Pupil Premium Impact Statement 2017-2018

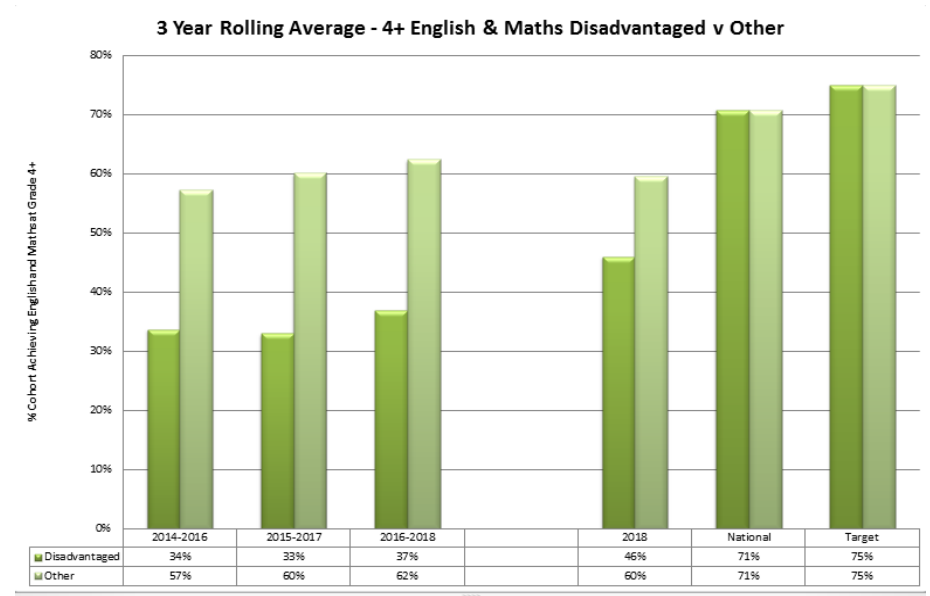| 1. Summary Information					
School	Hope Academy				
Academic Year	2017/18	**Total PP Budget**	£314,050	**Date of most recent PP Review**	July 2018
Total Number of Students	978	**Number of Pupils eligible for PP**	330	**Date for next internal review**	Nov 2018
Looked after child/ left care	3	**PP & SEN Status**	106		

	Pupils eligible for PP at Hope Academy (2017-2018)	PP National (National 2017)
% achieving 4+ incl. EM	46%	60%
% achieving 5+ incl. English & Maths	22%	38%
Progress 8 Score average	-0.21	-0.05
Attainment 8 Score average	37.09	45.15

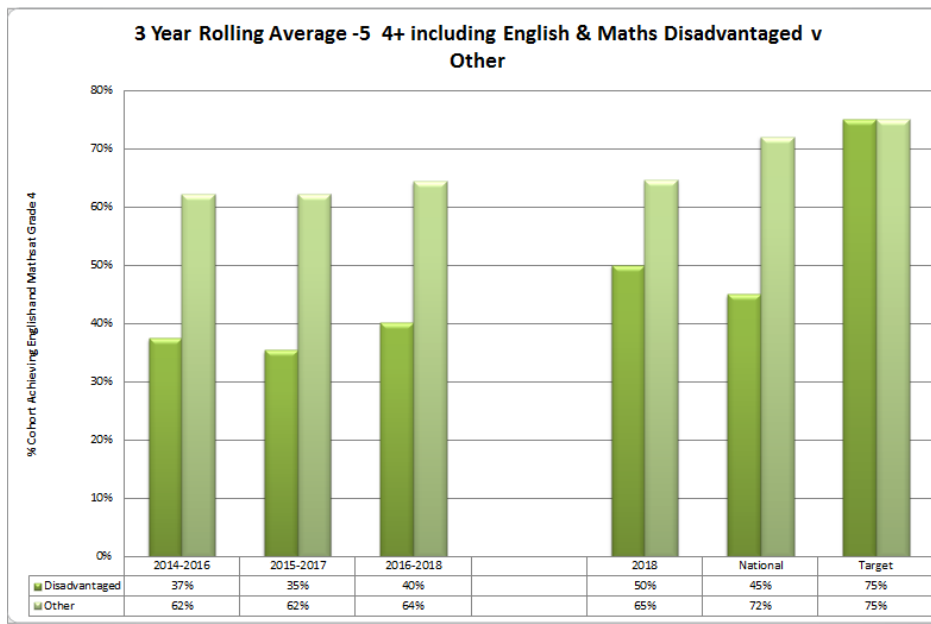|	PP Pupils Hope Academy	All Pupils at Hope Academy	All National	PP as a Persistent Absence at Hope
2014-2015	89.66%	92.80%	94.8%	57.58%
2015-2016	91.37%	94%	95%	57.23%
2016-2017	90.77%	93.2%	94.8%	58.03%
2017-2018	90.30%	92.40%	Not yet available	39.75%

3 Year Rolling Average - P8 Disadvantaged v Other
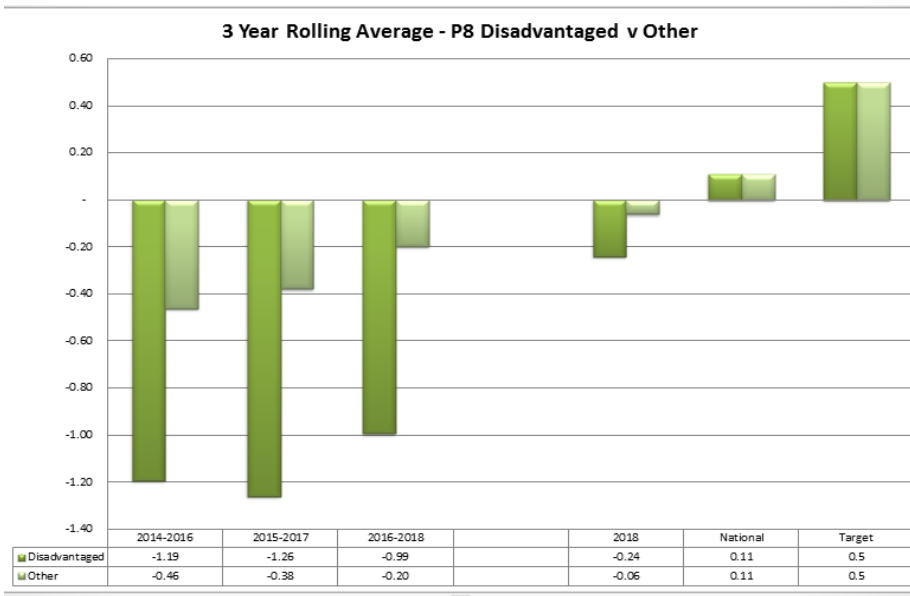
	2014-2016	2015-2017	2016-2018		2018	National	Target
Disadvantaged	-1.19	-1.26	-0.99		-0.24	0.11	0.5
Other	-0.46	-0.38	-0.20		-0.06	0.11	0.5

3 Year Rolling Average - 4+ English & Maths Disadvantaged v Other

% Cohort Achieving English and Maths at Grade 4+

	2014-2016	2015-2017	2016-2018		2018	National	Target
Disadvantaged	34%	33%	37%		46%	71%	75%
Other	57%	60%	62%		60%	71%	75%

3 Year Rolling Average -5 4+ including English & Maths Disadvantaged v Other

% Cohort Achieving English and Maths at Grade 4

	2014-2016	2015-2017	2016-2018		2018	National	Target
Disadvantaged	37%	35%	40%		50%	45%	75%
Other	62%	62%	64%		65%	72%	75%

	2. Barriers to future attainment (for pupils eligible for PP)	
In-school Barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Students attainment on entry is significantly below national average, literacy and numeracy skills are lower	
B.	Behaviour / motivational issues for a small group of Year 11 boys (significant number eligible for PP) is having a detrimental effect on their academic progress and that of their peers	
C.	SEND and disadvantaged students - Reading ages	
External Barriers		
D.	Parents of disadvantaged students are not represented at school events in proportional to other parents	
E.	Access to e-learning more limited	
F.	Opportunities of experiences / extra-curricular	

	3. Desired Outcomes (desired outcomes and how they will be measured)	Success Criteria
A.	Diminishing difference with regard to progress in English and Mathematics	Progress for PP students in line or better than National figures for progress. Evidenced published and internal tracking data of reading interventions and maths interventions
B.	High levels of progress in literacy for Y7 & Y8 students eligible for PP allowing students to access the wider curriculum	Reading ages for PP students in line with actual age. Pupils eligible for PP in year 7/8 on or above pathway at the end of the year across all subjects. Evidenced data collection.
C.	Improved rates of progress across all year groups for mid attaining students eligible for PP	% of PP students above pathway at least matches that of other pupils. Evidence from four data captures points throughout the year.
D.	Behavioural issues with Y11 boys addressed with Boys Challenge	Fewer behavioural incidents recorded for these pupils on SIMS (without changing recording practices). Evidence whole school Pastoral and Behavioural reviews.
E.	Increased attendance rates for students eligible for PP	Reduce percentage of persistent absentees (PA) amongst pupils eligible for PP to 10% or below.
F.	Improve aspirations of PP students	Increased number of PP students go into sixth form and then on to University. High prior attainers are able to access courses at selective Colleges and Top Universities.
G.	Behaviour points reduced	Behaviour points recorded on SIMS is reduced (at least in line with others).

4. Planned Expenditure					
Academic Year	**2017-2018**				
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. Outstanding teacher 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?**
Improved attainment through outstanding teaching	• Lead teachers appointed in English, Maths and Science & Humanities	EEF Toolkit – Quality first teaching for all	Internal QA of lessons and work scrutiny	Vice Principal in charge of Teaching & Learning - JSI	Half termly via Teaching and Learning Group
Improved attainment through focused support.	• SLT coaching sessions throughout the academic year • Intervention lead identified for all vulnerable pupils. • Intervention tracked through data points • HOY meetings each half term with identified cohorts of PP students	EEF Toolkit T&L Strategies	SLT review every pupil in the school in SLT Coaching days to discuss barriers to learning and target intervention. HOD will be responsible for tracking data and proving impact HOY to meet with identified cohorts and recorded via student questionnaires and SIMS Marksheets	Vice Principals x 3, Assistant Principal for behaviour and HOY	Each half term and after each data point throughout the academic year

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?
ii. Targeted Support					
Sound Training Interventions	• Sound Training trainers appointed to deliver specific targeted intervention sessions to students	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence in Lexonik Website and Sound Training reports showing student progression	JSI to monitor and select cohorts of students to ensure maximum progression. PHI – Assistant Principal & SENCO also work closely with JSI to select and track double disadvantaged students	JSI – Vice Principal Teaching & Learning	October 2018
Diminishing difference with regard to progress in English	• Employment of dedicated HLTA for targeted intervention within classroom and outside the normal classroom provision • Lead teacher in English appointed	EEF Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	Monitor progress of students following each data point. Lead teacher and HOD to monitor and track student progress in English.	HOD / Lead teacher of English / Vice Principal Curriculum & Achievement - MAD	October 2018
Diminishing difference with regard to progress in Maths	• Employment of dedicated HLTA for targeted	EEF Evidence indicates that one to one tuition	Monitor progress of students following each data point. Lead	HOD / Lead teacher of English / Vice Principal Curriculum &	October 2018

	intervention within classroom and outside the normal classroom provision • Lead teacher in Maths appointed	can be effective, on average accelerating learning by approximately five additional months' progress.	teacher and HOD to monitor and track student progress in Maths.	Achievement - MAD	
Improve aspirations of PP students	• Targeted funding to support aspirational and motivational activities. Student Charter document used to track and monitor this for PP students.	Local circumstances mean that some pupils do not have the opportunity to experience academic / social activities in a broader capacity. These trips and motivational activities will broaden horizons and raise the aspirations of pupils.	Evaluations from Student voice monitored. All activities planned and fully justified to target identified groups and clear impacts. HOY to also identify and track this when meeting each half term with identified cohorts of PP students.	HOD / HOY / MGO chaplain / KMA – Vie Principal Behaviour and EMA – Assistant Principal Curriculum & Achievement	Half Termly throughout the academic year 2018-2019
One-to-one support / Intervention work	• Target additional specialist subject support for PP looked after pupils	Target additional specialist subject support for PP looked after students	All activities planned and fully justified to target identified groups and clear impacts.	HOD / HOY	Half Termly throughout the academic year 2018-2019
iii. Other Strategies / Approaches					
Improved rates of progress across all year groups for mid attaining students eligible for PP	• Class teachers and HOD to monitor students and devise individual	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs	Calendared data points throughout the academic year. Monthly line management	HOD / HOY / Vice Principal Curriculum & Achievement - MAD	Half Termly

	support plans.	or behavioural issues can be effective. Improved tracking and monitoring of PP students to ensure individual programme of support / intervention.	meetings to create action plans with HOD's and SLT links. Ongoing review through data points.		
Increased attendance rates for pupils eligible for PP	• Attendance Officers to monitor and report on attendance for PP students • HOY / Vice Principal and Assistant Principal for behaviour to monitor	We can't improve attainment of pupils if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step		HOY / Vice Principal and Assistant Principal	Half Termly
Improved rates of progress across all year groups for mid attaining pupils eligible for PP.	-Close gaps in attainment by ensuring all disadvantaged pupils can access the learning in the classroom and whilst completing homework. -Supply equipment and revision resources as appropriate to the individual pupil.		Funding Request Acquisition form completed for every expense fully justifying reason for expense from any faculty requests, pupils targeted impact of spending.	HOD / HOY / VP	Half Termly