

Pupil premium strategy statement: 2020-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hinckley Academy and John Cleveland Sixth Form
Number of pupils in school	1066
Proportion (%) of pupil premium eligible pupils	23% (Y7-11) 2.5% (Post 16)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly
Statement authorised by	Peter Thomas (CEO)
Pupil premium lead	Lisa Hickman (Head of School)
Governor Lead	Rob Cleaver, education professional

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,780
Recovery premium funding allocation this academic year	£18,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,363 (recovery funding)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£255,543

Part A: Pupil premium strategy plan

Statement of intent

Our strategic approach to the use of additional funding at Hinckley Academy will dovetail closely with the EEF Guide to Pupil Premium published in June 2019. [Pupil Premium Guide | Education Endowment Foundation | EEF](#). A three-tiered strategy (Teaching, Targeted Academic Support and wider strategies) underpinned by appropriate precise interventions is outlined in the Management Plan. Progress in this plan will be monitored and evaluated regularly at SLT, every LGB meeting and The Futures Trust Academy Improvement Board.

Hinckley Academy will use additional funding to devise support and guidance structures close to the learner focused upon learning. Whilst all colleagues in school have a responsibility for the progress of all students, key colleagues in year teams will directly support disadvantaged students. This work will be led by the Directors of each Key Stage and the Director of Inclusion. It will be brought together by the Vice Principal who will lead the Support and Guidance Implementation Group.

The most important factor to enable disadvantaged students to be successful is high quality T&L. This will be reflected in the PM process under what good T&L looks like. Recruitment of high-quality staff and expert CPDL will support our approach. Proven high-impact intervention programmes will be used to target students who need to catch up and perform in line with their peers. Staff will be trained in these intensive programmes.

In addition, the evaluation of progress of disadvantaged learners will be made against all students nationally. The aim will be that by the end of this strategic cycle all PP students to perform in line with the national cohort in public examinations and that PP students make demonstrable rapid progress in our catch up programmes in key stage 3.

Covid catch-up funding will be used to strengthen and deepen this approach.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy and Numeracy - Communication Skills
2	Attendance
3	High quality inclusive first wave teaching
4	Behaviour for learning
5	Positive Destinations

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Reduce the gap between chronological reading age and actual reading age in Key Stage 3	100% students have a reading age which matches their chronological age by the end of the strategy (2023)
2. Intense reading programmes in Key Stage 4 to ensure older students can access the curriculum	100% students identified as requiring an intensive reading programme have a reading age which matches their chronological age by the end of the strategy (2023)
3. Application and reading for meaning	All students make significant progress in application of their reading skills to develop reading comprehension. This leads to improved outcomes particularly in inference, for 100% students.
4. Increase the mathematical fluency in all Key Stage 3 students in the 4 key operations	100% students will demonstrate a significant improvement in mathematical fluency by the end of the year. This will include using a baseline fluency test similar to KS2 SATs test enabling QLA and target weaknesses accordingly. Focus is on fluency rather than word-heavy problem solving.
5. Targeted small group mathematical intervention at Key Stage 3 and 4 focused upon improving the application of mathematical skills	100% students identified as requiring targeted maths intervention will reach their target grade.
6. Increase attendance of DA and reduce the gap	By 2023 DA = 95% and will be in line with the school cohort.
7. Reduce persistent absence	50% reduction in number of DA students with Persistent Absences by 2023.
8. Reduce repeat exclusions	50% reduction of repeat exclusions for Pupil Premium by 2023.
9. Increase positive destinations for year 11 and Post 16 students	100% of PP students have positive destinations including at P18 to university, apprenticeship or employment of choice. This is an annual target.
10. Improve the culture and increase the sense of inclusive belonging across the school	<ul style="list-style-type: none"> • 5:1 rewards points on half termly basis for all DA students • All PP students equipped with correct uniform and equipment each day

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £114,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5X Literacy Leader (Literacy Intervention Teacher – Y7/8)	<p style="text-align: center;"><u>EEF Tiered Approach 1 Teaching</u></p> <p><i>Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.</i></p> <p>The SIP has prioritised a number of approaches that are recommend in the T&L Toolkit. These include:</p> <ul style="list-style-type: none"> • Collaborative learning (+5mths) • Feedback (+6 mths) • Homework (+5 mths) • Mastery learning (+5 mths) • Metacognition and self-regulation (+7 mths) • One-to-one tuition (+5 mths) 	1
1X English Teacher (overstaffing)		1
0.4 X Maths teacher		1
1X day of trust KS2/3 Lead		1, 4,
1X day of trust T&L Lead		3, 4,

	<ul style="list-style-type: none"> • Oral language interventions (+6 mths) • Parental engagement • Reading comprehension strategies (+6 mths) • Small group tuition (+4 mths) <p>CPDL is targeted on school priorities including the above and is featured in performance management.</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start	<p style="text-align: center;"><u>EEF Tiered Approach 2</u> <u>Targeted Academic Support</u></p> <p>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”</p>	1
Read Eggspress		1
Lexonik		1
Nessy		1
Time Table Rockstars		1
Power of 2		1
Targeted maths		1
Thinking Reading		1
Common Lit		1
Accelerated Reader		1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p style="text-align: center;"><u>EEF Tiered Approach 3</u> <u>Wider Strategies</u></p> <p>“Wider strategies relate to the most significant non-academic barriers to</p>	

	success in school, including attendance, behaviour and social and emotional support.”	
Achievement for All	<p>Whilst AFA at a national level has closed we intend to continue using its approaches. The AfA programme has had many reports published by third parties of its impact. Its processes and focus upon school improvement combined with TFT systems of monitoring and evaluation have proven successful in other TFT schools.</p> <p>The work will focus upon:</p> <ul style="list-style-type: none"> • 100% AfA students demonstrating improved progress as evidenced by data captures and intervention assessments • Attendance improves for 100% AfA students, with a fall in PA and truancy. • Achievement points increase for AfA students and behaviour points decrease. • Relationships with AfA parents are improved and there is a greater engagement with school. • 100% AfA students become involved in enrichment activities. 	2, 4, 5,
0.5 YL TLRs	<p>As part of the school improvement strategy academic year leaders will lead a year team that has a variety of posts that include literacy lead, numeracy lead, pastoral lead and learning mentor. These posts will be allocated in line with age appropriateness. A joined up and proactive approach to teaching and learning, behaviour and attendance and personal development will be in place.</p> <p>Each year group team will hold weekly OB2L (Overcoming Barriers to Learning) where precise interventions will be determined.</p>	2, 3,
3 X 0.5 learning mentors	LMs will be deployed to support students with their attendance, behaviour, academic progress and next stage/phase of education.	1, 2, 4, 5,
PASS	Twice-yearly PASS testing demonstrates that 100% AfA students	

	show an improvement in their attitudes to school and their feelings about their own self-worth.	
Revision Guides and resources for KS4-5	Equity and Opportunity	2, 4, 5,
Transition Summer School	Equity and Belonging	1, 2, 4
Free Equipment	Equity and Belonging	2
Free Breakfast Club	Equity and Belonging	2
High quality enrichment activities	Equity and Belonging	2, 4
Free or subsidised trips and visits	Equity and Belonging	2
Free 1 to 1 music lessons	Equity and Opportunity	2
HBEP – KS4 WRL	Opportunity	2, 4, 5
Free dictionaries Year 7 and 8 students	Equity and Belonging	2, 4
Counselling		2, 4
Careers	Equity and Opportunity	5
Rewards	Equity and Belonging	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £255,543

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020-21 the academy employed a number of intervention approaches to enable its students to benefit from the funding provided. These included several targeted literacy programmes focused on developing literacy skills of vulnerable and disadvantaged students who had fallen significantly behind in Key Stage 3 and Key Stage 4.

The impact of these programmes should be seen in the context of a 3-year strategy. The objective last year, being the first year of the strategy, was to rescue students from falling further behind by focusing on the development of reading skills to better enable disadvantaged students to access and engage with learning.

Student progress last year was tracked using baseline and diagnostic assessments. Interventions were put in place as a result of the outcomes of the reading assessments. The range of tried and tested interventions that were introduced included: Fresh Start, a phonics reading programme; Think reading, a forensic and proven approach to support students to reach their chronological reading age; Reading Eggspress and Common Literacy programmes designed to improve comprehension.

Whilst it's too early to judge the full impact of these programmes, analysis of reading age data reveals that interventions last year helped stabilise reading standards and averted a drop in reading age during the lockdown period. Pupil Premium students made more progress in their reading than other students in Year 7. The vast majority of students in Year 7 and Year 8 who were targeted for the phonics reading programme successfully completed and were therefore able to progress on to mainstream learning programmes. Over 80% of students targeted for the Eggspress programme achieved their chronological reading age with a further 7%, while not reaching their chronological age, made significant gains. In Year 9, students targeted for the Guided Reading programme all gained at least 1 year in their reading age, with 50% gaining 2 or more years. The Thinking Reading programme targeted at Year 10 delivered rapid gains (an average of 6 months gain per week) with 88% of students making accelerated or good progress in their reading.

The gap in performance of vulnerable groups including Pupil Premium and students with SEND, however, remains too wide. This is due to legacy provision at the academy and this has been compounded by the pandemic. Improvement in provision to drive up standards and ensure equity is a strategic priority for the academy. The focus this year and next year will be to narrow and then close this gap and to ensure a sustainable, high quality provision supported by early impactful interventions is in place across the academy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Fresh Start	
Read Eggspress	
Lexonik	
Nessy	
Time Table Rockstars	
Power of 2	
Targeted maths	
Thinking Reading	
Common Lit	
Accelerated Reader	
Achievement for All	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

