

Pupil Premium Strategy 2020-21

The Pupil Premium is allocated to schools based upon the number of low-income families who are currently known to be eligible for FSM as well as students who have been looked after continuously for more than six months. The pupil premium is calculated on the number of students who have been eligible for free school meals (FSM) at any point in the last 6 years.

Hinckley Academy is using research published by the Education Endowment Foundation who have published a support guide for schools with evidence-based approaches to catch up students. This includes a range of strategies including one-to-one tuition.

The targeting of the spend has been devised based on the Education Endowment Foundation (EEF) toolkit and evidenced based best practice.

We have allocated well over 80% of the budget to focus upon high quality teaching and targeted academic support in English and Maths to improve the basic literacy and numeracy of the students. The resource is targeted at The Bridge and Years 8 to 10.

Teaching

- The Literacy Leader together with a Trust KS2-3 Transition Lead (formerly a primary school teacher) focusses a significant portion of their time on specific CPD for Learning Advisors and TAs to upskill them in the delivery of specific proved evidence-based interventions such as Fresh Start, Reading Eggspress, Thinking Reading, Reading Inference, Catch Up Numeracy.
- CPD for teacher across the curriculum to embed the school Communication Skills plan, specifically in English and Humanities, and therefore raise standards of literacy across the school.

Targeted academic support

- All students entitled to the pupil premium are highlighted in the schools data systems. Aspirational targets expect them to make more progress than 'all pupils' nationally.
- Regular data is monitored at all Key Stages to closely track the progress of pupil premium students and adjust interventions where necessary through RAP meetings
- The Literacy Leader and Trust KS2-3 Transition Lead oversees a team of TAs and personally delivers literacy intervention to pupil premium students in Y7 and 8 where they are not yet at Age Related Expectations.
- Proven intervention programmes such as Fresh Start, Reading Eggspress, Reading Inference, Catch Up Numeracy, are delivered by Learning Advisors and TAs and focus on KS3 students to ensure they are GCSE ready.
- Thinking Reading introduced in Y10 for accelerated catch-up with reading to access the curriculum.
- Rigorous intervention and support in KS4 to ensure students are ready for exams including free revision resources and extra lessons.
- 1 to 1 intervention teaching for the most academically vulnerable pupil premium students in Year 11.

Wider strategies

- The Bridge, Years 8 and 9, KS4 & P16 provide targeted mentoring and support for a named caseload of vulnerable learners to remove barriers to learning.
- A free breakfast club gives a good start to the day to vulnerable learners
- Free revision resources (revision guides and materials) for all Pupil Premium students
- Free 5's (equipment) and uniform for vulnerable families so that our high standards are maintained by all students all of the time
- Free trips and visits for vulnerable students so that they are not excluded from aspirational enriching experiences.
- Work related learning courses to motivate a small number of key students
- Free 1 to 1 music lessons.
- Introduce the Achievement for All (AfA) programme to engage with students and families in Years 7 and 8

On which students does Hinckley Academy use the money to prioritise its spending?

- Free school meal (FSM) students and other vulnerable students (including CLAs) who are underachieving at KS3 & 4
- Some other underachieving students

“There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.”

(DFE Guidance June 2019)

School overview

Metric	Data
School name	Hinckley Academy and John Cleveland Sixth Form Centre
Pupils in school (Y7-11, Y12-13)	1131 (Y7-11 828, Y12-13 303)
Proportion of disadvantaged pupils in Y7-11	26% (219/828)
Pupil premium allocation this academic year	£ 210 780
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Azizah Pathan
Pupil premium lead	Graeme Price
Governor lead	Rob Cleaver

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve Progress 8 figure for disadvantaged students to be \geq 0.0	September 2021
Attainment 8	Increase average Attainment 8 figure for disadvantaged students to equal or exceed that for similar schools, and close the gap with national average Attainment 8 figure for non-disadvantaged students.	September 2021
% grade 5+ in English and maths	Disadvantaged students achieve % grade 5+ in English and maths in line with national average for similar schools	September 2021
Other	<p>Improve attendance and reduce persistent absence of disadvantaged students to national averages.</p> <p>Improve opportunities and resilience for disadvantaged students.</p>	September 2021
Ebacc entry	Increase % of disadvantaged students entered for Ebacc to be in line with school non-disadvantaged.	September 2021

Teaching priorities for current academic year

Measure	Activity
Disadvantaged First (D-1) Strategy	Review and revamp 'Disadvantaged First' (D-1) Strategy to further improve focus on disadvantaged students in the classroom and further improve P8 figure for HAJC6 disadvantaged students.
English provision	Create and maintain a stable and effective team of English teachers to raise literacy levels and attainment and progress of disadvantaged students in English. Significant use of the Trust KS2-3 Transition Lead's expertise to enhance provisions in English e.g. planning for the Classics curriculum.
PP team and staff training	Develop a wider understanding of issues which can be barriers to progress and effective intervention strategies. CPD for teachers, Learning Advisors and TAs to deliver intervention programmes and embed communication skills as outlined above in the teaching section.
Barriers	Low reading ages adversely affecting access to the curriculum and disruption to continuity in teaching due to staff absences and turnover including the Core and Ebacc subjects.
Projected spending	£40k
Reasons for projected spending	Progress 8 scores for disadvantaged students are low, especially in core subjects. The Progress 8 score for PP students in 2020 (based on CAGs) was -0.55 compared to +0.10 for non-PP students. The target for PP students is to achieve a Progress 8 score of 0.00, and to be in line with non-PP students.
Measuring impact	Data analysis at key assessment points, including external exam results. Disadvantaged students' progress scores will be compared to non-disadvantaged students in school and nationally. 2021 targets to be achieved.

Targeted academic support for current academic year

Measure	Activity
Learning Advisers and Intensive Support Officer	PP support staff responsibilities to place more emphasis on KS3 and focus on individual barriers and solutions. Learning Advisors to undergo training and deliver Literacy and Numeracy intervention programmes.
Attendance and persistent absence rates	Continue to improve monitoring and tracking of attendance and persistent absence rates to enable prompt and effective response and intervention.
Co-ordination of support	Continue to improve liaison between key personnel (SEND, EAL, G&T) to ensure disadvantaged

	students' primary needs are met, leading to improved outcomes and progression.
Subject-based intervention	Implement whole-school and subject specific intervention strategy to ensure intervention for disadvantaged students is even more targeted and focused as outlined in the Targeted Academic Support section above.
Barriers	Retention and professional development of key staff within support team. Engagement with parents/carers.
Projected spending	£120k
Reasons for projected spending	Attendance of disadvantaged students is below that for non-disadvantaged students. For 2019-2020 (to 13/3/20): School PP attendance was 91.9% vs whole school attendance of 94.3% National PP attendance was 92.2% vs national non-PP of 95.8% For 2020-21 (to 30/4/21, including lockdown periods): School PP attendance was 86.2% vs whole school attendance of 94.8% Progress scores for disadvantaged students are low, including for more able and SEND students. The target is for all PP students to achieve national average.
Measuring impact	Monitoring of attendance figures to increase attendance and reduce persistent absence to be in line with non-PP students. Data analysis at key assessment points, including external exam results so PP targets are met and in line with national cohorts for Progress 8 and Attainment 8.

Wider strategies for current academic year

Measure	Activity
Parental engagement	Review strategies to encourage and develop parental engagement with learning.
Financial and other support	Breakfast club (subject to COVID-19 restrictions) Expand homework clubs (subject to COVID-19 restrictions) Invest further in laptop provision. Expand uniform and equipment bank.
Building resilience and raising aspiration	Re-launch the Hinckley Challenge Award to all Y7 and Y8 students. Introduce the Achievement for All (AfA) programme to engage with students and families.

Barriers	Historically lower than average uptake of opportunities to positively engage with key events.
Projected spending	£50k
Reasons for projected spending	Engagement of parents of disadvantaged students at key events is lower than for non-disadvantaged students. The target is at least 75% parents of disadvantaged students to attend parents evenings and other key events, and to be in line with the attendance of non-disadvantaged students' parents. Disadvantaged students' aspirations and resilience are below those of non-disadvantaged students.
Measuring impact	Monitoring of parental attendance at parents' evenings. Attendance at breakfast clubs and homework clubs. Completion of the Hinckley Challenge is at least in line with non-PP students.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Identification of internal and external training opportunities.
Targeted support	Ensuring intervention is focused on students with the capacity to improve progress, and avoiding key subject clashes.	Co-ordinate approach with KS4 Director of Learning and Heads of Department.
Wider strategies	Ensuring parents/carers 'buy in' to support offered.	Continue to improve methods and lines of communication and provide further opportunities for parents to attend key events.

Further breakdown of spending below

Area	Breakdown	Spend
Identification, parental liaison & management	33% of AP - PP Coordinator salary	£25,000
	External agencies - Ed Psych/dyslexia	£5,000
	Parental engagement-e.g. coffee morning/Documentation (hard copies posting home)	£6,000
	Staff training needs	£2,000
Targeted Academic Support	4 Learning Advisors x £25000 - LA work across all three areas	£100,000
	Reading Intervention - Thinking Reading	£15,000
	Out of hours intervention - e.g Easter School	£7,000
	Curriculum specific equipment and resources	£2,000
	Free revision resources	

