



Pupil premium strategy statement: 2019-20

School: Sir Christopher Hatton Academy

1. Summary information					
School	Sir Christopher Hatton academy				
Academic Year	2019-20	Total PP budget	237490	Date of most recent PP Review	1/10/2019
Total number of pupils	1083 (main school) 1271 Including six form	Number of pupils eligible for PP (Ever 6)	296 main school	Date for next internal review of this strategy	1/09/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a standard pass (level 4) in English and Maths	60	82
% achieving a strong pass (grade 5) in English and Maths	24	63
Progress 8 score average (from 2019/20)	0.88	1
Attainment 8 score average (from 2019/20)	42.60	51

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	A significant number of pupils arrive at the academy with poor literacy and numeracy skills

B.	Exclusions of disadvantaged is above those of non-disadvantaged
C.	Attendance rates for pupils eligible for the pupil premium are not yet in line with the academy as a whole. The most recent national figure put pupil premium PA at 23.6%. The equivalent figure for the academy is lower than national at 20.0%.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Sir Christopher Hatton has a small number of pupils who are vulnerable to exploitation from County lines gangs

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in Literacy and Numeracy for all pupils who are eligible for the pupil premium grant	Pupils eligible for the grant make progress in literacy in line with non-pupil premium pupils
B.	Reduce the number of fixed term exclusions for disadvantaged students	Reduction in fix term exclusion for disadvantaged students
C.	Improved attendance for pupils eligible for the pupil premium grant	Improved attendance and reduction in persistence absence figures
D.	Progress of students eligible for the pupil premium grant are is above the progress of all students nationally.	Progress of disadvantage students is above national average
E.		

You may have more than one action/approach for each desired outcome.

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?
Reduce the gap between PP and non PP for Y11 students. Accelerate progress of PP students with low prior attainment across all year groups in the core subjects of English and Maths which will increase the progress in all subjects	A focus of high quality targeted intervention through quality targeted teaching in English and Maths.	Targeted intervention through high quality teaching in small intervention groups will lead to accelerated progress.	Curriculum reviews, and termly focus of the progress of these students to ensure accelerated progress. Subject leaders to develop intervention plans for students who are not meeting the academies high expectations for progress. Reduced class sizes will enable students to be targeted.	N. Salisbury L. Murphy S Bolton	Throughout the year after each data entry.
Ensure all students have quality first teaching	Dedicated CPD provision for all staff. All staff have an additional free period on timetable to ensure reflective practice and training opportunities focused on improving teaching throughout the academy	Evidence shows that high quality teaching is the most effective way to increasing the progress of disadvantage students.	T&L communities monitored by the member of SLT in charge of teaching and learning. T&L communities evaluated. The quality of teaching and learning monitored through curriculum reviews, learning walks and marking reviews	T Williams	Ongoing

<p>Ensure accelerated progress for some of the most vulnerable students as they transition from primary school</p>	<p>Develop a group to improve the transition from KS2-3 for some are most vulnerable students</p>	<p>Small group targeted intervention accelerates progress of some of our most vulnerable students</p>	<p>High quality trained teachers working with students. Intervention strategies utilised by the Maths and English department, reviewed on a termly basis.</p>	<p>L Murphy S Bolton</p>	<p>Review of progress through regular data meetings. Strategies discussed in regular link meetings.</p>
<p>Develop the literacy and oracy to support improved rates of progress</p>	<p>Ensure that there is a consistent approach to literacy across the academy driven by the literacy coordinator.</p> <p>Ensure DEAR is being used consistently across all subject in the academy.</p> <p>Ensure through CPD that improving students oracy is a key focus for all teachers</p>	<p>Evidence indicates that pupils that come from disadvantaged backgrounds are word poor have low levels of literacy and rarely read for pleasure.</p> <p>By encouraging high levels of oracy and a love for reading pupils will make accelerated progress.</p>	<p>Continue to utilise the Accelerated Reading scheme to improve rates of literacy. Scrutinise and monitor the progress students who are eligible for pupil premium funding and plan effective intervention where required.</p> <p>Ensure DEAR is utilised across the academy</p> <p>Through T&L communities cross curricular CPD will focus on developing students oracy in all subject areas.</p>	<p>L Murphy S Harcup N Salisbury</p>	<p>On-going throughout the academic year</p>

<p>Develop the numeracy of students to support improved rates of progress</p>	<p>Ensure there is a consistent approach to the teaching of numeracy across the curriculum. This will; be led by the numeracy coordinator and the Maths department.</p> <p>Ensure through regular monitoring and testing effective intervention strategies are put into place that support and accelerate the progress of disadvantage students</p>	<p>Low levels of numeracy are a key barrier to learning across a range of subjects. Improving numeracy levels for disadvantage students opens up curriculum opportunities and improve progress across a range of subjects</p>	<p>T&L briefings and CPD led by the Maths department to ensure a consistent approach to the teaching of Maths.</p> <p>Termly data review on the progress of students in Maths, Intervention strategies led by HLTA in Maths for students who do not make the progress that meets the academies high expectations</p>	<p>N Salisbury S Bolton M Wanza C Williams</p>	<p>Ongoing throughout the academic year</p>
<p>Support students pastoral needs and improve the attendance and behaviour of PP students across the academy</p>	<p>Use of attendance officer to challenge students who fail to meet the academies high attendance expectations.</p> <p>Referrals to Local Authority where attendance is an ongoing concern.</p> <p>Directors of Key stage and non- teaching heads of year to focus on improving behaviour through restorative practice</p>	<p>Each day of school a student misses has a significant impact on a student's educational outcomes leading to progressively lower achievement.</p> <p>Disadvantage students have a higher rate of fixed term and permeant exclusion, by utilising restorative justice practice the aim will be to reduce the reoccurrence of the behaviour that leads to</p>	<p>The HOY/Directors of Key stage in partnership with the academies attendance officer and SLT line management to ensure levels of attendance remain high and support student progress.</p>	<p>B. Dave J Black L Shackleton Directors of Key Stage HOY</p>	<p>Internal pastoral review cycle. Regular attendance monitoring.</p>

Improve the use of data analysis and associated intervention across the college.	<p>Key positions in leadership and management focus on data and using this data for targeted intervention.</p> <p>Leadership and management focus ensuring quality first teaching</p> <p>Data and exams teams to support the SLT in identifying students who are not making the high levels of progress that the academy expects.</p>	Evidence shows that high quality teaching and high levels of accountability is the most effective way to increasing the progress of disadvantage students.	<p>T&L is monitored and where standards of teaching falls below the academies high expectations a support system will be put into place.</p> <p>Faculty reviews and the academic review cycle ensuring accountability for all key stakeholders</p>	N Salisbury Curriculum leaders A Mitchell	On-going throughout the year
Total budgeted cost					£103754
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?
Targeted year 11 support throughout the year to ensure disadvantage pupil receive additional academic and pastoral support to help them close the progress gap	Dedicated one-one support and mentoring by members of the SLT	The support program aims to develop young people's strengths by working with parents to build confidence and develop resilience and character in preparation for the end of year exams	Through the use of data to target the disadvantage students who are a progress concern.	N Salisbury SLT	Ongoing during data collection

Accelerate progress of PP students with lower prior attainment in KS3 English.	English intervention using dedicated TA and English teachers. Use of Rapid Readers Licence / Accelerated Reader programme.	Small group tuition is effective for a moderate cost. Our students respond well to small scale, personalised, intervention. Literacy is a key area of concern for our students.	Structures in place for monitoring intervention. Dedicated curriculum time and library time scheduled. Paired reading sessions scheduled.	L Murphy S. Harcup	Throughout the year in line with academy's data collection cycle.
Increase the progress made by PP students in English and close the gaps.	Target group to take part in an intervention programme of experiences to boost cultural capital and a series of excellence workshops and trips throughout the year.	PP students need to be taught how to be independent. PP students' cultural capital must be enriched to match the experiences gained by non-PP students. Furthermore, self-esteem needs to increase to help build emotional resilience.	Detailed programme of activities and tuition established and monitored at faculty leadership level.	L Murphy	On-going throughout the school year.
Improve attendance of pupil premium students. Liaise with parents and students to support pupil premium students.	New roles and responsibilities addressing attendance and parental support created.	Students must have good attendance in order to achieve. Persistent absence in pupil premium students is higher than the college average.	Performance management cycle and appraisal of new staff positions.	B Dave J Black HOY Director of Key Stages	Internal pastoral review cycle. Regular attendance monitoring.
Prevent curriculum pathways being closed to disadvantaged students.	Laptops for disadvantaged students where appropriate.	Students' access to curriculum pathways should not be restricted due to financial reasons.	Regular monitoring as part of learning support provision. Faculty monitoring via curriculum leaders and teaching staff.	SLT links to faculty teams.	Academy options process and academy's data cycle.

Enhance the provision for small group teaching and intervention in English and Mathematics.	English and Maths HLTAs appointed to provide additional capacity and support. Lead teacher role for pp mathematics created.	Small group tuition is effective for a moderate cost. Our students respond well to small scale, personalised, intervention. Literacy is a key area of concern for our students.	New posts now established and interventions planned and timetabled. Leadership link meetings scheduled with lead teacher role to support intervention.	L Murphy S Bolton Y. Sabi	Throughout the year in line with academy's data collection cycle.
Access to enrichment and SMSC activities that would not otherwise be available.	Enable pupil premium students to access a range of enrichment activities such as DofE award, Music tuition and "Prison Me, No Way" production.	The college community has generally low aspirations.	Detailed programme of enrichment activities and tuition established and monitored at senior leadership level.	A. Mitchell K Gunn Director of Key Stages	Termly review and updates coordinated by leadership team.
Additional support for EAL pupil premium students.	Intervention using learning support staff.	Diverse college community. Disadvantaged students difficulties to access the curriculum are even more challenging if they have EAL.	Regular monitoring as part of learning support provision. Faculty monitoring via curriculum leaders and teaching staff.	T Williams	Throughout the year in line with academy's data collection cycle.
Total budgeted cost					£105507
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?
Enable post 16 students to enjoy access to a quality learning environment outside school hours.	Orchard house out of hours ICT provision.	Post 16 students need the facility to work independently as often as they can. Flexibility of access to ICT provides the students with good quality provision.	Monitored and managed by the post 16 leadership team. Scheduled post 16 monitoring weeks.	JC	On-going throughout the school year.

To provide opportunities for disadvantaged students to improve their cultural capital.	Partial/full funding of trips and visits. Funding for exceptional sporting events such as 6 th Form Olympics.	Without financial support, disadvantaged students would have little opportunity to take part in enrichment activities outside of the school day.	Monitoring in line with PSHE/SMSC programme of events and trips.	A Mitchell K Gunn V. Forbes	On-going throughout the school year.
Close the gap in examination performance of PP students by eliminating administrative problems and issues.	Scribes for PP Pupils in Examinations. Exams Resits for PP Pupils.	Students with specific needs require specific support irrespective of financial situation.	Coordinated by learning support and the examinations team.	E Nicholls T Williams Exams and data team	Summer 2020 examination period.
Contingency fund to be spent throughout the year on additional resources and initiatives.	5% Contingency for in year projects.	Need a provision to support unforeseen opportunities which arise throughout the year.	SLT will make final decisions on any initiatives to be funded or partially funded.	N Salisbury	On-going throughout the school year.
Total budgeted cost					£22000

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Reduce the gap between PP and non PP for Y11 students. Accelerate progress of PP students with lower prior attainment in Year	English and Maths teacher.	Progress of pupils in English and Maths is significantly above the progress of all students nationally	Ensure that all support is targeted. Students need early identification and support strategies developed to support and develop underperformance	
Develop the literacy and numeracy of students to support improved rates of progress.	Literacy and Numeracy coordinator.	Students have rapid progress in literacy and numeracy	Continue to develop programs such as Accelerated Readers and Rapid readers to sustain the progress made by all disadvantaged pupils	

Support students' pastoral needs and improve the attendance and behaviour of PP students across the college.	ISE Manager Non-teaching HoY	Non teaching HOY are available to support the pastoral care and progress of disadvantaged students. ISE manager worked with vulnerable students this has resulted in a reduction of fixed term exclusions	Ensured that Non-teaching HOY are able to identify underperformance and help develop strategies to improve the progress of disadvantaged students	
Improve the use of data analysis and associated intervention across the college.	Leadership and management positions.	A robust data system has been implemented that is able to identify underperformance at an early stage	Use the data to identify underperformance and provide early intervention when required	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure PP students receive additional academic and pastoral support to help them close the progress gap.	Dedicated one-to-one and small group mentoring programme.	Improved progress of disadvantaged pupils at KS4 (this however was deemed to have a minimal impact)	Year 11 program to challenge all underperformance with a specific focus on ensuring disadvantage students make accelerated progress so it is above the national average and in line with peers.	
Accelerate progress of PP students with lower prior attainment in KS3 English.	English intervention using dedicated TA and English teachers. Use of Rapid Readers Licence / Accelerated Reader programme.	Rapid readers and accelerated reader schemes continue to enhance the literacy skills and progress of students	Continue to develop and enhance the program	
Increase the progress made by PP students in English and close the gaps.	Target group to take part in a breakfast club, a programme of experiences to boost cultural capital and a series of excellence workshops and trips	Breakfast club ensure attendance rates for some of the more vulnerable students has increased. Students have a wide range of activities which they are able to access	Continue to promote and develop these activities	

Prevent curriculum pathways being closed to disadvantaged students.	Laptops for disadvantaged students where appropriate.	Higher progress for the disadvantage students.	The use of these will be closely monitored and promoted in lessons.	
Improve attendance of pupil premium students. Liaise with parents and students to support pupil premium students.	New roles and responsibilities addressing attendance and parental support created.	This is still an important focus the disadvantage pupils still have lower rates of attendance and higher PA than non-disadvantaged students	Continue to develop the role of Attendance officer	
Enhance the provision for small group teaching and intervention in English and Mathematics.	English and Maths HLTAs appointed to provide additional capacity and support. Lead teacher role for pp mathematics created.	High rates of progress for disadvantaged students in all year groups	Continue to develop the role of HLTA in English and Maths to further improve the progress of students.	
Access to enrichment and SMSC activities that would not otherwise be available.	Enable pupil premium students to access a range of enrichment activities such as DofE award, Music tuition and "Prison Me, No Way"	Pupil premium strategies were supported financially to enable them to participate in a range of enrichment activities.	Continue to develop and enhance the range of opportunities available	
Improve outcomes of the more able, disadvantaged students.	Participation in the Brilliant Club.	Progress of Disadvantaged pupils who are G&T is in line with other non-disadvantaged G&T students in the academy	Work with the G&T coordinator to ensure that disadvantage students are able to access as many opportunities as possible	

Additional support for EAL pupil premium students.	Intervention using learning support staff.	EAL students make progress above the national average for all students	Senior leaders to monitor EAL support and track interventions strategies to ensure all support is targeted appropriately	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Enable post 16 students to enjoy access to a quality learning environment outside school hours.	Orchard house out of hours ICT provision.	Students are able to access high quality provision which may otherwise be unavailable in the home environment	Continue to develop the provision in Orchard house	
To provide opportunities for disadvantaged students to improve their cultural capital.	Partial/full funding of trips and visits. Funding for exceptional sporting events such as 6 th Form Olympics.	All disadvantage students are given the opportunity to access a paid for enrichment activity which is fully funded	Continue to enhance the enrichment program making sure that all disadvantage students have an opportunity to increase their cultural capital	
Close the gap in examination performance of PP students by eliminating administrative problems and issues.	Scribes for PP Pupils in Examinations. Exams Resits for PP Pupils.	All students eligible for additional support are identified at an early stage and support is strategies have been developed which has resulted in progress above national for these pupils.	A curriculum review of the SEN department to ensure that all students who have additional needs and who are disadvantaged are fully supported	

<p>Contingency fund to be spent throughout the year on additional resources and initiatives.</p>	<p>5% Contingency for in year projects.</p>	<p>Effective financial planning and deployment of resources has resulted in effective support for disadvantage students, this has allowed the academy to offer additional support as required for initiatives that will enhance the opportunities and progress of disadvantage students across the academy.</p>	<p>Ensure that capacity and funding resources are available to support future programmes to enhance the progress of disadvantage students.</p>	
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<p>7. Additional detail</p>