



HORBURY ACADEMY PUPIL PREMIUM REVIEW OF IMPACT REPORT

2017/18

Pupil Premium Review of Impact Report 2017-18 (Autumn Term 2018)

Horbury Academy - Pupil Premium Profile 2017-18	
Total number of pupils	1047
Number of pupils eligible for PP	293
Total PP budget	£274,435

1. Key Indicators (65 students in year 11 cohort 2017-18)	Data Source: 4 Matrix Estimates	Unvalidated	X	Validated
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016)		
Key Stage 2 Fine Point	26.44			
% Attaining 9-5 in English (Best) and Maths	22			51%
% Attaining 9-4 in English (Best) and Maths	35			72%
% Attaining 9-4 in English	51%			71%
% Attaining 9-4 in Maths	43%			77%
Progress 8 score average	-1.18			+0.13
Progress 8 English	-0.97			+0.11
Progress 8 Maths	-0.85			+0.12
Progress 8 English Baccalaureate Slots	-0.94			+0.14

Progress 8 Open Slots	-1.78	+0.12
Attainment 8 score average	29.6	49.96
% Entering the English Baccalaureate	40%	43%
% Attaining 9-5 in the English Baccalaureate	3%	N/A
% Attendance	92	95.6%
% Staying in education or entering employment after Key Stage 4		96.0%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Teaching and Learning: Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help students learn	
B.	Literacy Reading Ages: A higher proportion of students in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some students eligible for the Pupil Premium have reading ages significantly below their chronological reading age	
C.	Pastoral: Many students have EBD, social skills difficulties, lack of home support, lack of breakfast and require counselling/mentoring and tailored intervention courses	
D.	Numeracy: A higher proportion of students in the Pupil Premium group arrive with below average maths skills.	
E.	Homework/Revision/Organisation: The in-school gap between Pupil Premium and Non-Pupil Premium students indicate they need extra support with homework and revision for examinations.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance: An attendance gap exists between Pupil Premium students and Non Pupil Premium students	
G.	Enrichment: Many of our Pupil Premium students have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students	
3. Desired outcomes (<i>desired outcomes and how and when</i>)		Success criteria
A.	High quality wave one teaching for all students. Effective data driven intervention which supports students learning	Gap between PP and national others decreases at GCSE
B.	To close the gap by providing additional supplementary literacy	Gap between PP and national others decreases at GCSE

C.	Disadvantaged students do not feel 'disadvantaged' and are supported to achieve	PP students better equipped to navigate Academy life and beyond.
D.	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE
E.	Disadvantaged students feel supported, behave well and complete homework and revision	Data demonstrates rates of exclusions for Disadvantaged students are in line or lower than national others.
F.	To improve and secure attendance that is at or above national others for disadvantaged students thereby significantly reduce Persistent Absence (PA).	PP attendance in line with National others
G.	Disadvantaged students experience a range of extra-curricular activities and have opportunities to participate in school trips.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data

4. Review of expenditure 2017-8

The table below has been used to demonstrate how we have used Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

(Green continuing actions in 2018-19. Yellow if we are making adjustments 2018-19. Red if we are not continuing with this strategy.)

Leadership and Management:		In light of student outcomes we have made the following adjustments to the leadership and management of Pupil Premium Funding and Year 7 Catch-Up Funding for 2017-18. These are summarised below:		
Chosen action/ approach	Desired outcome	Impact	Lessons learned	To be continued 2018-9
Review Leadership of Pupil Premium by identifying Pupil Premium Leader on Senior Leadership Team	Raise profile of action taken to address the progress of Disadvantaged Students Co-ordinated approach between quality assurance and CPD Regular reviews of actions and impact	Updated pupil premium plan produced. Internal review completed. Pupil Premium handbook in place. Impact of strategies evaluated.	Need for Pupil Premium Leader to have a central record of all intervention. A series of recommended actions following the internal review led by Pupil Premium Leader	
External review of PP Action Plan and Spending Plan commissioned by National Leader of Education.	External scrutiny enables Academy leaders to be effectively challenged and supported in reviewing actions and impact of PP plans	Review postponed until October 2018	Action Plan to be put in place following the external review	

Barrier A	Teaching and Learning			
Chosen action/ approach	Desired outcome	Impact	Lessons learned	To be continued 2018-9
Bespoke programme of CPD for teachers and support staff to develop the work of the Sutton Trust proven to raise the attainment and progress for Disadvantaged Students	Disadvantaged Students make progress at or above that of national others	Training delivered on 1) Improving knowledge and understanding 2) Closing the gap between boys' and girls' attainment 3) Improving progress and outcomes for higher attaining students No evidence of impact on attainment from 2018 outcomes	Review and updates to be built into the CPD cycle. Impact of CPD needs to be evidenced via MSER	
Reading materials and copying of resources related to best practice. Resources to include: Pupil Premium handbook; creating a staff library based on existing good practice	Wave one intervention is effective in ensuring rapid progress for Disadvantaged students as evidenced through quality assurance	All staff have a Pupil Premium Handbook Not in place long enough to evaluate any impact.	Pupil Premium handbook needs to be updated termly to include new strategies, particularly in relation to CPD programme	
Produce one page profiles for all disadvantaged students identifying current attainment and barriers to learning.	All staff have access to information about their learners to assist in their planning and delivery of lessons.	Only introduced at the end of the summer term as part of the internal review, so no evidence of impact.	One page profiles to be extended as part of a rolling programme to include key underachieving students	
Refine and develop tracking systems	Seating planner package (Show My Homework) continues to be used. 4matrix bought to help with the analysis of Pupil Premium gaps,	4 matrix clarifies the progress and attainment of PP students in relation to their peers over time. Informs MSER	Pupil Premium Leader uses 4 matrix to analyse trends, inform MSER and challenge Senior and Middle Leaders	

Introduce Data Profiles across all year groups	Following the 4 data collection points a summary document is produced for each year group highlighting the attainment of PP students in subject areas and individual classes	Pupil Premium students quickly identified following data checks. Underperforming groups within subject areas clearer to identify.	Actions identified post data profiles are evaluated for impact.	
To provide revision resource packs outside of Maths and English to Y10 students - connected to Kick Start meetings	To provide relevant and appropriate materials to support revision outside of the Academy	No impact on ATL grades. Slight increase in English Predicted grades. Positive feedback from parents and SLT involved.	Individual phone calls work best for parental attendance Revision materials need to be easily understood and explained during the meeting	
Research working group to trial and develop effective ways of giving feedback to Disadvantaged Students	Effective strategies are developed for improving feedback which accelerate students' progress.	Some evidence to suggest improved attainment in the trial groups More time efficient for staff Greater focus on students acting on feedback	Time spent for students to act on feedback is beneficial. There are potential gains for investing time in whole school CPD	
RAG meetings used to identify underachieving PP students. Across school intervention is planned so that students receive a personalised timetable of support including Period 7 lessons	Disadvantaged Students make progress at or above that of national others	.Outcomes for 2018 show that RAG meetings had little impact for PP students.	RAG meetings need to be used as a mechanism to identify barriers to learning for individual PP students with actions to overcome them.	

<p>All Disadvantaged Students are given a revision guide in subjects they study.</p> <p>In revision week they learn strategies to help them revise for examinations – run by external agency.</p> <p>All staff have CPD sessions on use of Knowledge Organisers and the Pixl strategy Know It/ Think It/ Grasp It</p>	<p>Students use the revision guides and materials from revision work so that they are better prepared for PPEs and GCSE examinations.</p> <p>Staff have increased knowledge and use of revision strategies to support students.</p>	<p>No improvement in P8 and A8 for Pupil Premium Students from from PPE1 to PPE2 to final examinations.</p> <p>56% of students used the revision guides weekly.</p> <p>90% felt that the guides were useful.</p> <p>Revision clocks widespread in their use across the school.</p>	<p>To be effective the use of revision guides needs to be built into the revision programme within lessons.</p> <p>The provision of revision techniques and materials needs looking at across the school from Years 7 to 11.</p>	
<p>Provide an alternative curriculum where the normal curriculum is not appropriate. This includes Early College Transfer, Wakefield Alternative Provision Programme, YES programme</p>	<p>Identified Disadvantaged Students receive a curriculum that suits their needs</p>	<p>14 Pupil Premium students given alternative provision.</p> <p>Improved attendance</p> <p>Reduction in FTE for these students</p>	<p>Continue to support Pupil Premium students for whom an alternative curriculum is beneficial.</p>	
<p>A programme of holiday and weekend revision</p>	<p>To provide bespoke learning support for key PP students.</p>	<p>Revision programme had little effect on the outcomes for PP students</p>	<p>Despite contact with parents, attendance was erratic. Need to consider different ways of getting student buy in.</p>	

<p>Identified Y6 Disadvantaged Students have additional taster days in the summer term to aid transition. This involves parental meetings with an Assistant Headteacher and regular meetings through Year 6 involving our Inclusion Staff.</p>	<p>These students are well supported with the transition from Year 6 and 7 and are able to have a calm and settled start.</p>	<p>72% of pupil premium parents attended a meeting with a member of the Senior Leadership team and/or attended the Parents Meeting</p>	<p>All forms of communication, letter, text and individualised phone calls improve attendance at these events.</p> <p>Attendance and communication needs to be overseen by the Pupil Premium Leader.</p>	
<p>Pilot PiXL 'No wasted weeks' project to support literacy and numeracy</p>	<p>Effective teaching and learning takes place across KS2 post SATs, ensuring disadvantaged students don't "coast" prior to transition</p> <p>Students requiring intervention in Year 7 are identified prior to September allowing intervention to start promptly</p> <p>Holiday resources are provided and are bespoke for key students</p>			
<p>Curriculum Support in English and Maths.</p> <p>Provide additional staff to reduce class sizes, provide small group support or one to one tuition.</p>	<p>Targeted disadvantaged students receive personalised support based on effective use of prior data.</p>	<p>Maths one of the best performing subjects in the academy.</p> <p>Outcomes for disadvantaged students in English and Maths poor.</p>	<p>This has been a successful strategy in the past. 'Buy in' from disadvantaged students was erratic.</p>	
<p>Learning conferences</p>	<p>Targeted disadvantaged students identified to work on specific areas for development in English and Maths</p>	<p>Good attendance. (30 places) Positive feedback from students.</p>	<p>A good event, but needs reviewing as part of the intervention and revision strategy.</p>	

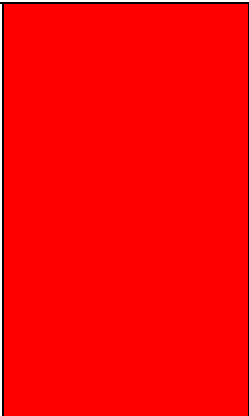
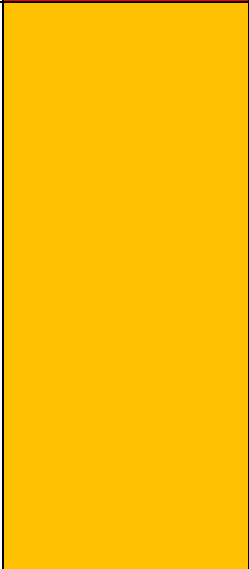
<p>Quality Assurance system which is responsive to data analysis of Disadvantaged Students outcomes</p>	<p>Effective QA leads to:</p> <ul style="list-style-type: none"> - High quality CPD to address common issues - Bespoke intervention for identified PP students 	<p>Introduction of Edudash has started to build up a picture of teaching and learning across the academy.</p> <p>Explicit focus on pupil premium students as part of MSER process school wide.</p>	<p>Edudash needs developing to allow comparisons between pupil premium and non-pupil premium students.</p> <p>Pupil premium Leader to analyse the outcomes from Edudash and challenge where appropriate.</p>	
<p>Tackle parent/carer lack of engagement through a new form of meetings – Kick Start</p>	<p>Meetings with Parents to identify potential barriers and support improvement in outcomes from PPE1 to PPE2.</p>	<p>No improvement in ATL grades</p> <p>Slight increase in English Predicted grades</p> <p>Slight decrease in Maths predicted grades</p> <p>Positive feedback from Parents/SLT</p>	<p>The kick start programme is useful for parents.</p> <p>Follow up session or 'keeping in touch' phone call needed.</p> <p>Review quality of revision material provided.</p>	

<p>Barrier B</p>	<p>Literacy</p>
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<p>Develop literacy skills for disadvantaged students with low prior attainment</p> <p>Pupils follow the 'Reading Matters' scheme</p>	<p>Improved literacy outcomes for this group evidenced by internal assessments.</p> <p>Reading scheme completed</p>	<p>72% of students on the programme showed an increase in reading of 5 months after a 10 week cycle.</p> <p>91% showed an increase in their chronological reading age.</p> <p>Positive feedback from students involved.</p>	<p>The rationale for keeping students on the programme needs to be clearer.</p> <p>The project could be extended to the primary schools in the accord trust.</p>	
<p>Create a comprehension group which does 2 hours a week extra literacy in year 7</p>	<p>Disadvantaged students make progress in line with their peers as demonstrated by English assessments</p>	<p>Positive feedback from learning walks</p> <p>95% of disadvantaged students achieved their Doodle target score which was slightly higher than non-disadvantaged peers</p>	<p>A small group environment helped these students progress</p>	
<p>Curriculum Support in English</p> <p>Provide additional staff to reduce class sizes, provide small group support or one to one tuition.</p>	<p>Targeted students receive personalised support based on effective use of prior data.</p>	<p>Outcomes for disadvantaged students in English were poor.</p>	<p>The intervention process needs reviewing to ensure resources are targeted in the correct areas.</p>	

Barrier C	Pastoral			
Attendance, exclusion and internal behaviour data identifies disadvantaged students for appropriate intervention	Effective interventions run to ensure students' needs are met	13 different intervention sessions run for students during the year. Well attended. Positive student feedback.	Will be evaluated following a change to the pastoral structure of the academy	
Improve the attitude and behaviour of disadvantaged Y10 boys through mentoring by the House Co-ordinators	A mentoring trial from Progress Check 1 to Progress Check 2 has a positive impact on attitude and behaviour.	No improvement in ATL grades Slight decrease in English Predictions. Decrease in attendance. No improvement in student attitude. Inconclusive feedback from house co-ordinators	This form of mentoring is ineffective	
Building My Skills Programme	20 PP boys to receive training on interview skills by external business providers	Students had one or two formal interviews with business leaders Constructive feedback for students. Positive student voice	Cost effective and a positive event in preparation for post 16	
PP students receive support to ensure they all complete UCAS applications and access career guidance. Use of Period 1, catch up sessions and one to one 30 min meeting with a careers advisor	All students complete UCAS forms.	94% of Pupil Premium students completed applications compared to 98% non- Pupil Premium.	Of the 4 students who did not 3 were PA. Additional support effective	
Increase parental engagement Increase parental awareness around how they can support their child in school.	Year 7, 10 and 11 APA meetings are increasingly attended by key students/families. Positive parental feedback.	Individual phone calls, texts and individualised letters to parents helped improve attendance. (72% at last Year 7 meeting)	Use of EEF Guidance report in Winter 2018 to develop effective strategies.	

Barrier D	Numeracy			
Develop numeracy skills for disadvantaged students with low prior attainment by creating a maths 'nurture' group in year 7.	Students follow an alternative maths curriculum which focuses on developing basic numeracy skills. Early intervention boosts mathematical confidence.	All students in nurture group met their Doodle Target. Increased confidence	Helps build confidence through a focus on developing number skills	
Curriculum Support in Maths Provide additional staff to reduce class sizes, provide small group support or one to one tuition.	Targeted students receive personalised support based on effective use of prior data.	Targets not met for maths P8 score for disadvantaged students	A successful strategy in the past. Needs evaluating in the context of a wider intervention review.	
Barrier E	Homework/Revision/Organisation			
Homework Club. Disadvantaged Students who struggle to complete homework at home have a place in school where they can complete it.	Homework club is well attended and students have opportunities to complete work.	Homework club is well attended but there is no evidence to support its improvement in the quality of homework or student attainment.	Student feedback from the Internal Pupil Premium review and One Page Profiles indicates that supporting homework is an area for development.	

<p>Improve the quality of homework and completion rates for identified Y10 Disadvantaged Students.</p>	<p>House Co-Ordinators assigned students to work with from Progress Check 2 to 3. There is an improvement in the quality of homework, particularly in English</p>	<p>No improvement in the homework ATL from Progress Check 2 to 3. No improvement in predicted grades</p>	<p>Further evidence that this type of intervention, in isolation, does not work.</p>	
<p>Ensure all KS4 Disadvantaged students have suitable IT access and hardware at home to maximise the impact of newly acquired learning Apps: Hegarty Maths, Tassomai Science Pixl English Lit App Pixl Maths App Pixl Science App</p>	<p>Students are assigned tasks based on prior data. These ICT programmes provide individualised support which enables them to complete tasks independently and make progress. Provide additional support to any students with no IT access or hardware.</p>	<p>Improvement in the usage of IT Apps as part of revision. Evidence in maths that increased use of Hegarty Maths improved attainment (PPE2 to PPE3)</p>	<p>Student predictions and final outcomes decreased from PPE1 to final results. A review is needed of our revision and preparation strategy.</p>	

Barrier F		Attendance		
Improve the punctuality and attendance of a targeted group of disadvantaged students through a breakfast club	Students identified through data and given a free breakfast when they attend on time. Mentoring takes place during the breakfast period.	Individual successes with students improving their attendance through this strategy. In the spring term 8 out of 10 disadvantaged students on this programme improved their attendance.	In addition to improving the attendance, positive relationships are built up between the students and the attendance team.	
Education Welfare Officer to increase home visits to support positive attendance and complete welfare checks	To support our hard to reach students	50% of home visits are successful. Individual examples of successful interventions with disadvantaged students.	Some families require several visits before contact is made but persistence can pay off. 8 out of 11 parental prosecutions were for disadvantaged students	
PP Phone calls	PP students struggling to be in on time to receive an early morning phone call on a daily basis.	No sustained impact	Very time consuming. No capacity to deliver.	
Barrier G		Enrichment		

Increased participation in extra-curricular activities for disadvantaged students	Extra-curricular participation is analysed to ensure that engagement rates for Disadvantaged students is above or at their peers. Action taken where this is not the case.			
Greater participation in a wide range of school trips and activities. Financial support for disadvantaged students	Finances are not a barrier to students participation in Academy life	Financial support given to trips and activities. Participation rates 19% disadvantaged attended Alton Towers (compared to 28% cohort) All disadvantaged attended Wildlife Park	Consider suitability of reward trips or have different rewards trips for disadvantaged students	
PiXL Edge Programme is used to enhance Disadvantaged students "soft" skills – e.g. oracy, resilience, creativity	Students fully engage in the programme. Disadvantaged students encouraged to be Pixl Ambassadors and support other students where necessary.	Percentage of students achieving the Apprentice Award in Years 8 and 9 is slightly lower for disadvantaged students compared to their peers	Ensure that support is in place through the use of Pixl Ambassadors to make sure completion rates are at least as good.	

