

Pupil Premium Strategy Report 2019-20

Pupil Premium Foci and Identified Barriers to Learning

In- School Barriers

1.	The predicted outcomes for Year 11 PP students in English (4+) and Maths (5+) to improve the EM match up percentages and ensure a greater number of PP students in year 11 are achieving both English and Maths.
2.	The progress of year 11 PP boys' in all key measures is much lower than the targets for these PP students. Particularly year 11 boys in English; with middle and higher prior attaining boys' showing the lowest progress.
3.	The outcomes for year 10 PP students' are 20% lower than the target provided for both the EM4+ Match up and also the 5A*-CEM4+ measures. Maths outcomes for PP students are 34% lower on the 4+ predictions, and 23% lower on the 5+ predictions than the cohort are targeted to achieve.
4.	The 5+ outcomes for year 9 PP students in English. Outcomes are currently 32% lower than the targeted results at 5+ for PP students.
5.	The 4+ and 5+ outcomes for students in year 8 in English. The performance of the girls in year 8 is lower than the boys on all headline measures for PP students.

External Barriers

6.	Attendance of PP students; In particular the attendance of PP students in years 10 and 11.
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Outcomes		
In-School	<i>Desired Outcomes and how they will be measured</i>	<i>Success Criteria</i>
1.	Improved outcomes for Year 11 PP students in English (4+) and Maths (5+) to improve the performance of these students in the EM measure.	PP year 11 students attain in line with their Non-PP peers both internally and when compared nationally. An increase in the number of PP students attaining a grade 4+ and 5+ in both English and Mathematics.
2a.	Improved progress of year 11 PP boys'. PP boys' to achieve progress levels in line with their non-PP peers which is comparable by DC6 in preparation for their final results.	PP year 11 boys to make greater progress on all of the key progress measures and to get much closer to achieving the progress targets provided. The progress of PP students to be comparable to non-PP students. Progress of these students to be highlighted and shared with staff, and to be monitored closely through lessons, yearly academic mentoring and then regular dialogue to be shared with me to update on the progress of these students towards this measure.
2b.	Improved progress of middle and upper prior attaining ability year 11 boys' in English.	The progress of middle and upper prior ability level PP boys to be comparable to both Non-PP boys and Non-PP girls identified as prior middle and upper ability level both internally and when compared nationally.
3a.	Improved outcomes for the year 10 PP students to achieve at least their targets for both the EM4+ match up and the 5A*-CEM4+ measures.	Year 10 PP students to make greater progress on the key measures identified. Year 10 PP student progress to be comparable to other Non-PP students when measured against the target provided for that group of students. To ensure progress in both Maths and English is accelerated to impact positively on both of these highlighted measures.



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3b.	To improve the outcomes for Year 10 PP students' on the 4+ and 5+ measures in Maths.	For PP students in year 10 to attain greater outcomes in Maths. For these students to at least meet, if not exceed, the targets set for them in this subject at both the 4+ and 5+ measures. To work closely with the Head of Maths to highlight and intervene successfully with the PP students currently making low progress in this subject.
4.	To improve the 5+ outcomes for the year 9 PP students in English. To attain at least the target provided for this group of students.	Year 9 PP students to attain greater outcomes in English so that they are comparable to both their Non-PP peers and also to national standards. For year 9 PP students to attain the expected targets provided to them, as a minimum expectation.
5a.	To improve the 4+ and 5+ outcomes for year 8 PP students in English. To work to ensure PP students attain the minimum expected targets provided for them at both 4+ and 5+ for English.	Year 8 PP students attain in line with other Non-PP students. Year 8 PP students are targeted for support throughout the year to ensure that they have the opportunity to attain the targets set to them in English.
External		
6.	The attendance of PP students in years 10 and 11 improves to bring it in line with the attendance of other year groups in the school and to exceed the minimum expected target of 95%.	PP students in all year groups achieve the minimum expected target of 95%. Year 10 and 11 PP students improve their attendance and eradicate any PA attendance to ensure the group of students as a whole are able to reach this target.

Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented well?	Staff Lead
<i>Improved progress of year 11 PP boys'. PP boys' to achieve progress levels in line with their non-PP peers which is comparable by DC6 in preparation for their final results.</i>	The new EEF toolkit guidelines summarise that quality teaching helps every child. For this reason the strongest most experienced members of staff that regularly demonstrate effective practice are the	- Ensuring PP boys aspirations are developed through the mentoring programme.	

<p>PP boys taught by strongest members of staff in Maths and English.</p> <p>PP boys set accordingly to ensure they are taught by the strong members of staff/staff most experienced with PP students.</p> <p><i>Improved outcomes for Year 11 PP students in English (4+) and Maths (5+) to improve the performance of these students in the EM measure.</i></p> <p>PP students identified on 3-4 borderline in English and 4-5 borderline in Maths taught by strongest members of staff to boost outcomes</p> <p>UL curriculum used in core subjects. (Where available).</p> <p>Embed into the timetable academic mentoring by the strongest members of staff to small targeted groups.</p> <p><i>Improved progress of middle and upper prior attaining ability year 11 boys' in English.</i></p> <p>P6 implemented in reaction to staff QLA completion and student needs</p>	<p>most suitable. Strongest teachers more able to support students to make rapid sustained progress</p> <p>ROA Structure - Ensure careful consideration is taken following ROA capture. PP student movement, through sets, questioned vigorously prior to any set movements; especially PP - Ensure they are getting the best 'diet' possible across their Core subjects to excel their progress.</p> <p>Commonality of teaching, opportunity for collaboration and the sharing of good practice and the ability to attain data that is comparable to other UL academy schools</p> <p>More rigorous assessment to inform of PP students personal development needs and requirements to support them to succeed.</p> <p>Gaps identified, monitored and addressed as soon as they appear using each DC collection. DDI/Reteach/Golden time used to identify trends and group students for P6 into the most suitable P6 sessions</p>	<p>- Ensure PP boys are as much as is possible in the higher sets for Maths and English to push them to make the best possible levels of progress.</p> <p>- Feedback from SLT members linked to achievement and progress (SLH/JD)</p> <p>Feedback from SLT Liaison for Maths and English (JM2)</p> <p>PP students identified on Mint classrooms by staff. PP students targeted first on staff 'laps' when intervening on a teacher level during a lesson</p> <p>JD to re-train staff in HT1 on what PP means and how to use 4Matrix effectively to filter for students</p> <p>JD to liaise regularly with SLT members to decide on movement of students between sets</p> <p>Students to use mentoring to identify areas for development, agree targets and gain support required to improve outcomes.</p> <p>SLT liaison to work closely with HOD/Staff to use QLA available to prioritise students of need and</p>	<p>JR/PJ/JD/SLH/JM2</p> <p>JD/SLH/JM2</p> <p>SLT</p>
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<p>JM2/JHR to identify target list of HAP and MAP PP boys in English to monitor using 4 Matrix research group tool. Regular discussion of progress, intervention strategies and agreeing on next steps of intervention with these students during DDI meetings.</p>		<p>provide P6 to the students most requiring the benefits of it.</p> <p>Regular tracking of data collection. Feedback from subject lead to SLT liaison</p>	<p>JD/SLH/NJP /Staff</p> <p>JR, PJ, JM2, JD</p>
<p><i>Improved outcomes for the year 10 PP students to achieve at least their targets for both the EM4+ match up and the 5A*-CEM4+ measures.</i></p> <p>UL curriculum used in core subjects. (Where available).</p> <p>DDI used in line management meetings to ensure teaching staff are catering for the correct, identified PP students' in classroom, small group, and 'Laps' intervention to improve their progress and impact positively on student outcomes.</p> <p>English and Maths leads to identify and target for intervention key PP students to close gaps in knowledge and improve outcomes. SLT lead to meet leads post DC to identify, monitor and evaluate progress of targeted PP students</p>	<p>Commonality of teaching, opportunity for collaboration and the sharing of good practice and the ability to attain data that is comparable to other UL academy schools</p> <p>Within class attainment grouping has been shown to have good success and will support staff on their 'Laps' to support targeted students through 1-1 work, adapted tasks where necessary (inclusive of LBQ tasks) and on-going feedback to improve progress and overall outcomes</p>	<p>Year 10 PP students to achieve good progress across their subjects when compared nationally to other PP students.</p> <p>Observations/PLWs/SE highlights the use of their laps/MINT classroom</p> <p>Subject trackers highlight action by Subject/SLT lead</p> <p>Progress monitored from DC-DC</p> <p>Year 10 PP students to improve outcomes in English and Maths.</p> <p>Students to receive support where necessary to breakdown any barriers to progress</p>	<p>SLT/Staff/ Core Leads</p> <p>JM2/JHR/PJ</p>

<p>PP students monitored through on going Wednesday timetabled mentoring sessions. JD/line management/core leads to regularly update mentors to ensure PP target students are supported in conversations, target setting with student and parents.</p> <p>Bucket 3 team to meet fortnightly as a team, and regularly on a 1-1 basis through line management, to ensure these subjects impact positively on overall 5A*-CEM figures.</p>	<p>EEF says mentoring has little impact. However this is timetabled mentoring by strongest members of staff using strategies known to have impact; social and emotional development, parental engagement, feedback from class teachers and focus on high level learning behaviour.</p> <p>Collaborative work and regular feedback are key to strategies becoming successful.</p>	<p>Students in small groups. Mentor has the opportunity to work on a 1-1 basis, to communicate with and invite parents in to discuss on going progress when necessary. SLT to monitor success and adapt as necessary. Students to all follow the same prescribed course 'The GCSE Mindset' during these sessions to improve their ATL towards their key GCSE subjects.</p> <p>Sharing of good practice, identification of successes with PP students, Impact sessions and target students planned and agreed through line management where required.</p> <p>Development of a close knit team spirit of healthy competition between staff. Supportive yet challenging each other to achieve high with targeted PP students.</p>	<p>SLT/Selected staff</p> <p>JD/KAL/RT/PH /EH/VK</p>
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<p><i>To improve the 5+ outcomes for the year 9 PP students in English. To attain at least the target provided for this group of students.</i></p> <p><i>To improve the 4+ and 5+ outcomes for year 8 PP students in English. To work to ensure PP students attain the minimum expected targets provided for them at both 4+ and 5+ for English.</i></p> <p>Key stage 3 PP target list produced targeting PP students making low progress in English; especially in year 8 and 9.</p> <p>Reading recovery strategies implemented to support progress and improved outcomes in English.</p> <p>Summer School to tackle growing issue of PP student underachievement with changing profile of students upon entry</p>	<p>Reducing the attainment gap earlier can have a significant impact on student's outcomes at the end of year 11.</p> <p>Opportunity to prevent the growing of a gap at Key stage 3 through early intervention with PP students</p> <p>Summer School focuses on core intervention through a creative approach - collaboration with curious minds</p>	<p>NGRT testing, Accelerated Reader, Lexonix.</p> <p>Monitoring, Reading age data, DC Scrutiny and on-going evaluation of reading strategy implementation to improve the success of these chosen strategies.</p> <p>Summer School created in collaboration with Curious Minds. Planned to ensure Maths, English and Science are catered for through a creative curriculum. Opportunity for cultural experiences. Action as early as possible which students are PP and invite to the summer school</p> <p>Summer school evening to promote to parents/students the benefits</p>	<p>JHR/SLH/JD</p> <p>NB/SLH/JHR/MH</p> <p>NJP/NC/HOY</p>
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<p>JD to again use the 'FBB' intervention to support students' progress and impact positively on PP students' attendance to school and lessons.</p> <p>NC to work closely with AB to setup a system that enables morning registration of students to be more efficient and intervention put in place to effectively target and support the attendance of PP students with on-going attendance issues.</p>	<p>Students working with external agencies, Behaviour and Attendance team to reduce barriers to learning and up skill on internal factors affecting learning/inclusion.</p>	<p>Raising of Aspirations through programme of work with relevant external agencies.</p> <p>PP and poor attendance used as key parameters for selection to the FBB intervention.</p> <p>AB to use an agreed policy (AB/NC) and list of strategies to get students with poor attendance in to school regularly to improve outcomes for these students.</p>	<p>NC/AB/JD</p> <p>JD/FBB</p> <p>NC/AB</p>
<p>Skills base group to support Year 8 and 9 English progress and students outcomes.</p>	<p>Alternative provision for weakest and most vulnerable students to support their development of the skills required and close the gaps.</p>	<p>DC data</p> <p>Class monitoring</p> <p>Learning walks</p>	<p>MH/HB/RR/HT</p>