



Pupil premium strategy statement

1. Summary information					
School	Heartlands Academy				
Academic Year	2018/2019	Total PP budget	£484,900 (PP funding) £544,700 budget allocated	Date of most recent PP Review	21/09/18
Total number of pupils	860	Number of pupils eligible for PP	549	Date for next internal review of this strategy	TBC
		Catch up funding	£13,329		

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Overall Performance</i>	<i>Pupils not eligible for PP</i>
% achieving basics En&Ma	70%	71%	74%
% achieving Ebacc (entered)	74% (31)	76%	86% (6 students)
Progress 8 score average	0.74	0.67	0.45
Attainment 8 score average	53.53	53.31	52.62

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower literacy levels
B.	Lower numeracy levels

D.	PP students in particular lack social and study skills, along with lack of maturity which negatively impacts how effectively they self-regulate their attitude learning. This has a detrimental impact on their progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	A lack of space at home to study and limited access to new experiences prevents pupils eligible for PP to make further progress.
F.	High levels of deprivation in the local area
G.	Lack of resilience , revision skills and awareness of next steps, all of which result is lower motivation.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All PP students achieve a positive P8 score which is higher than 2017-2018.	All PP students achieve a positive PP score by achieving their A8 estimates or better.
B.	A8 scores are in line with, or better than non-PP students and are above the national average.	KS4 outcomes show an average A8 score in line with non-PP students and above the national average.
C.	% achieving basics En&Ma 9-4 in line with non-PP students and is increased from 2017-2018 and is above the national average.	75% % of PP students achieve a grade 4 in English and Maths
D.	% achieving basics En&Ma 9-5 in line with non-PP students and is increased from 2017-2018 and is above the national average.	55% of PP achieve a grade 5 in English and Maths

5. Planned expenditure

Academic year

2018/2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
1) Progress 8 for Pupil Premium will improve on 2018 figure of 0.74..	<p>First wave quality teaching</p> <p>Teaching & learning coaching- time for staff to provide intervention</p> <p>Mentoring with SLT</p> <p>Intervention sessions for PP students 4.30-7.00</p> <p>All HODs aim for FFT 5% targets as well as aspirational targets in excess of this.</p> <p>Class charts purchased for producing strategic seating plans.</p> <p>Use of FFT5 targets</p>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>HPA students will be mentored by SLT outside of lesson time. This has been chosen based on EEF evidence from looking at low cost, high impact strategies.</p> <p>Pupil Premium students with 95% attendance+ diminish difference in P8 gap.</p> <p>HODs having high aspirations for students, in consultation with students increases student and teacher motivation to prepare student for reaching higher grades than basic minimum targets.</p> <p>Positive effect size data for the use of challenging goals and targets.</p>	<p>Data drops three times a year to monitor progress and evaluate impact.</p> <p>Underperformance identified and areas of weakness addressed.</p> <p>Meeting minutes to monitor the departmental evaluations.</p> <p>Through weekly book scrutinies, the senior team will monitor the quality of feedback in exercise books, and the book scrutiny proforma will be altered to reflect the need to acknowledge where students have achieved their learning goals.</p> <p>Teachers to be aware the amount of verbal feedback given to PP students will be monitored as they are identified on seating plans.</p> <p>HODs and teachers form intervention/actions plans for individually targeted students based on current performance - track impact and progress against FFT 5% targets and aspirational targets – report to SLT/CHF on a 3 weekly basis.</p>	<p>STK MAR CLJ HODs</p>	<p>SLT Salary £60,000</p> <p>Behaviour for learning leader salary £24,174</p> <p>Attendance officer salary : £25,951</p> <p>Class charts: £3300</p>

<p>1. Increase 9-4 En & Ma from 70% to 75%.</p>	<p>Intervention sessions after school.</p> <p>Saturday Schools for core subjects (81% of students attending receive PP funding).</p> <p>Smaller class sizes for lower ability classes</p> <p>SLT mentoring</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>Short term catch up work for PP persistent absentee students</p> <p>Ability grouping</p> <p>FFT5 targets</p>	<p>EEF also recommend early intervention for persistent absence.</p> <p>EEF recommend effective feedback as one of the highest impact strategies and feedback will be a key focus for the small group sessions.</p> <p>The focus on core subjects opens doors for students and increases life chances for PP students.</p> <p>Positive effect size data for the use of challenging goals and targets.</p>	<p>HoD will decide who attends small group sessions, who runs them and when. This will be discussed through line management meetings with the support of SLT.</p> <p>Data drops will allow us to evaluate the impact and amend strategies if necessary.</p> <p>Evidence of teachers across the school developing literacy of students. This can be tracked in book monitoring and learning walks. HODs can oversee additions to lesson resources with their teams. LMs can oversee Tutors developing language development in discussions in personal development time in morning registration.</p>	<p>STK MAR CLJ SMR HODs LMs</p>	<p>Saturday school costs: £16,540</p> <p>1 X English teacher £25,000</p> <p>1 x Maths teacher £25,000</p> <p>Staffing for small group sizes £154,475</p>
<p>2. Teaching and learning coaching</p>	<p>Teaching and learning coaching programme for identified staff.</p> <p>KS3 skills curriculum developed to build 6 key skills.</p> <p>Teaching and Learning CPD to improve first wave teaching.</p>	<p>The EEF recommend self-regulation strategies where the teacher monitors behaviour issues, attitude to learning, strengths and needs at regular intervals and holds learning conversations as a results</p>	<p>The class teacher tracks the conversations and impact across the year at each data drop</p> <p>The lesson cycle will be adjusted once CPD has taken place and teachers will identify on their lessons how they are helping students 'learn to learn'. First review cycle completed 10/11/17.</p> <p>This is monitored through weekly book scrutinies when the teacher's lesson plans are submitted, as well as through observations and monitoring.</p>	<p>STK MCR CLJ MAR</p>	
Total budgeted cost					£334440

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
1. Improved progress for all PP students	<p>Additional teachers in the classroom will be trained on how to have greater impact on student progress.</p> <p>FFT5 Targets</p>	<p>Additional staff are currently deployed effectively, and would have greater impact on student progress if the recommendations from the EEF were implemented. The evidence shows that additional staff can have a positive impact on academic achievement when they support individuals and small groups, and when their work supplements the teaching, rather than replacing it.</p> <p>Positive effect size data for the use of challenging goals and targets.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data tracking of these students to show impact of the programme.</p> <p>Co-teacher CPD to support these students with the strategy.</p>	<p>STK MAR CLJ MCR</p>	<p>£100,000</p>

<p>2. Increase the A8 score for PP students compared to 2018..</p>	<p>Teaching and learning coaches to support progress</p> <p>Personal development and skills development sessions delivered every morning.</p> <p>6 Key skills developed across Key Stage 3.</p> <p>Meditation and Mindfulness in Personal Development time with tutors.</p> <p>Health and Wellbeing enrichment: run a mile/breakfast club, hygiene focus in PD time.</p> <p>IT and Homework Club</p> <p>After school and Saturday school revision sessions.</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>FFT 5 targets used</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective.</p> <p>We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p> <p>SLT to utilise recommended Resilience framework for children and young people 2012 adapted from Hart & Blincoe with Thomas 2007 as delivered in E_ACT National Training Day (13/11/17).</p> <p>Trips to Universities to raise aspirations, theatre and orchestra, live sporting and musical events such as the National Youth Orchestra to create non-curriculum opportunities.</p> <p>Other departments/ares support or opportunities are: Human Voice project in Drama. Ingredients and equipment supplied in Catering. Kerboodle and GCSE Pod to support revision for Y11. Y13s 'Teach First futures' opportunity to develop Oxbridge applications. Mentors supporting PP students with UCAS applications.</p> <p>Positive effect size data for the use of challenging goals and targets.</p>	<p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Agree key criteria for success to establish home support and inform parents.</p> <p>Track data in all subjects at 3 key points, October, March and June</p> <p>HODs to observe sessions and provide feedback / support.</p>	<p>STK MCR CLJ MAR JOA EWD</p>	<p>SLT Salary £60,000</p> <p>Open door counselling: £6000</p> <p>Breakfast £16,560</p>
Total budgeted cost					£182560
i. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>3. More opportunities for students to study within the academy</p>	<p>Provide a quiet space for students who want to study by opening the LRC after school.</p> <p>Hegarty Maths</p> <p>GCSEPod</p>	<p>Research shows that pupils eligible for PP are less likely to have space or the right environment to study. We want to provide a calm environment for pupils to access that allows them to focus and be successful.</p>	<p>Engage with pupils and staff. Seek to target dedicated space for pupils to study. Use of sixth form peer mentors for homework clubs. Teaching and learning coaches available to offer support and guidance</p>	<p>STK MCR JOA LEG</p>	<p>£11,100</p> <p>Overtime costs</p> <p>£3000</p>

					£2000
4. Experiences for students to access after school/during school to boost motivation	<p>Provide additional extra-curricular activities for students and opportunities within the school year to access new experiences</p> <p>Book club Interview practice club Homework club Times table club Holiday clubs Social Space club</p> <p>Year 11 Residential</p>	<p>Research shows that pupils eligible for PP are less likely to have these experiences.</p> <p>PP pupils have a rounded extra-curricular experience that will allow them to make successful applications to FE colleges or HE providers in the future.</p> <p>PP pupils identified as having minimal social interactions to have opportunity to meet and interact with other identified students to form social groups for them – to build self-confidence.</p>	<p>Linked to teaching standards – contribution to the wider academy life.</p> <p>Teachers encouraged to run clubs, this will be aimed at teachers who do not teach Year 11 to ensure they have adequate time to run the sessions.</p> <p>PRA and the LRC team to offer social space in lunch times or before and after school. Track attendance and progress of the group.</p>	<p>STK MCR JOA LEG PRA</p>	<p>£3600</p> <p>£10,000</p>
5.Reduce attendance gap between PP and non-PP students	<p>Attendance data (Y7-11 focus groups, year groups, overall) analysed weekly at Senior Team level.</p> <p>Designated attendance liaison officer (DOS) produces daily attendance report and evaluative figures weekly of focus groups.</p>	<p>Research shows that students eligible for PP are more likely to be persistent absentee. Supporting PP to attend school and reduce PA improves their attainment chances. Attendance assemblies and support for students with attendance concerns. Robust tracking of potential Persistent absentee students below 92%. Day 2 home visits for vulnerable Pupil Premium students.</p>	<p>DOS routinely (daily in the morning) checks registers, checks phone messages, reports absences to LMs, sends parental texts, makes parental phone calls (to encourage attendance, letters sent if not contact achieved), diarises and adds notes to SIMS on student absences (to monitor).</p> <p>Daily absence report completed and given to CHF and the Senior Team.</p> <p>Weekly cumulative report on focus groups and year groups also analysed by CHF and Senior team as well as LMs.</p> <p>DOS, LMs, DSLs, BLS will also record concerns on CPOMs and home visits arranged. 5 days absence leads to a CME form being sent to the LA as well as unauthorised holidays.</p>	<p>DOS LMs CHF SLT/DSLs BLS Pastoral team</p>	<p>Cost stated previously – attendance officer</p>
6.Guided Options – PP students to be unlimited in options choices.	<p>PP students and parents to be supported through guided options process by tutor, LM, SLT and HODs so that no child avoids opting for subjects due to PP status.</p>	<p>Guidance at E-ACT National training day shows that PP students often avoid opting for 'costly' subjects such as Geography due to field trips or Catering due to cost of ingredients. Process to transparently demonstrate that the Academy will support students with subsidy for incurred costs for PP students.</p>	<p>LM and Tutor team to monitor conversations about options in tutor time, hold learning conversations with students of concern.</p> <p>LM and SLT to review initial options selected following guided choices meetings against PP information. Follow-up interviews with student and parent, if apparent students who excel in these subjects do not select the</p>	<p>LM SLT HODs</p>	

			option.		
Total budgeted cost					£28,600

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress 8 for Pupil Premium will improve on 2017 figure of 0.36. Difference will be diminished.	<p>First wave quality teaching</p> <p>Teaching & learning coaching-time for staff to provide intervention</p> <p>Mentoring with SLT</p> <p>1:1 sessions with subject specialists</p> <p>Intervention sessions for PP students 4.30-7.00</p> <p>Peer mentoring</p> <p>There will be 0 NEETs</p> <p>Reducing fixed term exclusions.</p> <p>All HODs aim for FFT 5% targets as well as aspirational targets in excess of this.</p>	<p>Progress 8 for Pupil Premium improved to 0.73.</p> <p>Pupil Premium students achieved a P8 greater than Non-PP students (0.44).</p>	<p>Strategies for whole school teaching and learning minimum expectations will continue. Teaching and learning coaching plans will also continue. These have raised teaching standards and progress across the Academy for PP students.</p> <p>SLT mentoring of Y11 students will continue and expanded to more students with extended senior leadership. This improved support for students and parents throughout the year, keeping students on track to meet targets.</p> <p>Intervention sessions will continue after school for Y11, Y13 and will be also utilised with targeted students in Years 8-10. This additional support enabled in depth revision, extra exam practise and extended content on new specifications to be covered.</p>	<p>SLT Salary £60,000</p> <p>Behaviour for learning leader salary £24,174</p> <p>Attendance officer salary : £25,951</p>

<p>Basics in ENMA was 60% in 2017. It will improve</p>	<p>Intervention sessions after school and Saturday schools</p> <p>Peer mentoring</p> <p>SLT mentoring</p> <p>Team teaching and small group teaching for targeted teaching and support</p> <p>Short term catch up work for PP persistent absentee students</p> <p>Ability grouping</p>	<p>70% PP achieved 9-4 English and Maths</p>	<p>Intervention after school will continue to at least 4.30. Saturday School will commence for core subjects in January 2019.</p> <p>Peer mentoring will continue as only 1 term so far – before evaluation of impact can be assessed.</p> <p>Team teaching to be continued, particularly with Y11 groups with high proportion of PP students.</p>	<p>Saturday school costs: £16,540</p> <p>1 X English teacher £25,000</p> <p>1 x Maths teacher £25,000</p> <p>Staffing for small group sizes £154,475</p>
<p>Teaching and learning coaching</p>	<p>Teaching and learning coaching programme for identified staff.</p> <p>Learning conversations between staff and students to support progress.</p>	<p>Progress 8 for Pupil Premium improved to 0.73.</p> <p>Pupil Premium students achieved a P8 greater than Non-PP students (0.44).</p>	<p>Coaching programme to continue to raise standards of identified teachers to enable continued progress of PP students.</p> <p>1:1 learning conversations between SLT mentors and Y11 students, teachers and students, teachers and parents to continue as effective in responding to misconceptions, concerns, giving extra level of support when identified as a need.</p>	
<p>Cost = £331140</p>				
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

1. Improved progress for all PP students	Additional teachers in the classroom will be trained on how to have greater impact on student progress.	Progress for SEN PP students increased to an estimated 0.040.	Coaching programme to continue to raise standards of identified teachers to enable continued progress of PP students.	£100,000
2. Increase the A8 score for PP students compared to 2017	<p>Teaching and learning coaches to support progress</p> <p>Pastoral team trained on how to support life skills, confidence, motivation and study skills.</p> <p>Use of a resilience framework by Pastoral Team – delivered in aspirational assemblies by SLT.</p> <p>Health and Wellbeing enrichment: run a mile/breakfast club, hygiene focus in PD time.</p> <p>IT and Homework Club</p> <p>After school and Saturday school revision sessions.</p>	Attainment 8 score has improved to an estimated 53.31.	<p>Coaching programme to continue to raise standards of identified teachers to enable continued progress of PP students.</p> <p>Personal development programme to continue as proved effective in supporting student's social and life skills. Examples of success include Body Image, Water Safety, E-Safety, Personal characterisation, Equality Act, Diversity and Grenfell. In addition Critical thinking, Mental Health, sexual relationships, enabling enterprise and radicalisation workshops supported students.</p> <p>Charity events such as Jump for life and Cancer race for life/sports relief enriched students experiences.</p> <p>Full extra curricular programme of clubs run by departments such as Rock Climbing, DJ skills, Current affairs, Cooking, Literacy, Fitness, Drama, SEND/Homework and run a mile for</p>	<p>SLT Salary £60,000</p> <p>Open door counselling: £6000</p> <p>Breakfast £16,560</p>
Cost = £182560				
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>3. More opportunities for students to study within the academy</p>	<p>Provide a quiet space for students who want to study, Staffing with Teaching and learning coaches to provide support in the sessions</p>	<p>Progress 8 for Pupil Premium improved to 0.73.</p> <p>Pupil Premium students achieved a P8 greater than Non-PP students (0.44).</p>	<p>Intervention sessions will continue after school until 4.40pm for Y11, Y13 and will be also utilised with targeted students in Years 8-10. This additional support enabled in depth revision, extra exam practise and extended content on new specifications to be covered.</p> <p>LRC availability continued daily until 6.30pm.</p>	<p>£11,100</p> <p>Overtime costs</p> <p>£3000</p> <p>£2000</p>
<p>4. Experiences for students to access after school/during school to boost motivation</p>	<p>Provide additional extra-curricular activities for students and opportunities within the school year to access new experiences</p> <p>Book club Interview practice club Homework club Times table club Holiday clubs Social Space club</p>		<p>Full extra curricular programme of clubs run by departments such as Rock Climbing, DJ skills, Choir, Heartlands Factor, Cultural, ICT, Current affairs, Cooking, Literacy, Fitness, Drama, SEND/Homework and run a mile for breakfast continued through the year.</p> <p>Charity events such as Jump for life and Cancer race for life/sports relief enriched students experiences.</p>	<p>£3600</p> <p>£10,000</p>
<p>5. Reduce attendance gap between PP and non-PP students</p>	<p>Attendance data (Y7-11 focus groups, year groups, overall) analysed weekly at Senior Team level.</p> <p>Designated attendance liaison officer (DOS) produces daily attendance report and evaluative figures weekly of focus groups.</p>	<p>Attendance gap between PP and non-PP is 0.3% (95.6%PP/95.9%non-PP) as of week 37.</p>	<p>Weekly attendance report to continue along with the designated attendance officer.</p>	<p>Cost stated previously – attendance officer</p>
<p>Cost = £28,600</p>				