

# Pupil premium strategy statement (secondary) Annex 1b

1. Summary information					
School	Thomas Hepburn Community Academy				
Academic Year	2016/17	Total PP budget	£341,300	Date of most recent PP Review	
Total number of pupils	478	Number of pupils eligible for PP	333	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Basics (E&M) (2015-16 only)	19% PP (31%) All	69%
% achieving A*-C English / Maths (2015-16 only)	E37% / M29% PP (E49%) / (M42%) All	E80%/ M75%
Progress 8 score average	-0.89PP (-0.60) All	0.12
Attainment 8 score average	35.04 PP (40.24) All	52

## 3. Rationale

At Thomas Hepburn Community Academy we believe that teaching and learning opportunities 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 will be aimed at accelerating progress and overcoming barriers to learning so that these students achieve similar outcomes to their peers and diminish the difference between PP and non PP. (note before outcomes for all students at Thomas Hepburn need to significantly improve).

### 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 monies 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)		
<b>In-school barriers</b>		
A.	Outcomes for all students including those eligible for PP are not good enough	
B.	Attendance rates (2016-17) for PP students are 88.5% (National 95%). This impacts 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 the academic progress and that of their peers	
E.	PP students demonstrate less resilience, grit, self control and aspiration which affects negatively on their learning, self esteem and academic progress	
<b>External barriers</b>		
5. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Improve GCSE outcomes for all students and specially for those eligible for PP	<u>Basics:</u> Disadvantage students 24% (based on FFT 20)  <u>Attainment 8</u> PP students 4.0 PP/SEND students 4.0
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 closer 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 92% moving closer to NA  Y11 attendance improves from 87.1% to 89% KS3 attendance improves from 91% to 93% PP attendance improves from 88% to 90%
D.	Rates and incidents of Fixed Term Exclusions for disadvantaged students reduce 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 18% to 15%  Reduce number of C4(PP) from 100 a week to 80
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	2015 Results	2016 Results	Aut 1 2016		Aut2 2016		Spr1 2017		Spr2 2017		Sum1 2017		Sum2 2017		Targets	
			Target	Actual	T	A	T	A	T	A	T	A	T	A	2017	2018
% Y11 Basics	25	19	10	8	12	10	14	10	18		20		22		24	28
Y11 Progress 8	-0.85	-0.89	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Y11 Attainment 8	3.52	3.5	2.7	3.0	3.0	3.1	3.2	3.7			3.5		3.7		4.0	4.2
% Y11 EBacc	7	0	1	0	2	0	2	0	3		3		4		4	7
% with Secure EET Place	N/A	84	25	?	35	?	50	?	65		80		90		90	94

Punctuality, Attendance, behaviour & Engagement	2015 Results	2016 Results	Aut 1 2016		Aut2 2016		Spr1 2017		Spr2 2017		Sum1 2017		Sum2 2017		Targets	
			Target	Actual	T	A	T	A	T	A	T	A	T	A	2017	2018
% Punctuality			98	97.7	98	97.5%	98	97.6%	98	97.7%	98		98		98%	99%
% Whole School Attend		91.3	92%	89.5%	92%	89.0% ↓	92%	89.3% ↑	92%	89.6% ↑	92%		92%		92%	93%
% Persistent Absent			22%	30.4%	22%	30.6%	22%	29.0% ↓	22%	26.6% ↓	22%		22%		22%	18%
% PP/SEND Attend			90%	88.1% PP	90%	87.5% ↓	90%	87.8% ↑	90%	88.0% ↑	90%		90%		90%	92%
% PP/SEND Persistent			28%	33.8% PP	28%	36.7%	28%	34.3% ↓	28%	33.0% ↓	28%		28%		38%	22%
% Y11 Attend			89%	86.3%	89%	86.9% ↑	89%	87.3% ↑	89%	87.1% ↓	89%		89%		89%	91%
% Y11 Persistent Absence			28%	34.3%	28%	32.7% ↓	28%	33.0% ↑	28%	31.1% ↓	28%		28%		28%	25%

% Fixed Term Exclusions		15.45%	12%		12%	21.6%	12%		12%	13.5% ↓	12%		12%		12%	10%
% Fixed Term Exclusions (PP)			15%	22%	15%	18.0% ↓	15%		15%	11.3% ↓	15%		15%		15%	10%
No. Permanent Exclusions		12	15		15	8 ↓	15		15	4 ↓	15		15		15	8
No. Permanent Exclusions (PP)		9	8		8	5 ↓	8		8	3 ↓	8		8		8	5

6. Planned expenditure					
Academic year		2016/17			
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>Redesign timetable to maximise time (6 x 50 minutes)</p> <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>	By improving the quality of T&L across all subject areas will impact on student progress. This has the greatest impact on student progress.	<ol style="list-style-type: none"> <li>Each teacher agrees their personal action plan with line manager</li> <li>Weekly CPD workshops (see QA calendar)</li> <li>Open door learning walks and drop ins</li> <li>Observation as per QA calendar</li> <li>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> <p>50% of lessons are judged to be good or better</p> <p>Remove inadequate teaching</p>	<b>KWR</b>	Every half term
Accuracy of assessment	<ul style="list-style-type: none"> <li>Regular standardised assessment</li> <li>GAP analysis</li> </ul>	Accurate assessment and grading is essential so that student knows where	<ul style="list-style-type: none"> <li>Introduce PAIR marking and quality CPD</li> <li>Share good practise</li> </ul>	<b>KWR &amp; RBY</b>	Every assessment and

	<ul style="list-style-type: none"> <li>Moderation</li> </ul>	<p>they are in their learning and understand what the need to do to improve.</p> <p>Essential for appropriate timely and targeted interventions.</p>	<ul style="list-style-type: none"> <li>Analysis of student responses</li> <li>NET subject directors to standardise assessments and moderate marking</li> <li>External standardisation</li> </ul>		<p>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 response</p> <p>Scaffolded questioning to develop confidence and secure improved engagement</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>These then clearly identify PP, MA and HAP students and easier to monitor performance.</li> <li>Easy to change grouping for home and away tables</li> <li>Seating pan required for all lessons and are evidenced in teachers planning files</li> </ul>	<b>KWR</b>	As per QA calendar
High quality marking & feedback	<ul style="list-style-type: none"> <li>CPD introduction of new marking policy PAIR marking with focus on Improvement task.</li> <li>P – progress</li> <li>A – Achievement</li> <li>I – Improvement task</li> <li>R- Response</li> </ul> <p>Peer PAIR marking also implemented.</p>	<p>Effective feedback recognised by Hattie and Sutton Trust as having a positive impact on progress.</p> <p>EEF toolkit puts the size effect of feedback at 8+ and very low cost.</p> <p>Feedback can be verbal or written but emphasis on improvement.</p> <p>Feedback can be delivered through teacher, other adult or peers.</p>	<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 improved 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>Lesson '0' to be used to deliver literacy and then develop through curriculum areas.</li> </ul>	<p>PP students lower literacy levels impact on their accessing the curriculum and therefore making progress within it.</p> <p>THA PP students enter the academy with low literacy levels which has an impact across curriculum subjects.</p>	<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>	May 2017

<b>Total budgeted cost</b>					<b>£192,363</b>
<b>ii. Targeted support</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 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 areas of misunderstanding and weakness in skills.</li> <li>• NET director of subject to lead small group of Y11 students</li> <li>• Progress clubs Lesson 7</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 student 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 scrutinies.</li> <li>• Planning scrutinies</li> <li>• Seating plans with PP names highlighted for the teachers` benefit and support teachers` ongoing planning</li> </ul>	<b>HOD/KWR</b>	April 2017
Improved outcomes for PP students in Maths by targeted intervention	Year 11 Maths: <ul style="list-style-type: none"> <li>• Small group work to focus on areas of misunderstanding and weakness in skills.</li> <li>• NET director of subject to lead small group of Y11 students</li> <li>• Progress clubs Lesson 7</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 student 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 scrutinies.</li> <li>• Planning scrutinies</li> <li>• Seating plans with PP names highlighted for the teachers` benefit and support teachers` ongoing planning</li> </ul>	<b>HOD/KWR</b>	April 2017
Reduce disruption to students learning in lessons  Students with very challenging behaviour	<ul style="list-style-type: none"> <li>• New behaviour system</li> <li>• Early intervention</li> <li>• 2 x behaviour support workers</li> <li>• Appoint a Director of inclusion</li> </ul>	The new structured behaviour system allows for a clarity in relation to choice And consequence approach.  The appointment of the behaviour	Weekly HOY reports  Monitoring and evaluating of the behaviour data	<b>MWO</b>	April 2017

supported and intervention in place to modify their behaviours	<ul style="list-style-type: none"> <li>• Improve T&amp;L</li> <li>• Implement specific behaviour modification programmes</li> <li>• Develop a learning support base</li> </ul>	<p>support workers allows for early intervention and support</p> <p>The support base give additional support for those students who have ESMH issues</p>			
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>	<p>Daily monitoring of whole school attendance;</p> <p>Home visits by attendance officer;</p> <p>Letters sent out to parents;</p> <p>meetings held in school with parents and to include either tutor, Director of upper school/lower school and attendance officer,</p> <p>Regular contact/meetings with outside agencies,</p> <p>Fixed Penalty Notice warning</p> <p>Prosecution</p> <p>Weekly, Termly and Annual rewards for 100% attendance</p>	<b>MWO</b>	April 2017

--	--	--	--	--	--

<b>Total budgeted cost</b>					<b>£110,000</b>
----------------------------	--	--	--	--	-----------------

**iii. Other approaches**

<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</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>	<p>Daily monitoring of whole school attendance;</p> <p>Home visits by attendance officer;</p> <p>Letters sent out to parents;</p> <p>meetings held in school with parents and to include either tutor, Director of upper school/lower school and attendance officer,</p> <p>Regular contact/meetings with outside agencies,</p>	MWO	April 2017

	attendance		Fixed Penalty Notice warning Prosecution Weekly, Termly and Annual rewards for 100% attendance		
Improved engagement and enthusiasm for learning	Character building Improvement in T&L Collaborative learning strategies introduced and embedded Assemblies character theme	Research shows that a variety of experiences impact on the future well- being of individuals and helps develop character strength.	<ul style="list-style-type: none"> <li>Appoint a Director of Upper and Lower school</li> <li>Offer a range of activities as wider curriculum offer 'Be Brilliant'</li> </ul>	FMG	May 2017
<b>Total budgeted cost</b>					<b>£50,500</b>

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

## 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.)	Measurable impact	Date of review	Lead teacher - responsible for evaluation of action
Early Intervention to support reading and literacy – led by Tutor's during lesson 'O' each day	Total Commitment £45,000	Accelerated progress in Reading attainment for all year groups	Summer Term Review – July  2017	Jill Collins (Head of lower school)
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 AP's throughout the year)	Reviewed termly with Head of upper/lower school  Director Inclusion/SENCO,	Jill Collins  Michelle Butler
Progress Clubs – Intervention groups (AM/PM)	Y7 - £10,456  Y8 - £5,789  Y9 - £7,349  Y10 - £10,567  Y11 - £15,254  Total Commitment: £49,415	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 HOD's	Fiona McGregor

1 to 1 Tuition in Maths	<p>£100 a day</p> <p>2 x days a week</p> <p>Total commitment - £2,000</p>	<p>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.</p> <p><b>Recommendation</b></p> <p>1 to 1 tuition will continue due to its high impact against cost</p>		KWR/RBY
Special Projects/Aspirations - Project based learning for students entering THA with low KS2 levels (Y7,8&9)	<p>Outside agency/support/T&amp;L resources £10,500</p> <p>Link support DHC – £10,000</p> <p>Total Commitment - £20,500</p>	Accelerated progress and early intervention for low attaining students	Termly with Head of lower/upper school	Karen Jackson
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.		Michelle Butler/Karen Jackson
Staff provision for pastoral support in each year group Head of Upper/lower school	1 x Head of Upper school - £15,000	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	½ Termly – as part of students at risk meetings	Fiona McGregor
Deputy Head of upper and lower	1 x Head of lower school			

school	<p>- £15,000</p> <p>1 x Deputy Head of Upper school - £7,000</p> <p>1 x Deputy Head of lower school - £7,000</p> <p>Total Commitment £44,000</p>		Weekly head of upper/lower school reports	<p>Jill Collins</p> <p>Martin Wood</p>
Targeted actions to improve any attendance gaps between pupil premium children and whole school	<p>Attendance Officers – focus on targeted PP initiatives</p> <p>2 x FT attendance offices</p> <p>Total Commitment: £46,000</p>	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	<p>Weekly analysis to identify data with termly review</p> <p>between Lead Teacher and Head of upper/lower school to evaluate issues arising.</p>	<p>Helen Collinson</p> <p>Donna Ackley</p> <p>Gill Goundry</p> <p>Fiona McGregor</p> <p>Martin Wood</p>
Health mentoring and support	<p>1 x counsellor</p> <p>£20,000</p> <p>1 x social worker</p> <p>Total commitment £</p>	<p>Counselling service brought in through SLA.</p> <p>Full time trainee social worker on site to be accessed where appropriate.</p>		Karen Jackson
Widen opportunities for extra-curricular activities	Total commitment	Students within the Academy have access to a wide range of extra-curricular clubs and activities including Sports clubs, The Be Brilliant Programme, Progress Clubs, Film Club, French Club, and STEM		Dave Frew

	£30,000	Club. These can impact upon academic achievement although many aim at improving attendance, behaviour and relationships within the Academy		
Marking and feedback	Total commitment £2000	Targeted and specific feedback in students books and planners (priority given to PP) although all students booked marked.		Kate Wright
Reduced class size (project group)	Total commitment £30,000	An additional group that will support the needs of SEN students reduced in size which will also accelerate progress and allow Y7 & 8 to catch up.		Kate Wright/Rob Byrne
Total Expenditure	£352,463	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 Head of Academy 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.

