

Pupil Premium Strategy



The Nicholas Hamond Academy

#TransformingLives

Summary information					
Academy	The Nicholas Hamond Academy				
SLT Lead	Miss E Thomason				
Link Governor	Mr B Armitage				
Date of most recent PP Review:	July 2019				
Date of next PP Review:	October 2019				
Academic Year	2019-2020	Total PP budget	£ 182,810 PP £ 6,900 LAC £ 32,700 Forces	Total number of pupils on roll:	653
				Total PP:	270
				Ever 6 PP:	166
				LAC PP:	3
				Forces:	109

Contextual/Additional information:

The Nicholas Hamond Academy is a small rural High School in Mid Norfolk. It has a varied catchment area with the majority of students transported to school by bus each day. Pupil movement is high due to the close proximity of an RAF base. Large areas of housing developments have seen an increase in student numbers recently.

School characteristics:

The % of students classed as FSM Ever 6 (26.1% in 2018) is close to National averages (28%).

The % of students from an ethnic minority is well below the National average (6.6% TNHA, 30.6% National)

The % of students with a statement of EHCP is slightly above National average (2.8% TNHA, 1.8% National) and the % of students receiving SEN support is above National average (28.9% TNHA, 10.6% National).

Pupil stability is low at 83.3% (91.5% National).

16% of the Academy's students are from a Service background. This has a significant impact on pupil progress as many students move within year, often from outside of the English Education system.

The Academy's deprivation indicator is 0.18 (0.2 National).

Historic Performance Indicators								
	National all 2017	Academy 2017	National all 2018	Academy 2018	National PP 2017	Academy PP 2017	National PP 2018	Academy PP 2018
Progress 8	-0.03	-0.19	-0.02	0.11	-0.40	-0.58	-0.44	-0.64
E – Baccalaureate P8	24%	-0.82	24%	0.05	11.7%	-1.22	12.1%	-0.28
Basics Grade 4 (English and Maths at Grade 4+)	58.5%	50%	71%	61%	44.3%	25%	44.5%	16%
Basics Grade 5 (English and Maths at Grade 5+)	39.1%	31%	50%	22%	24.5%	11%	24.9%	11%
Basics Grade 4 HAPs (Higher Ability Pupils)	96%	83%	93%	100%		40%		100%
Basics Grade 4 MAPs (Middle Ability Pupils)	54%	38%	56%	69%		27%		0%
Basics Grade 4 LAPs (Lower Ability Pupils)	9%	9%	10%	14%		0%		0%
Basics Grade 5 HAPs	76%	69%	77%	60%		40%		67%
Basics Grade 5 MAPs	24%	13%	24%	17%		0%		0%
Basics Grade 5 LAPs	2%	0%	2%	0%		0%		0%
Attainment 8	4.42	43.07	4.43	37.6	3.7	35.19	3.7	29.6

Average Grade	C	3.7	C	3.9	D+	3.0	D+	2.9
Attendance	95.2	TBC	94.6	85.04	TBC	TBC	TBC	81.9

Current Performance Indicators					
	National all	Academy 2019	National PP 2019	Academy PP	Variation
Progress 8	National Data 2019 not yet available	-0.29	National Data 2019 not yet available	-0.9	-0.61
E – Baccalaureate P8		-0.07		-0.77	-0.7
Basics Grade 4 (English and Maths at Grade 4+)		47%		30%	-17%
Basics Grade 5 (English and Maths at Grade 5+)		27%		7%	-20%
Basics Grade 4 HAPs (Higher Ability Pupils)		94%		100%	+6%
Basics Grade 4 MAPs (Middle Ability Pupils)		46%		23%	-23%
Basics Grade 4 LAPs (Lower Ability Pupils)		10%		11%	+1%
Basics Grade 5 HAPs		76%		67%	-9%
Basics Grade 5 MAPs		21%		0%	-21%
Basics Grade 5 LAPs		0%		0%	0

Attainment 8		37.6		28.3	-9.3
Average Grade		3.6		3.2	-0.4
Attendance		TBC		TBC	-

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	626
Total number of pupils eligible	156 (inc. 4 CLA)
Amount PPG received per pupil	£1166.31
Total amount of PPG received	£181,945.00
Total amount of PPG spent	£181,945.00

Review of expenditure				
Academic Year		2018-19		
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
Improved literacy in KS3	Use of Carron Reading programme. <ul style="list-style-type: none"> Introduction of literacy programme in Year 7 and 8 for an hour a week. 	Carron reading improves students reading age by approx.. 13 months. 75% of PP students participating in the programme made progress and left the programme.	Carron reading will continue in 2019/20 however, additional literacy strategies are needed if we are to have greater impact on PP students across all key stages, and maintain progress.	£20,000

All teachers have the highest expectation for disadvantaged/ LAC students.	<ul style="list-style-type: none"> Targets for disadvantaged students are in the top 20% (FFT) and data shows these are met. 	Targets were set using FFT 20 for all students including PP students. Overall P8 scores improved (-0.29 in 2019, compared to -0.33 in 2018) Of the 38 PP students in Year 11 , 50% of them made positive/ expected progress. P8 for the disadvantaged fell from -0.75 in 2018 to -0.9 in 2019. This figure was significantly affected by 2 students.	Target setting at KS4 will remain high. TNHA plans to improve the use of data by HoFs and faculties to make monitoring of progress better.	£22,000
Mentoring	<ul style="list-style-type: none"> Behaviour mentoring/ social support for disadvantaged students. Provided by key staff (based on relationships with students) Fortnightly meetings. 	Weekly mentoring was provided for CLA and an additional PP student by an outside organisation. CSL's met with a small number of the most vulnerable students on a regular basis. Outside agencies are contacted if necessary.	Mentoring sessions have been planned in the curriculum, and staffed, so that vulnerable PP students can receive targeted support. Mentoring from outside agencies will continue.	£25,000
1 to 1 tutoring Small group work Peer coaching	<ul style="list-style-type: none"> Subject specific tutoring 	This strategy was not used		£0

ii. Targeted Support

	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
Attendance of disadvantaged students to meet their peers.	<ul style="list-style-type: none"> Use of CSL's/ Attendance officer to communicate with parents to ensure students attend regularly. 	Year 7-11 PP attendance was 91.64%. This is below Academy targets of 97%	Attendance needs to be a key focus next year. There is now a new team leading attendance in the academy. More robust monitoring systems and early intervention needed.	£21,000

Reduction in fixed and permanent exclusions	<ul style="list-style-type: none"> Use of CSL's and pastoral team to support students in lessons and liaising with parents. Targeted mentoring/ coaching for vulnerable disadvantaged/ LAC students. 	The number of FEX and PEX for PP students still remains high. This must fall to national averages.	A new , more responsive focus on managing poor behaviours before they escalate to FEX is needed.	£42,000
iii. Other approaches				
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
All PP students and their parents have a contact in school with whom they can communicate	<ul style="list-style-type: none"> Introduction of a Pupil Premium Champion 	Not used this year.	The Academy would like to use this strategy in 2019/20 if funding allows.	£0
Ambition and aspiration leads to increased applications to post 16/18 learning.	<ul style="list-style-type: none"> Targeted careers information and guidance for all disadvantaged students, beginning in KS3. All PP students have careers meetings with IAG lead/ careers service 	All year 11 students had access to a qualified careers advisor. PP students were allocated 1:1 slots to meet with advisor. All students in Year 11 made applications to further education. All but 1 student gained a place.	High success rates into post 16 and post 18 education. Increased training on HYC and Apprenticeships needed. Good engagement with providers and careers advice will continue.	£3,500

Improved attendance at intervention/ booster sessions	<ul style="list-style-type: none"> After hours transport 	Poor take up this year by PP students. Only 5 PP students used this regularly, however other Year 11 students benefitted from this provision and 8- 10 students relied on it to get home each night. Transport was also offered to PP students in younger year groups to access after school clubs and detentions.	This service will continue but there will be a change to how intervention is planned and who it is offered to, this will ensure the students needed (including all PP) will have increased attendance.	£1,800
Disadvantaged/ LAC students close gap in their learning	<ul style="list-style-type: none"> After school club offering homework help, sports, arts, wellbeing sessions to PP students 	11 of the 38 PP students regularly attended after school interventions. However, attendance from Non PP students was good.	After school club for homework and general revision to be offered on more evenings. Manned by teachers and the pastoral team.	£750
Specifically targeting the attitude and behaviours of disadvantaged/LAC students in KS3/4 to improve engagement with learning.	<ul style="list-style-type: none"> Mentoring programme- Use of outside agencies schools' outreach to provide leadership skills for students in small groups 	Outside agencies such as 'The Matthew Project', Easton and Otley outreach workers, local Police have all been used to provide important 1:1 support for students.	Positive outcomes for those involved in the support mean that we will continue the offer next year for those students needing it.	£15,000
Increasing attendance of disadvantaged parents at parents evening and progress meetings	<ul style="list-style-type: none"> Parents of PP students contacted to make aware of parent's meetings. 	All parents not making appointments were contacted by staff via text/ telephone call. Attendance at parents evening at KS3 was higher than KS4. PP parent's attendance at KS4 was poor.	Staff will continue to make calls to parents to encourage attendance at parents' evenings.	£300
English and maths support for PP students not making expected progress	<ul style="list-style-type: none"> One to one and small group mentoring in class from intervention tutor. 	Delivered by Maths staff during the school day. This enabled students to focus on target areas. In English, TA support given to small groups at KS3 to improve reading skills.	Subject teams will continue to find ways to provide small group support during the school day (tutor time).	£23,000
Increase uptake of school meals by FSM students	<ul style="list-style-type: none"> More FSM students take their school meal- some are at risk of not eating meals at home. Learning is affected. 	Letters sent home to parents with reminders.	Reminders sent again at the start of 2019/20. Currently investigating the possibility of breakfast club.	£55

Student support	<ul style="list-style-type: none"> School can provide revision guides, uniform and trip subsidies to disadvantaged students in need. 	Monies spent on revision guides and uniform were gratefully accepted by parents and proved essential to those students in Year 11 needing revision materials.	<p>We will continue to purchase uniform where needed. Faculties will continue to offer free revision materials to disadvantaged students.</p> <p>Currently reviewing policy around subsidising PP students on trips/ visits.</p>	£6,740
After school club	<ul style="list-style-type: none"> Students can remain in school, using school resources to complete revision activities/ homework. 	Unfortunately, this was only offered one night a week due to staffing shortages, take up was limited to a small number of Year 11's needing study space. Would like to increase KS3 students using the club.	After school club for homework and general revision to be offered on more evenings. Manned by teachers and the pastoral team.	£800

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Barriers to future attainment and progress (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of literacy on entry. 34% of Year 7 Pupil Premium students in 2019 joined not at ARE in English.
B.	Low levels of numeracy on entry. 35% of Year 7 Pupil Premium students in 2019 joined not at ARE in Maths.
C.	Low attainment at KS2. The APS of disadvantaged students in Year 7 is
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low levels of attendance for PP students compared to Non-PP students.
E.	Higher PA for PP students compared to Non-PP students.
F.	Levels of deprivation which mean that students cannot afford uniform, resources needed.
G.	Lack of cultural capital for Pupil Premium students. This is made worse by the poor public transport network and lack of cultural services in the immediate area.
Desired Outcomes	

	Desired outcomes and how they will be measured	Success criteria
A	Progress 8 of PP students improves and the gap between PP and Non-PP decreases.	Improvement on the 2018/19 score (-0.9 in 2019). The gap between PP and Non-PP closes. (0.6 in 2019)
B	% of PP students achieving a 4+/ 5+ in English and Maths increases.	Improvement on 2018/19 percentages. In 2019 37% of PP students achieved a 4+ in Maths, 15% scored a 5+. In 2019
C	The attendance of PP students improves	The attendance of PP students overall improves and the gap with National average reduces.
D	Fewer PP students with PA.	The number of PP students with PA reduces and closes the gap with national averages.
E	NYSR PP students are caught up by the end of Year 7.	Year 7 assessment shows that an increased number of PP students in Year 7 at age related expectations by the end of the year.
F	Greater uptake of extra-curricular activities by PP students.	PP students will have the opportunity to access extra-curricular clubs, trips and visits; have access to revision materials, uniform, equipment and anything else that may be required for general day to day consumption

A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. <https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/>

Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to [the pupil premium](#) – in sponsored academies in 39 chains from 2013-2015. The report, *Chain Effects 2016*, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.

<http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
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 Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A/B	High quality teaching for all- use of the TNHA Teaching Rubric to structure lessons. CPD opportunities to improve areas of practice identified in learning walks.	The Sutton Trust suggests that any intervention begins with Quality First teaching. Staff should deliver a range of engaging and inspiring lessons that meets the needs of all students whether they are SEN, EAL or disadvantaged. Faculties will be asked to produce their intervention plans with a particular focus to PP students. Teachers are aware of students' barriers to learning and therefore able to plan interventions to support these students.	Learning walks recorded and monitored by the SLT at weekly meetings. Staff identified as needing support will be offered training and support plans used if needed.	SLT ETH HoF	Weekly
Total budgeted cost					
ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date

A	Raising attainment in Ebacc subjects- with a focus on MFL	Ebacc attainment and progress is improving but remain a concern- especially in MFL. Science attainment is improving but humanities and science would like to see an increase in the proportion of 5+ grades	Regular monitoring of all subjects through data drops and line management meetings. Support from ATT lead practitioners, ATT academies and local authority for MFL staff.	CSM ABR ETH MWO	October 2019
A/B	Raising attainment in English- increasing the % of 4+ and 5+ grades.	Progress and attainment in English fell slightly, especially with HAP's. PP progress remains lower. Boys are a concern.	Regular monitoring of all subjects through data drops and line management meetings. Support from ATT lead practitioners, ATT academies	ERE ETH	October 2019
A/B	Raising attainment in Maths- increasing the % of 4+ and 5+ grades.	Improving progress and attainment in Maths is evident. This needs to be in line with national averages.	Regular monitoring of all subjects through data drops and line management meetings. Support from ATT lead practitioners, ATT academies	SCA ETH	October 2019
A/B	Increase proportion of students in Year 7 at age related expectations.	34% of students arrive in year 7 not meeting age related expectations. This impacts their ability to engage with the curriculum. Improving reading and maths in Year 7 through focussed	Regular monitoring of NYSR PP students through assessment and data drops in December 2019, April 2020 and June 2020.	HoF EN and MA ETH	Dec 2019
Total budgeted cost					

iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
C	Improved attendance of PP students. Use of rewards/ celebrations to encourage good attendance by all. Use of CSL's and attendance officer to monitor and chase poor attendance of PP students.	Improved attendance ensures students are engaged in learning.	Attendance data reviewed at SLT meetings each week and in LM meetings with KOG/HMA/MWO	KOG ETH HMA CSL's	Weekly at SLT meetings
D	Reduction in PA of PP students. Use of CSL's and attendance officer to monitor and chase poor attendance of PP students.	Improved attendance ensures students are engaged in learning.	Attendance data reviewed at SLT meetings each week and in LM meetings with KOG/HMA/MWO	KOG ETH HMA CSL's	Weekly at SLT meetings

E	<p>Use of PP funding to ensure that PP students can engage fully with the curriculum. To include:</p> <ul style="list-style-type: none"> • funding towards uniform. • funding towards resources such as revision guides and equipment. • subsidies towards trips and visits 	<p>PP students often miss out on opportunities due to deprivation. Students may miss days at school because of concern around uniform- funding for uniform will ensure all PP students are able to access school and follow the behaviour system. Money towards revision guides and school equipment that can aid academic performance. Subsidised visits/clubs/ trips that ensure PP students can access enrichment opportunities.</p>	<p>Records kept of students attending extra-curricular activities to ensure increasing number of PP students are accessing them.</p>	ETH	Reviewed June 2019.
E	<p>Extra-curricular opportunities for PP students, including use of school minibus to transport student's home after activity. To include: After school club, breakfast club.</p>	<p>Increased engagement in activities such as homework club will enable students to access support and resources they may not have at home. Breakfast club to provide a healthy snack at the start of the day to ensure PP students remain focussed in morning sessions.</p>	<p>Records kept of students attending extra-curricular activities to ensure increasing number of PP students are accessing them.</p>	ETH KSL CSL KOG	Reviewed June 2019.
Total budgeted					

Additional Information: