

## ***Allocation of Funding – Expected funding 2019-2020 for The Hyndburn Academy***

Allocation	Actual Funding 2017-2018		Actual Funding 2018-2019		Actual Funding 2019-2020	
	Total students	Total Cost	Total students	Total Cost	Total students	Total Cost
Ever 6 FSM	183	£117, 240	161	£141, 185	161	£159,300
LAC	6		6		3	
Service Children	1		1		4	
<b>Grand Total</b>	<b>(190) 476 on roll</b> 40%		<b>(168) 395 on roll</b> 43%	<b>£141,185</b>	<b>(161) 389 on roll</b> 41%	<b>£159,300</b>

### ***Impact***

In 2018-2019 there was a gap between those students identified as PP and those students for whom this identification does not apply. There was a much lower Gap than seen in the results of the previous cohort, however the outcomes for disadvantaged students were still not acceptable due to them falling below the standards seen nationally. This year we will be focusing much more of our funding and provision on closing the gaps for those students identified as both disadvantaged and SEND, whilst also supporting identified disadvantaged students on a personal level to break down the personal barriers to their progress. We believe this is the best strategy to ensure a greater number of disadvantaged students improve their progress and outcomes.

Measure	2017-2018		2018-2019	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
<b>5 (4-9)</b>	45%	80%	41%	70%
<b>5 (4-9 EM)</b>	39%	67%	32%	55%
<b>Progress 8 Score</b>	-0.35	0.01	-0.49	-0.33
<b>Attainment 8 Score</b>	36.75	47.76	35.23	41.74
<b>Grade 5 or above in English &amp; Maths</b>	12%	39%	9%	24%



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

	2017 PP achievement	2017 PP v Non-PP gap	2018 PP achievement	2018 PP v Non-PP gap	2019 PP achievement	2019 PP v Non-PP gap	PP 2019 v 2018
<b>5A*-C inc En&amp;Ma (4+)</b>	26%	42% (-16%)	39%	67% (-28%)	32%	55% (-23%)	- 7%
<b>Grade 5+ in En&amp;Ma</b>	7%	18% (-11%)	12%	39% (-27%)	9%	24% (-15%)	- 6%
<b>Grade 4+ in English</b>	52%	60% (-8%)	58%	76% (-18%)	59%	71% (-12%)	+1%
<b>Grade 5+ in English</b>	37%	43% (-6%)	21%	51% (-30%)	38%	53% (-15%)	+16%
<b>Grade 4+ in Maths</b>	30%	46% (-16%)	45%	73% (-28%)	44%	59% (-15%)	-1%
<b>Grade 5+ in Maths</b>	11%	19% (-8%)	21%	51% (-30%)	15%	29% (-14%)	- 6%
<b>Attainment 8</b>	31.91	36.49 (-4.58)	36.75	47.76 (-11.01)	35.23	41.74 (-6.51)	-1.52
<b>P8: Overall</b>	-1.12	-0.86 (-0.26)	-0.35	+0.01 (-0.36)	-0.49	-0.33 (-0.16)	-0.14
<b>P8: English</b>	-1.12	-0.89 (-0.23)	-0.71	-0.36 (-0.29)	-0.71	-0.47 (-0.24)	0
<b>P8 Maths</b>	-1.56	-1.08 (-0.48)	-0.46	-0.12 (-0.34)	-0.72	-0.77 (+0.05)	-0.26
<b>P8: EBacc</b>	-1.22	-1 (-0.22)	-0.43	-0.07 (-0.36)	-0.9	-0.72 (-0.18)	-0.47
<b>P8: Open</b>	-0.71	-0.56 (-15)	0.04	0.19 (-0.15)	+0.21	+0.45 (-0.24)	+0.17

## Evaluation of Spend 2018-2019

Spend	Cost	Objective	Planned Impact	Evaluation
Pastoral Support	4 x HOH 1 x Progress Room Co-ordinator  £53,447	HoH support to intervene at an early stage to prevent escalation of issues in students' behaviours. SF to run the progress room to avoid the need to fix term exclude students; instead supporting students to understand the barriers they are creating to their learning and to develop these through 1-1 mentoring to build students confidence, self-esteem and motivation to succeed.	Reduce FTE exclusion figures for PP students. Working with students within KS3 to develop the correct behaviours through early intervention	Exclusions for 2018-2019 were 11% lower for PP students in comparison to 2017-2018. In 2017-18 the total number of incidents that involved a PP student was 40 in comparison to 2018-2019 where this had been reduced to 33. As a comparison there was no change in reduction for Non-PP students where in 2017-18 there were 38 incidents and in 2018-2019 this was recorded as 39. In 2019-2020 we are changing the structure to go to 5 heads of year. This will require the 4 heads of house to transfer to heads of year (taking into consideration their individual skills sets to link to the most appropriate year group) and this will be supported by the head of English as the head of year 11. We will also be appointing an additional member of staff to support and embed student culture and to support the greater implementation of the behaviour and reward policies, PD day coordination. The progress room coordinator will continue in a revamped reset room with a system that is adapted to ensure students have the best possible opportunity to reset their behaviour prior to being isolated, and therefore enable them to continue with their usual daily timetable.



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

	1 x TA £17,732	Support for year 11 students Rizwan and Millie for SMD (physical and sensory strand of VI). TA also utilised for SEMH with students at key stage 3.	Support access for these two year 11 students to lessons and examinations	Rizwan achieved 4 4-9 grades inclusive of both English and Maths (target 2 4-9 not including Eng/Maths) with a P8 score of 1.65 (target 1.05). It is clear that Rizwan achieved extremely well and this support was utilized well. Millie achieved 5 grade 5-9 inclusive of both English and Maths (Meeting her target) with a P8 score of 0.57 (target 0.77). Again Millie achieved in line with her targets and only narrowly missed out on her P8 target.
Maths Mentoring	1 x Maths Mentor (GE)  £1,710	GE to deliver small group mentoring to year 11 students inclusive of PP students over the course of 16 weeks. Students targeted through Maths SLT Liaison meetings.	Improvement in both progress and attainment of targeted students in Maths	21 students were targeted through year 11 Maths intervention.
Hub Provision (DATE Room)	1 x HUB Manager  £10,105	To provide alternative provision for Key stage 4 students that are at most risk of exclusion; with a particular focus on year 11 students. To reduce the number of exclusions whilst positively impacting on both attendance and achievement.	Improve attendance and achievement of the most disaffected students (PP included) whilst reducing the number of exclusions.	This was a successful initiative last year in that it ensured that the students most at risk of exclusions were able to continue in school and to complete their courses. These students were at high risk of exclusion should they have continued to follow their original timetable.



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

<p>Attendance Officer</p>	<p>1 x Attendance Officer  £10,458</p>	<p>PP students' attendance to come in line with national average. Focus on improving the Attendance of PP students; particularly focusing on the year 10 students (PP primarily)</p>	<p>To improve attendance and cut PA for all students; in particular the PP students.</p>	<p>The attendance for all PP students at the end of HT5 in 2017-2018 was 90.6% in comparison to Non-PP which was at 93.6 (3% gap). PA for the school in 2017-2018 was 22.2 with PP making up 50% of the PA students. The attendance for all PP students at the end of HT5 in 2018-2019 was 91% in comparison to Non-PP students which was 94.5% (3.5% gap). PA for the school in 2018-2019 was 21.8 with PP making up 54.8% of the PA students. This data shows that although there has been an improvement in attendance it has not been at the rate that we had hoped it would be. Another potential issue moving forwards is the slight increase in the gap between PP and Non-PP gap, which although not significant, has also grown and is therefore an area that we need to track closely.</p>
<p>Fix Up Motivational talk</p>	<p>Fix up seminars  Either £550 + VAT Assembly, or 2 hour session (1x assembly + 1x targeted seminar) 750 + VAT</p>	<p>To motivate students to achieve their personal best in exams through small group workshops and motivational talks. To inspire year 11 HAP students (in particular boys and PP students) to attain or exceed their potential.</p>	<p>Improved performance of year 11 boys (HAP and PP) in both English and Maths. To improve the progress of HAP students across the range of subjects.</p>	<p>Fix up seminars was used as a whole year intervention to target students prior to their busy examination period to support them with their confidence and motivation levels. We decided to choose the 2 hour session to enable the students to access two different seminars. From a soft data perception this was good in that students felt positive about being able to tackle their examinations. In real terms the measurement of this intervention on students overall final grades is difficult due to this being one of a number of interventions that students had access to. Moving forwards we are moving towards Aspire as a whole school initiative which when incorporating ImpactED will ensure that we are better able to evaluate the impact of these types of in house interventions to inform as to whether they are worthwhile continuing with or not.</p>



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

GL Assessments	£2,077	Assessment of 'whole student' to assess aptitude (CAT4), attitude to learning (PASS) and ability (PTE/M/S, NGRT/ST) to develop a concrete baseline from which to track and intervene on progress successfully.	Thorough understanding of students' individual and specific needs. Increased impact on achievement.	Assessments that are used for all students to develop a better understanding of their individual needs and to give the opportunity for staff to ensure intervention is targeted at the most appropriate students. These assessments ensure that the school gains a baseline of students to support the correct setting so that students are able to access the curriculum at the level appropriate for them.
Jamie's Farm	£7,650	To improve the outcomes for students that are PP in key stage 3. To break down any barriers to learning and to teach targeted key stage 3 students the importance of teamwork, collaboration and cooperation to becoming successful.	To transfer the experiences and skills developed into their learning. To make association between the successes experienced at the farm and potential school success.	11 boys in year 8 attended Jamie's Farm. Of this cohort 7 boys were identified as being PP. The boys attended in December 2018 during HT2. 7 of the boys (64%) had a reduction in the number of behaviour points given to them in HT3, following the intervention, when compared to HT1 (prior to the intervention). Of the 7 boys identified as PP, 5 of these (71%) had a reduction in their behaviour points following the intervention. Although, when using the parameters highlighted above, this intervention has had some positive impacts on the attitude to learning of this group of boys in the short term, this has not been sustained. Therefore we do not plan to continue with this intervention as a long term solution to the issue of engaging boys in particular into their learning.
Football Beyond Borders	£3,500	Targeted intervention for PP boys in key stage 3; range of students from year 7-9. To develop students leadership, resilience and teamwork skills. Early intervention to break down some of the barriers currently effecting PP boys in	Students monitored over time on their attendance, progress and attainment. Students to make substantial	FBB was extremely successful with the cohort of boys that participated last year. The number of behaviour points for this group reduced significantly and the number of fixed term exclusions also reduced. Boys were much more engaged with their learning and motivation to behave and engage with learning was improved. 50% of participants recorded a reduction in behaviour incidents in the Spring term when compared to the Autumn term. This was higher than the



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

		particular in key stage 4. Focus on both improving attendance and increasing progress and attainment	improvements in these areas within their lessons – Students rewarded through football for their continued success.	comparable control group where there was only a 30% reduction. We plan to use this intervention again. However we are going to target a group of students engrained behaviour issues. We envisage that they will engage with the programme as the previous cohort did but this is something that we will have to closely monitor at key milestones.
Mint Classroom	£1000	Make all staff aware of PP students, to enable staff to seat students strategically from their mint classroom seating plans, and to enable staff to target and monitor students'; especially PP students' progress within their classroom.	PP students seated correctly, easily identifiable and questioned/targeted where appropriate to support their individual progress.	Used by all staff to support appropriate classroom seating plans. A good resource to enable staff to identify students differing tags such as SEND and PP. Staff directed to use this to familiarise themselves with PP students to ensure these students receive, where appropriate, support and guidance on their 'LAPS'. To continue.
Trips Travel Uniforms	£875 £500 £1000	Support of year 11 PP students to access the visits/experiences for English. Support students getting into school (bus passes, taxi expenses) Ad Hoc requests for support with uniform costs throughout the year	To support students to access the curriculum and maintain the high standards of the academy in terms of their appearance.	These are on-going interventions to ensure that PP students in particular are able to access the curriculum and integrate into the full life of their education successfully. Moving forward we are going to track this using a live tracker. Students will not receive blanket levels of support if they are identified as PP. We will use this to track how much we need to access support for those pupils who are PP on an individual basis.
<b>TOTAL</b>	<b>£141,185</b>			

### *Planned Spend – Top Interventions 2019-2020*



Spend	Cost	Objective	Impact
SEND Provision	1 x Lead Teacher/SENDCO 3 x strand leaders 1 x Pastoral Lead  £73,116	Lead Teacher SENDCO to coordinate a programme of support for those students that are identified as both SEND and PP. Lead Teacher/SENDCO to liaise with strand leaders regularly to support the implementation of suitable interventions, 1-1 support and classroom support to ensure that SEND PP students are able to access the curriculum and make progress at or above their expected level. Lead Teacher to regularly work with the strand leaders to evaluate the impact of any interventions etc. to decide on their continuation/adaptation/completion. Lead Teacher and strand leaders to liaise regularly with staff (where necessary) to educate and advise them on the individual needs of students to ensure they are supported to access the curriculum. Lead Teacher to liaise with PP coordinator to access funding (where required) to ensure relevant initiatives/interventions have the best possible opportunity for success.	
Pastoral Team	4 x Year Managers 1 x Progress Room Co-ordinator  £67,405	Year Managers support and intervene at an early stage to prevent escalation of issues in students' behaviours. A progress room runs alongside this provision to support students' behaviour management and works to avoid the need to fix term exclude students; instead supporting students to understand the barriers they are creating to their learning and to develop these through 1-1 mentoring to build students confidence, self-esteem and motivation to succeed.	Reduce FTE exclusion figures for PP students. Working with students within KS3 to develop the correct behaviours through early intervention
Attendance Officer	1 x Attendance Officer  £13,269	PP students' attendance to come in line with national average. Focus on improving the Attendance of PP students; particularly focusing on reducing the numbers of students identified as PA.	To improve attendance and cut PA for all students; in particular the PP students.
Mint Classroom	£1000	Make all staff aware of PP students, to enable staff to seat students strategically from their mint classroom seating plans, and to enable	PP students seated correctly, easily identifiable and questioned/targeted



**The Hyndburn Academy**

The best in everyone™

Part of United Learning

		staff to target and monitor students'; especially PP students' progress within their classroom.	where appropriate to support their individual progress.
Football Beyond Borders	£3,500	Targeted intervention for PP boys in key stage 3; range of students from year 7-9. To develop students leadership, resilience and teamwork skills. Early intervention to break down some of the barriers currently effecting PP boys in particular in key stage 4. Focus on both improving attendance and increasing progress and attainment	Students monitored over time on their attendance, progress and attainment. Students to make substantial improvements in these areas within their lessons – Students rewarded through football for their continued success.
Trips Travel Uniforms	£875 £500 £1000	Support of year 11 PP students to access the visits/experiences for English Support students getting into school (bus passes, taxi expenses) Ad Hoc requests for support with uniform costs throughout the year	
<b>TOTAL:</b>	<b>£160,665</b>		