



Pupil premium strategy statement

1. Summary information					
School	Heartlands Academy				
Academic Year	2017/18	Total PP budget	£543,300	Date of most recent PP Review	n/a
Total number of pupils	879	Number of pupils eligible for PP	525	Date for next internal review of this strategy	TBC
		Catch up funding	£13,329		

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Overall Performance</i>	<i>Pupils not eligible for PP</i>
% achieving basics En&Ma	57	60	67
% achieving Ebacc (entered)	9	8.1	6.7
Progress 8 score average	0.36	0.29	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.	Low literacy levels, 27 students have a reading age lower than expected for their age on entry this academic year which prevents them from accessing the curriculum and making expected progress in all subjects
B.	Low attainment on entry - 45 students have a scaled below 100 for reading and 33 for Maths which impacts adversely on outcomes at the end of Key Stage 4.
D.	PP students in particular lack social and study skills, along with lack of maturity which negatively impacts how effectively they self-regulate their attitude learning. This has a detrimental impact on their progress.

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
G.	Lack of resilience , revision skills and awareness of next steps, all of which result is lower motivation.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP students achieve a positive P8 score which is higher than 2016-2017 including HPA PP students/	All PP students achieve a positive PP score by achieving their A8 estimates or better. In school data shows all PP students are on track to achieve this in every year group.
B.	A8 scores are in line with, or better than non-PP students and show an increase from 2016-2017	KS4 outcomes show an average A8 score in line with non-PP students. In school data shows in all year groups PP students are on track to achieve their FFT 5% targets.
C.	% achieving basics En&Ma in line with non-PP students and is increased from 2016-2017	91% of PP students achieve a Grade 4 in English and Maths
D.	Increased % of PP students entered for and achieving the EBacc compared to 2016-2017	28% of PP students achieve the EBacc

5. Planned expenditure

Academic year

2017/2018

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.

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
<p>1. Progress 8 for Pupil Premium will improve on 2017 figure of 0.36. Difference will be diminished.</p>	<p>First wave quality teaching</p> <p>Teaching & learning coaching- time for staff to provide intervention</p> <p>Mentoring with SLT</p> <p>1:1 sessions with subject specialists</p> <p>Intervention sessions for PP students</p> <p>Peer mentoring</p> <p>There will be 0 NEETs</p> <p>Reducing fixed term exclusions.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>HPA students will be mentored by peers and specialists outside of lesson time. This has been chosen based on EEF evidence from looking at low cost, high impact strategies.</p> <p>Pupil Premium students with 95% attendance+ diminish difference in P8 gap,</p>	<p>Data drops three times a year to monitor progress and evaluate impact.</p> <p>Underperformance identified and areas of weakness addressed in 1:1 sessions or peer mentoring sessions.</p> <p>Meeting minutes to monitor the departmental evaluations.</p> <p>Staff CPD where needed</p> <p>Through weekly book scrutinies, the senior team will monitor the quality of feedback in exercise books, and the book scrutiny proforma will be altered to reflect the need to acknowledge where students have achieved their learning goals.</p> <p>In lesson observations and monitoring, the amount of verbal feedback given to PP students will be monitored as they are identified on seating plans.</p>	<p>STK MAR CLJ</p>	

<p>2. Basics in ENMA was 60% in 2017. It will improve.</p>	<p>Intervention sessions after school and Saturday schools</p> <p>Smaller class sizes for lower ability classes</p> <p>Peer mentoring</p> <p>SLT mentoring</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>Short term catch up work for PP persistent absentee students</p> <p>Ability grouping</p>	<p>EEF recommend 1:1 tutoring or small group teaching to maximise progress.</p> <p>EEF also recommend early intervention for persistent absence.</p> <p>EEF recommend effective feedback as one of the highest impact strategies and feedback will be a key focus for the small group sessions.</p> <p>The focus on core subjects opens doors for students and increases life chances for PP students,</p>	<p>HoD will decide who attends small group sessions, who runs them and when. This will be discussed through line management meetings with the support of SLT.</p> <p>Data drops will allow us to evaluate the impact and amend strategies if necessary.</p> <p>Peer mentoring supported through a bespoke rewards system.</p>	<p>STK MAR CLJ</p>	
<p>3. Teaching and learning coaching</p>	<p>Teaching and learning coaching programme for identified staff.</p> <p>Learning conversations between staff and students to support progress</p>	<p>The EEF recommend self-regulation strategies where the teacher monitors behaviour issues, attitude to learning, strengths and needs at regular intervals and holds learning conversations as a results</p>	<p>The class teacher tracks the conversations and impact across the year at each data drop</p> <p>The lesson cycle will be adjusted once CPD has taken place and teachers will identify on their lessons how they are helping students 'learn to learn'.</p> <p>This can be monitored through weekly book scrutinies when the teacher's lesson plans are</p>	<p>STK MCR CLJ MAR</p>	
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

1. Improved progress for all PP students	Additional teachers in the classroom will be trained on how to have greater impact on student progress.	Additional staff are currently deployed effectively, and would have greater impact on student progress if the recommendations from the EEF were implemented. The evidence shows that additional staff can have a positive impact on academic achievement when they support individuals and small groups, and when their work supplements the teaching, rather than replacing it.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Co-teacher CPD to support these students with the strategy.	STK MAR CLJ MCR	
2. Attainment 8 score for Pupil Premium students was XXX in 2017. Will make positive in 2018.	Teaching and learning coaches to support progress Pastoral team trained on how to support life skills, confidence, motivation and study skills. Health and Well being enrichment: run a mile/breakfast club. After school and Saturday school revision sessions	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.	STK MCR CLJ MAR	

Total budgeted cost £315,689

i. 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, 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	STK MCR JOA LEG	
D. Experiences for students to access after school/during school to boost motivation	Provide additional extra-curricular activities for students and opportunities within the school year to access new experiences	Research shows that pupils eligible for PP are less likely to have these experiences. PP pupils have a rounded extra-curricular experience that will allow them to make successful applications to FE colleges or HE	Linked to teaching standards – contribution to the wider academy life. Teachers encouraged to run clubs, this will be aimed at teachers who do not teach Year 11 to ensure they have adequate time to run	STK MCR JOA LEG	

	Book club Interview practice club Homework club Times table club Holiday clubs	providers in the future.	the sessions.		
Total budgeted cost					£171,600

6. Review of expenditure

Previous Academic Year	2016-2017
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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>Improved progress for high attaining pupils</p> <p>Improved progress in literacy</p> <p>Improved progress in numeracy</p>	<p>Staff training on high quality feedback to be delivered by SLE.</p> <p>Teaching & learning coaching- time for staff to provide intervention</p> <p>Intervention sessions in morning tutor periods and after school intervention</p> <p>Smaller class sizes for lower ability classes</p>	<p>PP students outperformed non-PP achieving a P8 of 0.36</p>	<p>Results were positive so we will be employing a similar strategy this year.</p> <p>Attainment in English and Maths was lower for PP students, hence the different approaches employed in the core subjects this year and impact will be closely monitored and evaluated.</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
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Improved progress for high attaining pupils		P8 for PP students 0.36. PP HPA students achieved a P8 score that was significantly better than non-PP students.	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
More opportunities for students to study within the academy Experiences for students to access after school/during school to boost motivation	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 Provide additional extra-curricular activities for students and opportunities within the school year to access new experiences	P8 score improved from 0.22 to 0.29.	Results were positive so we will be employing a similar strategy this year.	

