

Pupil premium strategy statement (secondary)

1. Summary information					
School	Hamilton Academy				
Academic Year	17/18	Total PP budget	£372,120	Date of most recent PP Review	Feb 2018
Total number of pupils	1134	Number of pupils eligible for PP	425	Date for next internal review of this strategy	Nov 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average (from 2016/17)			-1.09	0.12	
Attainment 8 score average			28.97	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Inconsistency in the quality of Teaching and Learning across the Academy and within departments.				
B.	Low level disruption, leading to low levels of engagement, leading to low aspirations.				
C.	A proportion of disadvantaged year 7 students, have low levels of literacy on entry (and have not made the expected progress at KS2). They often do not undertake wider reading.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance rates for students eligible for pupil premium are 90% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	A whole school programme of effective and quality assured CPD is delivered to ensure quality first teaching across the school.			Improved pedagogy and learning in the classroom as evidenced by lesson observations / learning walks / book trawls / assessment / attainment enables all students but particularly those eligible for the PP to make better progress.	

		Internal CPD on Questioning, feedback, mastery and challenge. To target all abilities.
B.	Improved learning behaviours and self-regulation among disadvantaged students so that the levels of active participation increase.	To see a reduction in low level disruption which can be assessed by looking at the behaviour data regularly (weekly).
C.	Improved reading skills of year 7 disadvantaged students and engagement in reading.	To see an improvement in the disadvantaged students reading ages.
D.	To improve the attendance figures by 1% over a school year.	Attendance of disadvantaged students to go up to an average of 91%.

5. Planned expenditure

Academic year	17/18
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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?
Quality first teaching	To employ full time teaching staff to replace unqualified/supply teachers. Initially overstaffing.	EEF research shows that quality feedback is a high impact to low cost strategy for improving the performance of PP students (+8 months). Qualified teachers equals higher quality outcomes.	Observations done on a termly basis. Full staff CPD led by teaching and learning (T&L) team. Mentoring sessions given to staff from T&L team.	T&L Team DWG	July 2018

Total budgeted cost					£183356
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ii. Targeted support for attendance					
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 attendance rates of PP students	Regular contact with outside agencies – EWO, School Nurse, CAHMS, Leicester Partnership School, Early Help referrals	There is a clear link between poor attendance at school and lower academic achievement. (Dfe report)	Employ EWO 17 hrs a week. Monitoring absence on a fortnightly basis. Evidence of impact is analysed on half termly basis.	CBS	July 2018
Increase engagement with families	Text message sent home on first day of absence. Regular parental contact in person or via phone.	The Education endowment foundation links to +3 months Developing effective parental involvement to improve their children's attainment is challenging (EEF)	Pascos involved between 93 and 88%. Phone calls home and parental meetings. Student voice and meetings to identify and remove barriers to learning.	CBS	July 2018
Total budgeted cost					£55660
iii. Improved reading skills					
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?
Reading age to match chronological age	Accelerated Reader reading and comprehension intervention programme.			MHN & ASI	July 2018

	Opportunities provided by WiT				
Encourage reading for pleasure; develop vocabulary; enhance cultural context	Whole year group read aloud. Extra-curricular trips/author visits. Staff CPD	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers who are not making expected progress. EEF	-library data -student voice -staff voice	MHN & RHL	July 2018
	Trip to Leicester LSE- how a library works, choosing books for our school library; author visits		-library data -student voice	MHN & RHL	July 2018
	Opportunities for staff to upskill on literacy, teaching of phonics	There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. (+4 months) EEF		MHN	July 2018
Total budgeted cost					£8104

i. Low level disruption					
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?
<p>Reduce Permanent, Fixed Term and Repeat Exclusions for PP students when compared to same period last year</p> <p>Reduce Internal Exclusions for PP students compared to the same period last year</p>	<p>Redefine use of REACH Centre, including increased staffing to include:</p> <ul style="list-style-type: none"> 8 PASCOs 2 On-Call Behaviour Managers 1 Reintegration teacher <p>PASCOs to provide ongoing Mentoring Support for students at risk of Exclusion</p> <p>Reintegration teacher to provide re-engagement sessions for disaffected students</p> <p>PASCOs to provide targeted intervention sessions – Anger Management, Self-Esteem etc</p> <p>Introduce Deputy CEO/Parent meetings and use of Behaviour Contract</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. (+3 months EEF toolkit)</p>	<p>Daily REACH meetings</p> <p>Weekly Behaviour data</p>	<p>KLE</p>	<p>July 2018</p>

Reduction in Consequences gained by PP students.	<p>Introduce new Consequences system, which includes a graduated response to behaviour incidents</p> <p>Introduce new Rewards System that is valued by students</p> <p>Invest in training for all staff, and for those working out of REACH</p>		<p>Weekly Behaviour data</p> <p>Half-termly Rewards data</p> <p>Staff Voice</p> <p>Student Voice</p>	KLE	July 2018
Reduction in Consequences gained by PP students	<p>Provide a rich calendar of House Events linked to Academy Values that is valued by PP students</p> <p>Incentivise student attendance at Study Support</p> <p>Proactively target PP students for attendance</p>		<p>Attendance at Study Support and House event data</p> <p>Student Voice</p>	Heads of House CBS NDD	July 2018
Total budgeted cost					125000

