



Pupil premium strategy statement

1. Summary information					
School	Heartlands Academy				
Academic Year	2016/17	Total PP budget	566,142	Date of most recent PP Review	n/a
Total number of pupils	825	Number of pupils eligible for PP	605	Date for next internal review of this strategy	Feb 2017
		Catch up funding	15,500		

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Overall Performance</i>	<i>Pupils not eligible for PP (national average) (all students)</i>
% achieving basics En&Ma	73	73	62.6
% achieving Ebacc (entered)	19(22)	20 (24)	39.6 (24.5)
Progress 8 score average	0.16	0.22	0
Attainment 8 score average	51.69	52.3	49.8

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.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
B.	Literacy skills entering Year 7 are lower for 31 pupils eligible for PP than for other pupils which might prevent them from making good progress in Year 7.
C.	Numeracy skills entering Year 7 are lower for 17 of pupils eligible for PP than for other pupils which might prevent them from making good progress in Year 7.
D.	175 pupils who are eligible for PP are also SEND. In 2016 P8 for Middle Ability pupils was sig- compared to that of other pupils and A8 was well below that of Non SEN students across all ability groups. There was no difference between PP and others

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	A lack of space at home to study and limited access to new experiences prevents pupils eligible for PP to make further progress.
F.	High levels of deprivation in the local area

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining (across Key Stage 3) so that 85% or above are on track to achieve Att8 by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and the senior team. This will be evidenced through GL assessment and assessments
B.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using GL assessment and English written assessments in October, March and June. Students in Y8 & 9 will continue to have additional provision in order that
C.	High levels of progress in Numeracy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using GL assessment and Maths assessments in October, March and June.
D.	Improved levels of attainment and progress of SEND pupils	Pupils eligible for PP and are SEND make more progress throughout the course of the year so that at least 75% meet their expected targets within year. This will be evidenced through GL assessments and through SEND intervention strategies including Fresh Start and Lexia.
E.	Improved provision within the Academy for pupils to access after school facilities to complete extended study or access new experiences that might otherwise not be available to them.	After school intervention across the academy increases. Student attendance increases at the sessions increase. A wider range of experiences are available for pupils to access. The number of pupils eligible for PP accessing the extended provision is in line with other pupils.

5. Planned expenditure					
Academic year		2016/17			
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	Costs
A. Improved progress for high attaining pupils	Staff training on high quality feedback to be delivered by SLE. Teaching & learning coaching- time for staff to provide intervention	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Brilliant club currently running for HPA group in Year 8. This will be assessed and where there is clear evidence of impact could be expanded to include other year groups. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades. Use of sixth form peer mentors to coach the most able.	SLT in charge of G&T - HAD	Brilliant club £4500 (30 pupils) Refresh £700 per INSET x3 = £2,100 SLT lead salary plus salaries of targeted support teaching staff and TA's across all departments = £46,450
B. Improved progress in literacy	Intervention sessions in morning tutor periods and after school intervention Smaller class sizes for lower ability classes	We want to ensure that the gaps in literacy between pupils eligible for PP and others remains low. Ensuring P8 results for PP eligibility are closed	Use GL assessments to identify gaps in knowledge Appoint a member of staff to work on liaising with HoDs on the outcomes of GL assessment. Use the GL reports to inform parents where there are gaps in knowledge and how they could support at home.	GL lead	GL = £8000
C. Improved progress in numeracy	Intervention sessions in morning tutor periods and after school intervention Smaller class sizes for lower ability classes	We want to ensure that the gaps in numeracy between pupils eligible for PP and others remains low. Ensuring P8 results for PP eligibility are closed	Use GL assessments to identify gaps in knowledge Appoint a member of staff to work on liaising with HoDs on the outcomes of GL assessment. Use the GL reports to inform parents where there are gaps in knowledge and how they could support at home. Use of SAM learning	GL lead	SAM learning £3300 TLR for GL lead £4,503
Total budgeted cost					£ 68,853

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	Costs
A. Improved Year 7 literacy progress	1:2:1 and small group provision of Read Write Inc 'Fresh Start' for struggling Y7 pupils. TA's part funded to deliver fresh start and lexia	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult with local outstanding primary school (Cromwell) for staff to see the provision at KS1/2. Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy.	Pupil Premium Lead & SENCO	SENCO TLR £4,503 TA and targeted support staff salaries £174,891 Lexia - £2,810 INSET costs £2,000
B. Improved progress for high attaining pupils	Weekly small group sessions for high-attaining pupils with HOD or equivalent, replacing tutor time. Teaching and learning coaches to support progress hours partly paid for through PP budget	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Engage with parents and pupils before intervention begins to address any concerns. Agree key criteria for success to establish home support and inform parents. Track data in all subjects at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	Heads of Department and G&T leads	SLT lead salary plus salaries of targeted support teaching staff and TA's across all departments = £131,485
Total budgeted cost					£315,689
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	Cost
D. More opportunities for students to study within the academy	Provide a quiet space for students who want to study, with refreshment facilities before and after school. Staffing with Teaching and learning coaches to provide support in the sessions	Research shows that pupils eligible for PP are less likely to have space or the right environment to study. We want to provide a calm environment for pupils to access that allows them to focus and be successful.	Engage with pupils and staff. Seek to target dedicated space for pupils to study. Use of sixth form peer mentors for homework clubs. Teaching and learning coaches available to offer support and guidance	L/M	150,000
D. Experiences for students to access after school/during school to boost	Provide additional extra-curricular activities for students and opportunities within the school year to	Research shows that pupils eligible for PP are less likely to visit local museums or have extra-curricular experiences organised by their families	Provide funding for trip expenses and the staffing of these trips to ensure that PP pupils have a rounded extra-curricular experience that will allow them to make	HAR BLB HAD	20,000 Elevate - £1600

motivation	access new experiences		successful applications to FE colleges or HE providers in the future.		
Total budgeted cost					£171,600

6. Review of expenditure					
Previous Academic Year		2015-2016			
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	
<p>The outcomes for students are not significantly different to their peers or above national average for English and Maths.</p> <p>Student engagement improves. Attendance in line with that of peers.</p> <p>Reading ages improve</p>	<p>Collaborative Teaching</p> <p>Small group work for intervention</p> <p>Cover for absent colleagues thus retaining continuity</p>	<p>See impact above. Outcomes were the same as non-pp pupils in this regard.</p> <p>Attendance and temporary exclusions down. Increase in engagement. Year group scored record GCSE results.</p>	<p>Results were positive so we will be employing a similar strategy this year.</p>	£260,000	
ii. Targeted support					
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	

The outcomes for students are not significantly different to their peers or above national average for English and Maths. One to one Services that support	Action tutors for year 11 intervention in core subjects	Year group scored record GCSE results.	Results were positive so we will be employing a similar strategy this year.	
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
Multi---agency support and intervention. All contributes to ensuring similar outcomes compared to peers.	Time away from the traditional teaching role for Learning Managers. A 'home grown' strategy to develop the Heartlands model	Year group scored record GCSE results.	Results were positive so we will be employing a similar strategy this year.	£240,000
Improved student welfare.	Additional Educational Psychologist time SEMH Talk About training Additional mentoring (as well as the in house training)	Successful but reviewed in light of budget cuts both for the academy and for external agencies.	See opposite	
Improved behaviour and attitude to learning.	Home--academy liaison work particularly for more challenging groups/ individuals Speech and language Therapist Open door counselling	Year group scored record GCSE results. Policy being reviewed and refined for 2017-8	See opposite	

1) Additional detail

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

	2015---2016	Examples of activities, resources, projects: 2015---2016	Success Criteria
Section 3 Focus on enrichment beyond the Curriculum	£83,000	<p>The academy supports a Creative Curriculum week--in the Autumn term. During this time students experience a wealth of experiences and opportunities. This week also contribute to the PSHE and SMSC agendas.</p> <p>The additional staffing per centre and time availability of Learning Managers and Phase Leaders, as mentioned in 1 and 2 also provide opportunities before, at lunch and at the end of the day.</p> <p>Free tuition to students keen to pursue, for example, music and drama; other specific activities are also supported as and when they arise for individuals and/or groups.</p> <p>Additional trips/visits subsidised.</p>	<p>Improved student welfare</p> <p>Build 'life---skills' to support academic outcomes Providing experiences for students that they wouldn't normally experience compared to that of their peers.</p> <p>Provide additional experiences to broaden their future career opportunities.</p>
Section 4 Focus on families and Communities.	£10,000	<p>The academy employs home---academy liaison staff that work with specific groups.</p> <p>In addition the academy employs consultants who specialise in working with individual families where the young person is extremely challenging/disaffected.</p> <p>The academy offers tutoring to parents and/or acts as a conduit to other opportunities through the work of the Community Director.</p>	<p>Improved student welfare</p> <p>Improved relationships between home and school Multi---agency support and intervention. All contributes to ensuring similar outcomes compared to peers.</p>
	£28,000	<p>Curriculum is reviewed annually to address the needs of the different year groups. This includes the type of course and qualification.</p> <p>Alternative programmes may be set up on a full or part---time basis.</p> <p>IAG form a major part of the development/improvement plan as it</p>	<p>Pathways to suit individual needs to secure best possible outcomes of all students in line with their peers.</p> <p>Students feel supported to allow them to get The best possible outcomes Individual needs are met, students feel supported and have a greater chance of success</p>

		permeates into KS3.	Students know what opportunities are available to them and aspirations for higher education match that of their peers.