Hope Academy Pupil Premium Impact Report 2018 – 2019

School name:	Hope Academy		
Academic year:	2018 / 2019	Total pupil premium budget:	£301,070
Total number of pupils on roll:	1123	Number of pupils eligible for pupil premium:	322
Review Date 1:	July 2019	Review Date 2:	November 2019

Pupils eligible for PP at Hope Academy	2019 unvalidated
% achieving 4+ incl. EM	32%
% achieving 5+ incl. English & Maths	12%
Progress 8 Score average	-0.84
Attainment 8 Score average	33.01

	1. Barriers to future attainment (for pupils eligible for PP)
In-school Barriers	
A.	Students attainment on entry is significantly below national average, literacy and numeracy skills are lower
B.	Boys make less progress than girls
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 / enrichment opportunities

	1. 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.	Increased attendance rates for students eligible for PP	Reduce percentage of persistent absentees (PA) amongst pupils eligible for PP to 10% or below.
E.	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.
F.	Narrowing of the gap between levels of progress between boys and girls	The gender gap between PP boys and girls will show closure.

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?
Improved attainment through outstanding teaching	Lead teachers appointed in English, Maths and Science to lead on Outstanding teaching CPD provision to improve quality of provision Individual support for staff who fall below expected standards.	EEF Toolkit – Quality first teaching for all Research suggests that PPR students benefit more than other students from high quality teaching	Internal QA of lessons and work scrutiny Continued monitoring of quality of teaching through lesson observations and drop ins	Vice Principal in charge of Teaching & Learning - JSI	Half termly via Teaching and Learning Group & SLT meetings
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 meet with identified cohorts and recorded via student questionnaires and SIMS Marksheets	Vice Principal (JSI) Assistant Principals (RHB,EMA,PHI,AMC) Heads of year	Each half term and after each data point throughout the academic year

| PP students have access to high quality feedback | Students receive focused feedback which highlights areas for progression | FFT Toolkit identified feedback as the most cost-effective way of improving student performance | Continued monitoring of quality of feedback through departmental and SLT work scrutiny | Vice Principal (JSI)

Teaching & Learning Group

Assistant Principal PP (EMA)

Assistant Principal SEND/PP (PHI) | Work Scrutiny outlined on Assessment & Monitoring Calendar |

Targeted support

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?
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 / Assistant Principal Curriculum & Achievement (EMA)	Half Termly throughout the academic year

PP students have access to all appropriate academic visits & enrichment opportunities	PP students to have a % cost of curriculum visits covered automatically especially in PE for external adventure trip	PP students may miss opportunities available to others because of a lack of funds. Covering costs ensures all students have access to curriculum visits regardless of income.	Records to be kept of students attendance at such events/visits	Business Manager (SHU) Assistant Principal (EMA)	Oct 2018
All students to have equality of access to learning. No student to be disadvantaged by lack of equipment.	Provision of basic equipment for PP students as and when there is a need. Provision of revision materials in Y10 and Y11 including revision guides/books/flashcards	Not having equipment slows learning and may generate conflict with staff at the start of a lesson.		Assistant Principal (EMA) Heads of Year	Sept 2018
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
Lexonic Interventions	Lexonic trainers appointed and trained 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 reports showing student progression	Vice Principal (JSI) to monitor and select cohorts of students to ensure maximum progression Assistant Principal & SENCO (PHI) to work closely with JSI to select and track double disadvantaged students	Vice Principal (JSI) Teaching & Learning Group	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 to monitor and work with faculty staff	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.	Head of Department Lead teacher of English	Half termly throughout the academic year
Diminishing difference with regard to progress in Maths	Employment of dedicated HLTA for targeted intervention within classroom and outside the normal classroom provision Lead teacher in Maths to monitor and work with faculty staff	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 Maths.	HOD / Lead teacher of English / Vice Principal Curriculum & Achievement - MAD	October 2018

Other approaches

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 rates of progress across all year groups for mid attaining students eligible for PP	Class teachers and HOD to monitor students and devise individual support plans.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Improved tracking and monitoring of PP students to ensure individual programme of support / intervention.	Calendared data points throughout the academic year Cluster meetings & SLT link meetings to create action plans with HOD's Ongoing review through data points throughout the academic year	HOD / HOY SLT	Half Termly

Opportunities will be sought to work with relevant outside agencies	Individual agencies specialising in meeting needs e.g. social and mental health issues may be used. Alternative educational provision may be used when necessary	Agencies have expertise in helping students with particular needs that are unlikely to exist in school. Occasionally a bespoke programme of alternative provision may be helpful to maintain motivation and meet individual needs	Liaise with outside agencies to ensure that school is aware of what is happening elsewhere and that any important information is passed to relevant staff	Assistant Principal (PHI) Heads of year	Ongoing throughout the academic year