



HORBURY ACADEMY PUPIL PREMIUM REVIEW

2018-2019

Summary information of Academic Year 2018-2019

School	Horbury Academy				
Academic Year	2018-19	Total PP budget	£282,000	Date of most recent PP Review	June 19
Total number of pupils	1042 (7-11)	Number of pupils eligible for PP	300	Date for next internal review of this strategy	Oct 19

Current Attainment

	Data source: 4Matrix	Data source: 4Matrix	Data source: 4Matrix
	Pupils eligible for PP Horbury Academy 2019	Pupils <u>not</u> eligible for PP National Benchmark 2019	All students PP and non-PP Horbury Academy 2019
Year 11 cohort size	56	145	201
Key Stage 2 fine level	4.46	4.87	4.76
% Attaining 5-9 in English (Best) and Maths	25%	51%	44%
% Attaining 4-9 in English (Best) and Maths	41%	73%	64%
<u>Progress 8</u> score average	-0.71	-0.32	-0.43
Progress 8 English	-0.89	-0.49	-0.6
Progress 8 Maths	-0.37	0.09	-0.04
Progress 8 English Baccalaureate Slots	-0.82	-0.38	-0.5
Progress 8 Open Slots	-0.72	-0.42	-0.5
Progress 8 Males	-0.8	-0.46	-0.56
Progress 8 Females	-0.61	-0.17	-0.28

Progress 8 score average for Higher Ability pupils	-0.74	-0.42	-0.48
Progress 8 average for Middle Ability pupils	-0.71	-0.22	-0.38
Progress 8 average for Lower Ability pupils	-0.69	-0.23	-0.43
<u>Attainment 8</u> score average	32.46	46.16	42.34
% Entering the English Baccalaureate	12%	36%	29%
% English Baccalaureate average point score	2.64	4.05	3.66
% Attendance (all year groups)	92.1%	95.2%	94.3%
% Persistently Absence (all year groups)	27.4%	10.5%	15.1%
% Staying in education or entering employment after Key Stage 4	96.6%	97.2%	97.6%

Barriers to future attainment (for pupils eligible for PP)

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

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.

Numeracy: A higher proportion of students in the Pupil Premium group arrive with below average maths skills.

Pastoral: Many students have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.

Teaching and Learning: Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help students learn.

Alternative Provision: an appropriate and varied curriculum is devised to support all disadvantaged learners succeed.

External barriers (*issues which also require action outside school, such as low attendance rates*)

Attendance: An attendance gap exists between Pupil Premium students and Non Pupil Premium students, (in particular PA students).

Enrichment and Aspirations: 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 e.g. enrichment activities, school trips, sports teams and student leadership groups.

Desired outcomes (*desired outcomes and how and when they will be measured*)

Success
criteria

To close the gap by providing additional supplementary literacy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE.
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.
Disadvantaged students do not feel 'disadvantaged' and are supported to achieve.	PP students better equipped to navigate Academy life and beyond.
High quality wave one teaching for all students. Effective data driven intervention which supports students learning. Disadvantaged students feel supported, behave well and complete homework and revision.	Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged students are in line or lower than national others.
Disadvantaged students access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures.
To improve and secure attendance that is at or above national others for disadvantaged students, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
Disadvantaged students experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

Review of Expenditure for 2018-19

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

1. Quality First Teaching and Learning

Chosen action/ approach	Desired Outcome	Staff lead	Impact	Lessons learned	Total Cost	Continued next year?									
Staff CPD	P8 of disadvantaged is above +0 through teaching staff, leaders and support staff trained on best practices when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality Teaching and Learning, assessment and feedback for all learners.	SB/ CC	Learning walks evidence that the 'Accord Classroom' has been embedded across all year groups effectively following staff CPD and follow up documentation. PP Handbook distributed. Hinge assessments and live marking is being embedded. <table border="1"> <thead> <tr> <th>P8 PP</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-1.18</td> <td>-0.71</td> </tr> </tbody> </table>	P8 PP	2018	2019	PP	-1.18	-0.71	Clearly focused CPD and follow up documentation and handbook has led to an increased focus on effective strategies for quality first teaching and learning. Consistency needs monitoring and hinge assessments now to be rolled out into other year groups.	Supporting Success £583 Supporting Success CPD £100	Yes			
P8 PP	2018	2019													
PP	-1.18	-0.71													
Strategy Implementation and Support	Pupil Premium strategy is being secured / embedded. A clear strategy for disadvantaged pupils at all levels.	JJ	The strategy of Directors facilitating the work of Lead Practitioners at academy level have secured: Y11 2019 outcomes compared to 2018 outcomes: <table border="1"> <thead> <tr> <th>P8 PP</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-1.18</td> <td>-0.71</td> </tr> <tr> <td>PP English</td> <td>-0.98</td> <td>-0.89*</td> </tr> </tbody> </table>	P8 PP	2018	2019	PP	-1.18	-0.71	PP English	-0.98	-0.89*	To extend / share good practice across all faculties.	Total costs £67,642	Yes
P8 PP	2018	2019													
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	Staffing Support: - Lead teachers (English & Science)		<table border="1"> <tr> <td>PP Maths</td> <td>-0.87</td> <td>-0.37</td> </tr> <tr> <td>PP Ebacc</td> <td>-1.19</td> <td>-0.82</td> </tr> <tr> <td>PP Open</td> <td>-1.18</td> <td>-0.72</td> </tr> <tr> <td>HAPP</td> <td>-1.15</td> <td>-0.74</td> </tr> <tr> <td>MAPP</td> <td>-1.42</td> <td>-0.71</td> </tr> <tr> <td>LAPP</td> <td>-0.81</td> <td>-0.69</td> </tr> <tr> <td>Gender gap</td> <td>-0.9</td> <td>-0.19</td> </tr> </table> <p>* Legacy early entry issue - Language</p>	PP Maths	-0.87	-0.37	PP Ebacc	-1.19	-0.82	PP Open	-1.18	-0.72	HAPP	-1.15	-0.74	MAPP	-1.42	-0.71	LAPP	-0.81	-0.69	Gender gap	-0.9	-0.19			
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Disadvantaged Pupils being equipped.	All disadvantaged pupils are adequately equipped and ready to learn so that there is no gap between equipment for PP and Non-PP.	SG	Disadvantaged pupils have full access to revision guides and materials needed to learn. - All disadvantaged pupils were able to fully take part in Food Technology lessons. - Significant reduction in consequences for lack of equipment over the year for disadvantaged pupils. - Significant reduction in consequences for incorrect uniform over the year for disadvantaged pupils.	An important provision for pupils to ensure they are fully equipped and ready to learn. Food and uniform will follow a new policy for 2019-20.	Food DT £1,469 Revision materials £3,215 Uniform £7,418	Yes																					

2. Targeted Support																																				
Chosen action/approach	Desired Outcome	Staff lead	Impact	Lessons learned	Total Cost	Continued next year? RAG																														
Tracking systems and curriculum	To implement RAG meetings to act proactively for our disadvantaged pupils.	SB	<p>Y11 2019 outcomes compared to 2018 outcomes:</p> <table border="1"> <thead> <tr> <th>P8 PP</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-1.18</td> <td>-0.71</td> </tr> <tr> <td>PP English</td> <td>-0.98</td> <td>-0.89*</td> </tr> <tr> <td>PP Maths</td> <td>-0.87</td> <td>-0.37</td> </tr> <tr> <td>PP Ebacc</td> <td>-1.19</td> <td>-0.82</td> </tr> <tr> <td>PP Open</td> <td>-1.18</td> <td>-0.72</td> </tr> <tr> <td>HAPP</td> <td>-1.15</td> <td>-0.74</td> </tr> <tr> <td>MAPP</td> <td>-1.42</td> <td>-0.71</td> </tr> <tr> <td>LAPP</td> <td>-0.81</td> <td>-0.69</td> </tr> <tr> <td>Gender gap</td> <td>-0.9</td> <td>-0.19</td> </tr> </tbody> </table> <p>* Legacy early entry issue - Language</p>	P8 PP	2018	2019	PP	-1.18	-0.71	PP English	-0.98	-0.89*	PP Maths	-0.87	-0.37	PP Ebacc	-1.19	-0.82	PP Open	-1.18	-0.72	HAPP	-1.15	-0.74	MAPP	-1.42	-0.71	LAPP	-0.81	-0.69	Gender gap	-0.9	-0.19	Tracking systems have seen a significant improvement in quality of conversation around barriers and have allowed personalised interventions to be allocated. Curriculum redesign has allowed a more personalised curriculum.	Curriculum £6,000	Yes – As part of AIM meetings
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Intervention programme	Disadvantaged pupils identified as underachieving to receive further support through Period 1, Period 7, and additional lesson time or during school holidays and weekends. Also includes; exam breakfasts, revision food, staff overtime and support packs.	SB	<p>Y11 2019 outcomes compared to 2018 outcomes:</p> <p>:</p> <table border="1"> <thead> <tr> <th>P8 PP</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-1.18</td> <td>-0.71</td> </tr> <tr> <td>PP English</td> <td>-0.98</td> <td>-0.89*</td> </tr> <tr> <td>PP Maths</td> <td>-0.87</td> <td>-0.37</td> </tr> <tr> <td>PP Ebacc</td> <td>-1.19</td> <td>-0.82</td> </tr> <tr> <td>PP Open</td> <td>-1.18</td> <td>-0.72</td> </tr> <tr> <td>HAPP</td> <td>-1.15</td> <td>-0.74</td> </tr> <tr> <td>MAPP</td> <td>-1.42</td> <td>-0.71</td> </tr> <tr> <td>LAPP</td> <td>-0.81</td> <td>-0.69</td> </tr> <tr> <td>Gender gap</td> <td>-0.9</td> <td>-0.19</td> </tr> </tbody> </table> <p>* Legacy early entry issue – Language</p>	P8 PP	2018	2019	PP	-1.18	-0.71	PP English	-0.98	-0.89*	PP Maths	-0.87	-0.37	PP Ebacc	-1.19	-0.82	PP Open	-1.18	-0.72	HAPP	-1.15	-0.74	MAPP	-1.42	-0.71	LAPP	-0.81	-0.69	Gender gap	-0.9	-0.19	Interventions have been more closely cohort identified (through RAG meetings). Difficult to say which have had largest impact – more pupil voice needed 2019-20. Further support with English needed 2019-20.	Intervention £22,555 Additional lessons £16,000 Hospitality £1,022	Yes
P8 PP	2018	2019																																		
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			English - two Y11 disadvantaged only forms for English Literature created: as a result of the change in groups, 38% of PP pupils made at least a grade of improvement in their PPE Literature from Dec to March.														
Literacy strategy	Reading Matters: Y7 and Y8 Reading Age and confidence in reading is improved for the disadvantaged +7 months on average.	NW	<p><u>Year 7:</u> (Jan-March 19) Reading has improved for disadvantaged by a minimum of +3 months for all disadvantaged cohort, with some pupils improving by +6 months.</p> <p>(April to July) Reading age has further improved for disadvantaged cohort by 88% improving by 3 months+, 33% of which improved by 6 months+ and of which 11% improved by 9 months+</p> <p><u>Year 8:</u> 100% disadvantaged cohort made 3 months+ improvement in reading age.</p>	A really strong strategy – all positive results and very good value for money. Needs rolling out to larger cohorts 2019-20. New volunteers to be recruited 2019-20.	£50	Yes											
	'Step Up' - KS3 pupils with literacy, behavioural and/or confidence barriers.	VM	<p>PP cohort: All pupils have shown an increase in their English Doodle data over the year, however, the increase is minimal.</p> <table border="1" data-bbox="853 820 1225 1102"> <thead> <tr> <th></th> <th>English Y8 SPR1</th> <th>English Y8 SUM1</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1.6</td> <td>1.9</td> </tr> <tr> <td>B</td> <td>1.8</td> <td>2.0</td> </tr> <tr> <td>C</td> <td>1.0</td> <td>1.1</td> </tr> </tbody> </table>		English Y8 SPR1	English Y8 SUM1	A	1.6	1.9	B	1.8	2.0	C	1.0	1.1	Not very strong impact seen with data. Possibly need to readdress content and/or cohort.	
	English Y8 SPR1	English Y8 SUM1															
A	1.6	1.9															
B	1.8	2.0															
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Social skills intervention	SENCO identification of KS3 PP pupils with SEN need that required social skills support.	KS	PP cohort: Evidence of reduced exclusions (no further exclusions for one pupil since beginning this intervention), increased access to lessons and remaining in more lessons, basic literacy improvement, increased social confidence, social awareness and social interaction around the Academy.	A strong strategy – positive results. Needs rolling out to a larger cohort 2019-20.		Yes											

3. Other Approaches						
Chosen action/approach	Desired Outcome	Staff lead	Impact	Lessons learned	Total Cost	Continued next year? RAG
Y11 PP Parent Conference	Increased parental engagement for our disadvantaged pupils		<p>Impact for Year 11 PP conference 6th February to 3rd April 2019:</p> <ul style="list-style-type: none"> - Increased attendance at PP conference (25%). - Parental feedback at PP conference - 89% said the event was useful/very useful. - PP pupils who attended 45% increased their usage on Hegarty Maths as a weekly average. - PP pupils who attended 36% increased the number of questions they got correct as a weekly average on Hegarty Maths. - Since launching Educake at the event all PP pupils have used Educake with 61% of PP pupils are in the rank position of top 50% of users in the school. - Since launching Educake 35% of PP pupils ranked in top 75% of users in the school. 	Further push with Hegarty Maths through lessons alongside this Conference, to ensure all PP pupils have logged on and are confident using it. Increased push for higher attendance. Look at introducing to other year groups. Good value for money.	£175	Yes
Attendance strategy	<p>Attendance, behaviour and exclusions of all pupil premium pupils at the academy are in line with national and higher than 2017-18.</p> <p>Staffing Support:</p> <ul style="list-style-type: none"> - PYL 	SG	<p>PP attendance:</p> <p>2017-18: 91.52% National Average: 92.2%</p> <p>2018-2019: 92.1% National Average: 91.9%</p> <p>PA attendance:</p> <p>2017-18: 30.79% National Average: 24.1%</p> <p>2018-2019: 27.5</p>	PP attendance is still below national, however progress made with PA.	£128,634	Yes
Behaviour and Exclusion strategy	<ul style="list-style-type: none"> - Behaviour Mentor - EWO/AO - Mental Health Practitioner -Careers Advisor 	SG	<p>PP Fixed Term exclusions days:</p> <p>2017-18: 397 2018-19: 297.5</p> <p>Fixed Term Exclusion – Repeat Students:</p> <p>2017-18: 36 2018-2019: 28</p>	PP FT exclusions days and FT exclusion repeats are both lower than same point 2017-18 (32 weeks) and on		Yes

				track to be lower than previous year.		
Alternative provision	A variety of provisions are used effectively to prevent exclusions, prevent NEETs or to re-engage pupils in their education.	SG	PP NEET 2017-18 = 9.2% NEET (6 out of 65 PP pupils – 2 of which have case studies).	Crucial in supporting students at risk of NEET.	Alternative Provision £24,461	Yes
Enrichment - trip funding	To provide additional enrichment and experiences for disadvantages pupils through part funding of school trips.	JJ	All disadvantage pupils can access a school trip each year. Tracking kept for who has accessed these trips.	A valuable but costly strategy. To be scaled down 2019-20.	£5,194	Yes – but more focused
Enrichment – University visits	To provide additional enrichment and experiences for disadvantages pupils	DG	Year 7 St. John’s PP boys project 50% more strongly agree for all areas with regards to Further education and university.	A valuable experience – to roll out to more year groups 2019-20.	Included in trip funding	Yes – roll out to new year 7 and continue with new year 8
Enrichment - Music	Promote instrument lessons for PP pupils.	DR	23 pupils accessed instrument lessons 2018-29. In Year 7 = 6 pupils, Year 8 = 13 pupils, Year 9 = 3 pupils, Year 11 = 1 pupil	A valuable but costly strategy. To be scaled down 2019-20.	£4,950	Yes – but more focused
Year 10 Mock Interview Day and Wakefield College/ Ossett Sixth Form College taster days.	Disadvantaged pupils of all abilities are prepared for college/job/ university interviews. NEET figures increase on 2017/18.	JJ/ DG	77% of Year 10 pupils scored 50 out of 65 of higher on mock interviews. Small group work in place for PP students below 50 with Careers Advisor. Cohort size = 5 Re-test of small group cohort evidenced 100% improvement in mock interview score. Four pupils showing significantly higher scores after group work.	An invaluable experience for our disadvantaged pupils.	Included	Yes

Overall Pupil Premium Expenditure 2018-19	
2018-19 Pupil Premium Funding	£282,000
2018-19 Total Pupil Premium Expenditure	£289,468
2018-19 Pupil Premium underspend/overspend	£7,468 (overspend)