions are based on what we believe to be best for each individual child, or group of children.

Being a relatively small Secondary Academy with a complex admissions procedure, our cohort of students each year can change quite substantially. This makes the accurate use of data essential to be able to make robust and valid judgements. Therefore, our objective is to ensure that empirical data is correct, that soft data is recorded and that all information is robustly tracked, monitored and evaluated to guarantee that our students are getting the best possible opportunities to fulfil their potential.

Amount of Pupil Premium Grant (PPG) Received	2017-2018
Total number of pupils on roll	610
Total number of pupils eligible for pupil premium grant	193
Total PPG Grant received for Academic Year 2017/18	£180,923

## 2018 Outcomes for Pupil Premium Students

### HEADLINE MEASURES



Outcomes for pupil premium students are below those of other students. There is a clear attainment and progress gap within the academy.

However, it should be noted that progress of HTHA pupil premium students was positive, i.e. they made slightly better progress than students with the same ability nationally. Also, the percentage of pupil premium students achieving Basics 4+ in the academy was higher than that of other students (non-pupil premium) nationally.

### PROGRESS 8 ELEMENT BREAKDOWN



A breakdown of progress by element shows that pupil premium students made good progress in English, Maths and EBacc subjects. The open basket performance is weaker however.

### Pupil Premium Outcomes Trend

	2017	2018	Change
<b>Progress 8</b>	-0.29	+0.03	+0.32
<b>Basics 4+</b>	50	76	+26
<b>Basics 5+</b>	30	39	+9

Whilst it is clear that the in-school gap must be closed so that pupils in receipt of the pupil premium do not leave the academy at a disadvantage when compared to other students, it is very clear that outcomes have markedly improved from 2017.

On all three measures shown above outcomes have increased. Progress8 and Basics 4+ outcomes are above those for students nationally, especially outcomes for boys only. Basics 5+ needs to improve although it is in line with the boys figure for 2017 of 40%.

The steps taken within the academy to support students in receipt of pupil premium funding have proven to be effective at improving outcomes for those students but more needs to be done to close the in school gap.

### Record of PPG Spending by item / project 2017 - 2018

Item / Project	Cost	Objective	Outcome
<b>Accelerated Learning Group</b>	<b>£38,083</b>	Individual or small group additional work, mainly focused on literacy and numeracy, to support students being able to access the curriculum, particularly in the Core subjects.	24 pupil premium students have had additional support from the ALG. This intervention was for either maths or English or both. Teachers feel the intervention is worthwhile and makes a difference to progress. The intervention is impacting on progress and the ALG is monitored and evaluated in detail on the progress made.
<b>Teaching Assistant Support</b>	<b>£10,968</b>	In-class support to work along-side students who are finding access to some subjects in the curriculum difficult. This support enables them to keep up and understand the key learning of the lessons.	34 pupil premium students with SEN needs received support in class, mainly in English, maths, science, design and technology
<b>1:1 Tutoring support</b>	<b>£3,200</b>	One-to-one tuition is used in Key Stage 4 to support individual students who are underachieving in their core subjects of English and Maths.	21, Y11 pupil premium students received 121 tutoring support in after school sessions for English and Maths.
<b>Small group Maths tutoring</b>	<b>£5,665</b>	To provide two days of support in the Maths dept so that additional tutoring could be undertaken for small groups of students who were underperforming or close to significant academic thresholds.	18, Y11 pupil premium students received small group support in Maths. This support was part of a coherent monitoring and intervention package provided by the RAG process.

<p><b>In-house Counselling support</b></p>	<p><b>£16,224</b></p>	<p>The appointment of a full time counsellor, who has both youth and social worker experience, has greatly benefitted a number of students. This is an immediate in-house counselling service that is able to support students whose learning is being negatively affected by social and emotional issues.</p>	<p>64 pupil premium students, across Years 7 to 11 inclusive, accessed in-house counselling support throughout the year. The students were supported with a wide range of issues such as:</p> <ul style="list-style-type: none"> <li>• Complex home issues that required a Multi-agency approach</li> <li>• Safeguarding issues such as child sexual exploitation, domestic abuse, neglect, physical harm, emotional harm</li> <li>• Mental health issues such as depression, suicidal thoughts/ ideation and self-harm</li> <li>• Behaviour issues around anger, poor choices and absconding from home or school</li> <li>• Bereavement</li> <li>• Exam stress</li> <li>• Sexuality issues</li> <li>• Bullying</li> </ul> <p>In some cases, it was a short term intervention, whilst with others, support continued throughout the year. Many students had Early Help or Social Care involvement in some way such as child protection plans or referrals into social care that resulted in family support or early intervention.</p>
<p><b>Attendance Support in the academy and through EWO support via an SLA with Hull City Council</b></p>	<p><b>£11,235 £ 2,432 (SLA)</b></p>	<p>All attendance is monitored daily and reviewed regularly. Any attendance figures below 90% then result in an Attendance Support Plan, involving students, parents and the academy. Students with attendance between 90% and 92% are sent a letter informing them that their son's attendance will be closely monitored. EWO provides support and challenge for PP students and their</p>	<p>Attendance of PP students and in particular, PPPA improved in 2017/18 from 2016/17.</p> <p>In 2016 absence for pupil premium students was 8.5% The proportion of pupil premium students who had attendance below 90% was 27.2%.</p> <p>In 2017 absence rates had improved to 6.9% and the proportion of pupil premium students with attendance below 90% was 22.7%</p>

		families, ensuring that attendance improved through the year.	
<b>Resourcing</b>	<b>£5,188</b>	Resourcing is used as a hardship fund to financially support students to be able to participate and fit in with all of the daily practices at the academy.	Financial support was made available to some Pupil Premium students towards buying uniform. Other support was made towards the cost of trips and visits. That support totalled £1,188. In addition £4,000 was assigned to provide music lessons for pupil premium students.
<b>Senior Leadership Team Mentoring</b>	<b>£3240</b>	SLT mentoring was identified for Y11 students who were at risk of disengaging or failing to achieve their potential in English and Maths. This identification was part of the weekly RAG process.	9 pupil premium students received mentoring from members of SLT.
<b>Nurture</b>	<b>£14,625</b>	The Nurture Group is a very small group alternative curriculum support for students who cannot access some of the curriculum due to their literacy, numeracy and learning skills not being age appropriate for their year group.	The Nurture Group had 8 pupil premium students involved from Year 7.

<b>PGL Weekend Sessions</b>	<b>£2,475</b>	PGL Weekend sessions are designed to engage students in their learning and interweave focussed English and Maths teaching with outward bounds style activities designed to engage students and increase resilience.	20 pupil premium students attended PGL revision weekends in 17/18. Teachers reported increased engagement from those students and improved take up of additional learning activities such as after school booster classes.
<b>Alternative Provision</b>	<b>£42,258</b>	Alternative Provision is provided for students who have such serious behaviour issues, that they are deemed to be a risk to themselves or others, and are sent to a unit for specialist support. Sometimes they are sent for short blocks of time for a formal assessment, or they are placed there long term, depending on their need.	11 pupil premium students attended alternative provision during the year. This provision was to provide the most suitable learning environment for them when it was clear that the mainstream school environment was putting them at risk of damaging their own education and that of other pupils.
<b>Tutor time English and Maths</b>	<b>£33,160</b>	Students identified through the RAG process were allocated to specialists for English or Maths teaching in their tutor period.	All 33 Y11 pupil premium students received tutor time teaching for English and Maths for some of their time in Y11. Across the year 22 were identified for specific work in either English or Maths to help support them in securing important threshold grades of 4 or 5+.
<b>Reward Card Incentive Programme</b>	<b>£500</b>	Students were issued with reward cards which were stamped every lesson if behaviour and attitude to learning was good.	42 Y9 pupil premium students took part in the initiative which teachers felt improved levels of engagement in learning for those students involved. This impact did tail off for some students after the initiative had run for a term.

<b>Attendance and Behaviour Reward Trips</b>	<b>£595</b>	Students who exhibit good behaviour and attendance for a term are rewarded with a fully paid for trip at the end of term.	54 pupil premium students took part in these reward trips across the year. Behaviour and attendance data indicates improvements in engagement in education and learning.
<b>Total</b>	<b>£182,776</b>		

<b>Total PPG Received</b>	<b>£180,923</b>
<b>Total PPG Expenditure</b>	<b>£189,803</b>
<b>PPG Remaining</b>	<b>-£8,880</b>