

Pupil premium strategy statement: TNHA.

1. Summary information					
School	The Nicholas Hamond Academy				
Academic Year	2018/19	Total PP budget	£181,945.00	Date of most recent PP Review	Oct 2018
Total number of pupils	640	Number of pupils eligible for PP	156 Disadvantaged (including 4 LAC)	Date for next internal review of this strategy	March 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP	
Progress 8 score average (Yr 11, 2018)			-0.7 disadvantaged students	-0.3 non disadvantaged students	
Attainment 8 score average (Yr 11, 2018)			2.9 disadvantaged students	4.0 non disadvantaged students	
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.	Low levels of attendance in all year groups and high levels of PA against their peers. (2017/18 data: Overall Absence Disadvantaged 87.04% Academy 92.57%, Persistent Absence Disadvantaged 31 pupils Academy 102 pupils)				
B.	Levels of exclusions higher for disadvantaged students (both FEX and PEX) against their peers and above national averages.				
C.	Low levels in progress of disadvantaged students, particularly boys and high ability students				
D.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Lack of aspiration in the cohort of disadvantaged students' due to limited experience of higher education and professional role models in local area.				
F.	Poor parental engagement and aspiration- lower attendance at parent's evenings. Poor aspirations of parents for children.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	

<p>A.</p>	<p>Improved levels of attendance in all year groups to match National averages.</p> <p>Reduce the number of disadvantaged students with an attendance of >90%.</p>	<p>Overall Absence improves to 94.5% Persistent Absence reduces</p> <p>Number of students with attendance >90% reduced.</p>
<p>B.</p>	<p>Reduced permanent and fixed term exclusions to match national averages.</p>	<p>Fixed term exclusions for disadvantaged fall. Permanent exclusions for disadvantaged fall.</p>
<p>C.</p>	<p>Improvement in levels of progress for ALL PP students in all subject areas.</p> <p>Focus on Boys and HAP Disadvantaged students.</p>	<p>Progress of PP and NPP students is equal. PP Boys and PP girls achieve equal outcomes.</p> <p>VA score for Boys and HAP PP students at or above 0.</p>
<p>D.</p>	<p>Ensure NYSR PP students make accelerated progress in KS3 and are secondary ready.</p>	<p>NYSR PP students reach expected levels, equal to NYSR NPP students, by summer 2019.</p>
<p>E.</p>	<p>Raised aspiration and ambition through improved careers education and guidance.</p>	<p>Most able disadvantaged (Year 7-11) making equal or more progress than their peers as shown by data drops, assessments and exam results.</p> <p>Gaps closing Year 7 to 11 for all abilities disadvantaged against peers.</p> <p>Increased number of Year 11 accessing post 16 learning.</p> <p>ALL PP students enrolled in Level 3 courses at the end of Year 11. Increased number of Year 13 PP students at university.</p>
<p>F.</p>	<p>Increased parental involvement- more disadvantaged parents attend parent's evenings. Parents aware of post 16 opportunities and careers.</p>	<p>90% of Disadvantaged parents attend parents evenings.</p> <p>More disadvantaged students move into L3 courses at post 16.</p>

5. Planned expenditure

Academic year

2018-19

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?
Improved literacy in KS3	Use of Carron Reading programme. Introduction of literacy programme in Year 7 and 8 for an hour a week.	Students tested and reading ages analysed. Those needing intervention are timetabled for session in Carron Reading with a trained TA. Basic literacy skills developed using a KS2 approach. Focus on reading skills.	Students regularly tested and reading ages reviewed. Those needing further support continue with the programme.	Literacy Coordinator. SEND HoF English	March 2019
All teachers have the highest expectation for disadvantaged/ LAC students.	Targets for disadvantaged students are in the top 20% (FFT) and data shows these are met.	Although gaps are closing there is still work to be done for the cohort of disadvantaged at TNHA.	Learning walks and book scrutiny focus on progress of disadvantaged against their peers. Close monitoring of data through bucket meetings.	LT/HoF VP progress and HoF	Monitored monthly through LM meetings with HoFs.
Mentoring	Behaviour mentoring/ social support for disadvantaged students. Provided by key staff (based on relationships with students) Fortnightly meetings.	EEF/ Sutton trust recognises the importance of mentoring as an effective tool for raising attainment	PP coordinator/ CSL to monitor progress of students Attainment and behaviour improves.	PP coordinator All Staff	March 2019
1 to 1 tutoring Small group work Peer coaching	Subject specific tutoring	EEF/ Sutton trust recognises the importance of small group mentoring/ peer tutoring as an effective tool for raising attainment	PP coordinator/ CSL/ HOF to monitor progress of students Attainment improves. Progress is made	PP coordinator HOF CSL	March 2019

Total budgeted cost					£45 000
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ii. 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?
Attendance of disadvantaged students to meet their peers.	Use of CSL's/ Attendance officer to communicate with parents to ensure students attend regularly. Implement best practice across ATT.	For students to make progress, attendance in school and at intervention sessions must be regular.	First day calling and follow up on absences by Attendance officer. CSL's ensure smooth transition for all new/ mid-year students.	VP (Attendance and behaviour), Attendance officer with support from pastoral team	Jan 2019/ April 2019/ July 2019
Reduction in fixed and permanent exclusion.	Use of CSL's and pastoral team to support students in lessons and liaising with parents / HoC.	Students must be on task and engaged for learning to be effective. HoC's provide link between home and school to ensure students are well supported.	Fewer exit calls. Staff CPD on behaviour system and procedures. Learning walks by LT to ensure quality teaching and students on task.	VP (Attendance and behaviour), Attendance officer with support from pastoral team	Jan 2019/ April 2019/ July 2019
Reduction in fixed and permanent exclusion.	Targeted mentoring/ coaching for vulnerable disadvantaged/ LAC students.	Accelerate access to health related provision.	SENDCO to monitor and collect student voice (LAC and SEND) and carer/ external agency feedback. Governor support.	SENDCO VP (attendance and behaviour), Vice Principal (Progress)	Jan 2019/ April 2019/ July 2019

Total budgeted cost £28,000

iii. 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?
All PP students and their parents have a contact in school with whom they can communicate.	Introduction of a Pupil Premium Champion	Sutton Trust/ EEF recognises importance of mentoring, and 1 to 1 support. This is high impact. One member of staff	VP to monitor progress through questionnaires/ feedback with students and parents.	VP (PDBW) and VP (Progress)	March 2019

Specific targeting of PP students attendance, progress.		prioritises PP students and monitors daily their attendance/ progress.			
Ambition and aspiration leads to increased applications to post 16/18 learning.	Targeted careers information and guidance for all disadvantaged students, beginning in KS3. AI PP students have careers meetings with IAG lead/ careers service	Lack of aspirations and role models means that some students do not move into post 16/18 learning. Use of careers opportunities such as 'Moving on Up' and local/ Norfolk careers fair.	Careers CPD for IAG lead. Questionnaires for students attending events to measure impact of the event with students.	IAG lead	March 2019
Improved attendance at intervention/ booster sessions.	After hours transport	Poor transport links mean students are unable to access after school sessions. Our minibus will offer a chance for students to stay after school and then be driven home safely if needed.	Improved attendance at intervention sessions.	PP coordinator	March 2019
Disadvantaged/ LAC students close gaps in their learning.	After school club offering homework help, sports, arts, wellbeing sessions to pupil premium students.	Students engage with staff in an after school setting making them more likely to continue this into KS4 and attend intervention. Disadvantaged/LAC students have a place to meet after school and can access help with homework, use of internet, etc.	Invitations to disadvantaged/ LAC students sent out. Registers kept of who has attended. Personalised home learning tasks set for students to complete in the club time (teachers target areas of weakness from GAP analysis). Data drop and assessments show students closing gaps with peers.	VP progress, HoF	Dec 2018/ March 2019
Specifically targeting the attitude and behaviours of disadvantaged/LAC students in KS3/4 to improve engagement with learning.	Mentoring program Use of outside agencies schools outreach to provide leadership skills for students in small groups	Mentoring opportunities for students in small groups/ one to one. Targeted work around social and emotional needs of students including keeping safe and healthy, managing emotions and engaging with learning.	Pastoral staff to monitor behaviour referrals and progress of students involved. Parents contacted.	PP coordinator/ CSL	March 2019
Increasing attendance of disadvantaged parents at parents evenings and progress meetings.	Parents of disadvantaged students telephoned to make aware of parents evenings	Parents are more involved with student progress and attendance thorough face to face meetings	CSL to telephone individual parents and encourage attendance	PP Coordinator CSL	Reviewed at each parents evening.

English and maths support for PP students not making expected progress.	One to one and small group mentoring in class from EN/MA Intervention tutor.	Regular assessment will identify PP students with gaps in learning. HoF to direct staff to students and provide materials to ensure the gaps are filled and students are making good progress.	PIE/ PIM tests and classroom assessments will show students are making better progress and are closing the gap with their peers.	HoF English and Maths	March 2019
Increase uptake of school meals by FSM students.	More FSM students take their school meal- some are at risk of not eating meals at home. Learning is affected.	Students are ready for learning and able to focus during lessons. Progress improves.	Increased uptake of school meals. Monitored by staff. School nurse to speak to students with concerns.	Inclusion director PP coordinator	March 2019
Student support	School can provide revision guides, uniform and trip subsidies to disadvantaged students in need.	Disadvantaged students can access all the same opportunities that non disadvantaged students can.	CSL and pastoral team to liaise with parents/ student.	PP coordinator, VP, CSL, HoC	March 2019
After school club	Students can remain in school, using school resources, to complete homework and classwork with the support of a PP coordinator.	Homework is completed. Students can access computers and printers if needed. Staff available for coaching.	Less incidents of failure to complete homework. Students feel able to complete class work and revision in a supported environment. Good take up of the club.	PP coordinator, HOF, CSL	March 2019
Total budgeted cost					£ 115,000

6. Additional detail

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

