

Pupil premium strategy statement (Secondary)



Academy overview

Academy name	The Nicholas Hamond Academy
Pupils in academy	660
Proportion of disadvantaged pupils	46.21%
Pupil premium allocation this academic year	£180,000
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	September 2021 (Mid-year review in green)
Statement authorised by	Regional Education Director
Pupil premium lead	Miss E Thomason
Local Academy Committee (Governor) lead	TBC

Disadvantaged pupil performance overview for the academic year

Measure	Academy Performance 2020-21 This year's performance was calculated using Teacher Assessed Grades due to the Covid19 pandemic.	Comparison to previous years		
		2019-20	2018-19	2017-18
Progress 8	0.29	-0.16	-0.9	-0.64
Ebacc entry	18%	11%	63%	
Attainment 8	45.84	38.25	28.3	29.6
% Grade 5+ in English and maths	39%	19%	7%	11%
% Grade 4+ in English and maths	64%	44%	30%	16%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<p>1. Poor attendance and higher levels of PA.</p>	<p>Pupil Premium students' attendance is at least as high as their peers if not higher. Target 95%.</p> <p>PA for all pupils decreases to be inline if not below national (12.7%). PP students PA to decrease in line with their peers.</p> <p>Punctuality improves so that all children are in the academy</p>	<p>P1 Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to the academy.</p>	<p>£1000 towards curriculum enhancement</p>	<p>P1 Attendance officer to work closely with the students and families of disadvantaged students, conducting home visits/ phone calls where needed.</p> <p>Face to face visits reduced during lockdown. More telephone calls made. Additional support staff used to ensure regular contact.</p>	<p>£9000 staffing contribution</p>	<p>P1 Rewards for improved attendance and 100% attendance.</p>	<p>£500 to purchase rewards</p>

	and ready to learn on time.						
2. Lower levels of literacy and numeracy on arrival at the academy	Any PP students arriving not at ARE have 'caught up' by the end of Year 7. Target is 85%+ of students to be at ARE by end of academic year.	<p>P2 Establish small group work during the academy day and interventions carried out by staff after school to enable students to 'catch up' (especially after lockdown) and reduce gaps in learning.</p> <p>Reduce class sizes to maximise one to one time in classrooms- especially in English and Maths</p>	<p>£12,700 towards intervention staff</p> <p>£1000 for materials</p> <p>£700 staff training</p> <p>£134,700 towards staffing of classes</p>	P2 Make use of reading tests during Literacy lessons to regularly assess reading ages and add interventions as needed.	£2000 for GL Assessments	P2 Create a Reading project which offers fiction books for KS3 PP students to take home and read.	£1500 to purchase books

<p>3. Lack of access to online learning resources</p>	<p>All PP students engage in online learning in case of self-isolation of lockdown.</p> <p>Access to additional learning platforms such as Pixl, MyTutor etc. Programmes in place.</p>	<p>P3 All staff have CPD on MS Teams and are able to set work, add resources and run live lessons</p> <p>Successful online learning. Full timetable implemented using MS Teams.</p>	<p>NA</p>	<p>P3 Students have access to online learning such as Pixl maths and English, MyMaths, MS Teams and MyTutor. Laptops, internet access and tablets needed to ensure all are able to engage. PP students have access to laptop/tablet and internet. These may need to be purchased for individual students.</p> <p>All students requesting a laptop have been able to borrow one.</p>	<p>£1000 towards additional laptops</p>		
<p>4. Gaps in learning due to lockdown.</p>	<p>Any gaps in knowledge of PP students are identified and filled.</p>	<p>P4. Ensure Curriculum maps/plans are designed to enable gaps in knowledge to be identified and interventions to</p>	<p>NA</p>	<p>P4 Establish small group intervention work to ensure any gaps in learning are closed.</p> <p>Purchase revision guides for KS4 students</p>	<p>£10000 for staffing costs</p> <p>£1000 towards</p>		

		<p>address them implemented.</p> <p>Provide additional academic tutoring available to students through the MyTutor programme in English, Maths or Science.</p> <p>MyTutor continued during lockdown- moved to Year 10 students when changes were made to Year 11 examinations.</p>	£3000 for online tutoring	and secure access to online resources.	revision guides		
<p>5. Financial barriers: students are able to participate in extracurricular activities, educational visits, purchase</p>	<p>Cultural capital of disadvantaged students is increased as students have access to visits and</p>	<p>P5 Plan opportunities for extracurricular experiences into the curriculum (COVID allowing).</p> <p>Extra-curricular activities</p>	NA	<p>P5 Subject staff identify students needing financial support for additional learning materials and provide these.</p> <p>Target groups of PP students to take part in</p>	£2000 towards purchasing materials	<p>P5 Students access additional opportunities outside of the academy. Make Peripatetic</p>	£1000 for contributions to activities

<p>learning materials such as art equipment, reading books, revision guides.</p>	<p>opportunities outside of the classroom.</p> <p>Increased proportion of PP students are engaged in music lessons, attend educational visits and all have access to books and materials needed for learning.</p>	<p>postponed during Covid.</p>		<p>STEM activities and mentoring opportunities with outside agencies (e.g. Princes Trust, RAF).</p> <p>Covid restrictions in reduced the number of visitors in the academy and trips carried out this year.</p>		<p>music lessons available, offer subsidies for visits including theatre shows, museum visits, and residential trips abroad.</p> <p>All postponed due to Covid.</p>	
		<p>Total costs</p>	<p>£ 153,100</p>	<p>Total costs</p>	<p>£25,000</p>	<p>Total costs</p>	<p>£3,000</p>

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0	Sept 21
Attainment 8	4.9	Sept 21
% Grade 5+ in English and maths overall	47%	Sept 21
Ebacc entry Year 10	50%	Sept 20
PP Attendance	95%	Sept 21
PP Attendance- PA	12%	Sept 21

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Attendance of PP students is at 95% in line with the target for all students.</p>	<p>Design a knowledge rich curriculum which is broad and balanced and which entuses PP students to want to attend.</p> <p>Support the curriculum design with Quality first teaching in all areas.</p> <p>Design recovery and catch-up strategies that enable any students falling behind due to attendance issues, to close knowledge gaps quickly and build confidence.</p> <p>Put a coaching programme in place for all staff using materials from 'Walk thrus'. Make time available for staff to attend subject specific meetings within ATT and outside of the trust. QA of T&L show 90% of lessons are at least good.https://www.walkthrus.co.uk/</p> <p>Improve the quality of Teaching and Learning through staff CPD including curriculum planning opportunities, retrieval practice, questioning and modelling. Ensure that staff engage well with TNHA CPD offer including use of ATTI Blended Learning Brochure.</p> <p>Make sure best practice is achieved by acting on FAR (Full Academy Review) feedback and work with the Regional Education Director to quality assure the curriculum.</p>	<p>£1000 towards training materials for staff CPD.</p>
<p>Priority 2: Lower levels of literacy on arrival at the academy- 85% of students at ARE for English Reading at the end of the year.</p>	<p>Establish small group and one to one tuition in literacy focusing on reading and spelling. The interventions are to</p>	<p>£6000 for small group intervention work carried on outside of the classroom</p>

	<p>be led by a trained TA using the Carron reading programme.</p> <p>Create smaller class sizes in English and Maths lessons to facilitate improved progress scores as staff spend more one to one time with students.</p> <p>Purchase books for whole class reading lessons at KS3. Track progress through regular testing of reading ages and interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>£134700 towards staffing costs in core and foundation subjects to reduce class sizes</p> <p>See funding for Wider Strategies priority 3.</p>
<p>Priority 2: Lower levels of numeracy on arrival at the academy-85% of students at ARE for Maths at the end of the year.</p>	<p>Establish small group and one to one tuition in numeracy focusing on basic skills.</p> <p>Purchase online platforms, such as Pixl, MyMaths, etc. for PP students at KS3and KS4.</p> <p>Track progress through regular testing and interventions . Dyscalculia trained TA is to lead small group interventions.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>£6700 For small group intervention work.</p> <p>£1000 for materials for intervention work</p> <p>£700 Dyscalculia training course</p>
<p>Priority 3: In case of lockdown or self-isolation, all PP students can access their lessons 'live'. All resources are held on MS teams so that no student falls behind.</p>	<p>P3 Provide all staff with CPD on MS Teams to enable them to set work, add resources and run live lessons</p> <p>Act on the research that suggests that PP students were disproportionately affected by lockdown. Encourage face to face support with a teacher to ensure students remain motivated and are able to learn. Ensure PP students can access resources and live lessons using laptops.</p>	<p>See funding for Targeted Academic Support priority 3.</p>

	https://researchschool.org.uk/news/sustaining-the-learning-of-disadvantaged-pupils-during-school-lockdown/	
Priority 4: Any gaps in knowledge of PP students are identified and filled.	Provide additional academic tutoring available to students through the MyTutor programme in English, Maths or Science. Previous experience has been very positive and students responded well. https://www.mytutor.co.uk/	£3000 towards online and in school mentoring for academic subjects.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance and PA • Low literacy and numeracy levels • Lower levels of access to online resources • Increased gaps in knowledge due to Covid 19 school closures 	
Projected cumulative spending		£153,100

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: Attendance of PP students is at 95% in line with the target for all students.	<p>Attendance officer to meet regularly with the parents/ carers of PP students who have an attendance below 95%. Home visits made to students who are not in the academy.</p> <p>Student Support Leaders mentor PP students with poor attendance or who are PA. Further support is sought where necessary from external agencies.</p> <p>Small group/ intervention groups are established to support students when in the academy.</p>	£9 000 staffing costs for attendance/ pastoral support

<p>Priority 2: Students arriving at the academy below ARE experience interventions to ensure they achieve the required standards by the end of the year. Reading assessments and numeracy assessments take place each term.</p>	<p>Carry out regular reading tests each term. Put targeted interventions in place for students not making expected levels.</p> <p>Carry out regular numeracy tests. Put targeted interventions in place for students not making expected levels.</p>	<p>£2000 GLS assessments and reading tests/ materials</p>
<p>Priority 3: All students have access to online learning materials and are actively engaged in homework and home learning (if necessary through a lockdown)</p>	<p>Enable all disadvantaged students to have access to the internet and technology to engage in online learning. Students can request help purchasing laptops/ tablets.</p> <p>See also Teaching Priority 3</p>	<p>£1000 towards laptops and internet access for PP students without access to internet.</p>
<p>Priority 4: Any gaps in knowledge of PP students are identified and filled</p>	<p>See Teaching Priority 4</p> <p>Purchase revision guides for KS4 students and secure access to online resources</p>	<p>£3000 afterschool intervention/ staffing £1000 towards revision guides</p>
<p>Priority 5: All disadvantaged students have access to resources/ materials needed for learning such as revision guides, reading books, art equipment, etc.</p>	<p>Subject staff identify students needing financial support for learning materials and provide these. Parents/ students can request help purchasing revision guides, music lessons, and equipment for practical subjects.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/</p>	<p>£2000 towards materials</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attendance and PA • Low literacy and numeracy levels • Lower levels of access to online resources • Increased gaps in knowledge due to Covid 19 school closures 	

	<ul style="list-style-type: none"> Financial barriers to learning prevent disadvantaged students from fully engaging in the curriculum. 	
Projected cumulative spending		18,000

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1- Attendance of PP students is at 95% in line with the target for all students.	<p>Attendance is encouraged and celebrated in tutor time, lessons and assemblies. The importance of attendance is discussed with students and their parents.</p> <p>Time is made available for the attendance officer and pastoral team to meet with parents and students to address attendance issues.</p> <p>Plan assemblies and tutor time activities to celebrate attendance of students.</p> <p>Put a rewards system in place to celebrate disadvantaged students for their good attendance.</p>	<p>£6500 towards staffing attendance interventions</p> <p>£500 towards rewards</p>
Priority 1. Increased parental engagement in school activities and initiatives.	<p>Coffee mornings, open evening and parent information sessions are held throughout the year to encourage parents to engage in academy led initiatives to support disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	£500 towards materials
Priority 2: Increase opportunities for reading- reading ages of PP students at expected levels or higher.	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	£1500 towards fiction reading books for PP students

Measure	Activity	Predicted cost
	Ensure that all PP students to have access to reading books (fiction and non-fiction)-Purchase books for students.	
Priority 3: All PP students have access to online learning and live lessons using a laptop.	Students have access to online learning such as Pixl maths and English, MyMaths, MS Teams and MyTutor. Purchase laptops, internet access and tablets to ensure all are able to engage.	For funding costs see targeted academic support priority 3
Priority 5- All disadvantaged students have access to enrichment activities such as educational visits, cultural experiences, music lessons.	<p>Pastoral staff to identify students needing financial support for school uniform (to enable students to attend school) and for cultural experience such as theatre trips, overseas residential, outdoor adventure, etc.</p> <p>Provide STEM, mentoring opportunities in the curriculum for PP students.</p>	£1000 towards contributions
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance and PA • Low literacy and numeracy levels • Lower levels of access to online resources • Financial barriers to learning prevent disadvantaged students from fully engaging in the curriculum. 	
Projected cumulative spending		£10,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Staff delivering small group interventions must be qualified/trained in appropriate areas.	Use of INSET days and Academy led subject training. ATTI People Development opportunities to ensure staff are qualified/trained.
Targeted support	Availability of materials may be reduced during Covid.	Working with local businesses and organisations to secure additional resources for students.
Wider strategies	Engaging the families facing most challenges	Working closely with other academies in the trust and the local area to share best practice

Review: PP Strategy 2020/21 aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Priority 1: Attendance of PP students is at 95% in line with the target for all students.	£10,500	2020/21: PP attendance was 91.39% (91.88% in 2020). 60 PP were PA (45 students in 2020).	Attendance has remained steady through Covid/ lockdowns this year. Attendance at live lessons was good in most year groups (see priority 3). PA however has declined- this is a direct impact of Covid.
Priority 2: Lower levels of literacy on arrival at the academy- 85% of students at ARE for English Reading at the end of the year.	£152,600	Data from the English faculty shows the majority of PP students made progress during the year 2020/21. However, over 50% of PP students remain below ARE. Testing schedule was interrupted by lockdown/ isolation.	Limited impact at KS3 due to staffing shortages, student absence and Covid. Staffing in 2021/22 allows for additional interventions to take place to raise standards.
Priority 2: Lower levels of numeracy on arrival at the academy-85% of students at ARE for Maths at the end of the year.		Data from the Maths faculty shows only 8% of PP students had not made progress during the year 2020/21. However, 50% of PP students remained below ARE. Testing schedule was interrupted by lockdown/ isolation.	Regular assessment continued throughout the year (online where needed) and face to face interventions in maths took place when possible. CATS and SATS (completed in the academy) show good progress. Plans are in place to develop this further in 2021/22.
Priority 3: In case of lockdown or self-isolation, all PP students can access their lessons 'live'. All resources are held on MS teams so that no student falls behind.	£1000	In Years 7-10 attendance at 'live' lessons was over 80% every day. Telephone calls were made to those falling behind and resources offered if needed. In year 11 attendance was lower (60%).	Use of MS Teams will continue into 2021/22 as a tool to record homework and deliver lessons in case of further lockdowns.

Priority 4: Any gaps in knowledge of PP students are identified and filled.	£13,000	2020/21 TAG data shows the progress of PP has improved. MPA 0.24, HPA 0.28. LPA progress remained low (-0.14) but was better than LPA NPP students (-0.86).	Interventions, revision materials and small group tutoring to continue in 2021/22.
Priority 5: All disadvantaged students have access to resources/ materials needed for learning such as revision guides, reading books, art equipment, etc.	£1000	Laptops distributed to all students requiring one. KS3 learning materials purchased for PP students unable to use online resources. Revision guides purchased for PP Year 10 and 11 students.	Limited opportunities in extra-curricular offer. Targeted use of monies in 2021/22 to include subsidised music lessons, cultural visits, sports opportunities and resources for learning.
Wider- parental engagement	-	Limited opportunities for face-to-face meetings with parents due to Covid considerations.	More focussed parental meetings planned for 2021/22 including- mental health, revision strategies, reading, behaviour strategies.
Cumulative Cost	£178,100		