

Pupil premium strategy statement Huish Episcopi Academy 2020-23

1.		2.		3. Summary information				
School								
Academic Year	202-22	Total PP budget			£232,000		Date of most recent PP Review	Nov 2021
Total number of pupils	1458	Number of pupils eligible for PP			328 (Yr 11 = 46)		Date for next internal review of this strategy	
Attainment		2019-20		2020-21		2021-22 (FFT 20 targets)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	Income £232,000	Expenditure Staffing £ 194,000 Pupil pledge £25,000 Other Initiatives £13,000
Progress 8 score average	-0.42	+0.04	-1.25	-0.26				
Attainment 8 score average	43.70	53.82	37.71	52.98	41.07	53.01		

Huish Academy is committed to ensuring that all students succeed no matter what their prior background. Academy staff work tirelessly to provide the best quality teaching to all students in order to ensure that attainment gaps are eliminated over time.

Key barriers to learning

1. Disadvantaged pupils are disproportionately affected by poor teaching. *The need for high quality first teaching is especially important for this group.*
2. Literacy and numeracy skills are lower for pupils eligible for PP than for other pupils which limit potential for good progress in all years.

3. Boys and higher ability pupils who are eligible for PP are making less progress across both key stages. This is affecting aspiration, engagement and progress throughout all years.
4. Lower levels of engagement with revision for examinations, particularly out of school time, contributes to a reduction of the Progress 8 score in GCSE examinations.
5. Attendance rates for pupils eligible for PP is poor which is below the target of at least 96% for all students. This reduces their school hours causing them to fall behind and make less than expected progress.
6. Increased Social and emotional, mental health issues are affecting the progress of students (mainly PP) for both key stages.

Pathways to success

- Readiness for learning: To ensure that students are best equipped to access their education.
- Behaviour and safety: To ensure that students are engaged and feel safe and secure
- Social: Students aspire to feel successful and confident in their engagement towards a positive future.
- Direct Academic: Students are confident and supported in the academic study.

The Pupil Premium Impact Statement outlines both attainment and progress for students in receipt of Pupil Premium. In addition to these generic outcomes there are also specific outcomes relating to particular interventions such as Accelerated Reading. Other interventions are more qualitative in nature and these may have a direct influence on the happiness of a student in school which may then indirectly affect their behaviour and attendance.

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Key barriers to learning

1. Disadvantaged pupils are disproportionately affected by poor teaching. *The need for high quality first teaching is especially important for this group. Greater consideration is required when grouping students and teachers.*
2. Literacy and numeracy skills are lower for pupils eligible for PP than for other pupils which limit potential for good progress in all years. *We have to provide a better foundation in these key skills*
3. Boys and higher ability pupils who are eligible for PP are making less progress across both key stages. This is affecting aspiration, engagement and progress throughout all years. *We need to consider how we provide better support, guidance and intervention when required to improve outcomes*
4. Lower levels of engagement with revision for examinations, particularly out of school time, contributes to a reduction of the Progress 8 score in GCSE examinations. *We have to consider how we engage students and develop better independent learnings habits/motivation*
5. Attendance rates for pupils eligible for PP is poor which is below the target of at least 96% for all students. This reduces their school hours causing them to fall behind and make less than expected progress. *We need to identify the key barriers and develop better strategies to encourage better attendance.*
6. Increased Social and emotional, mental health issues are affecting the progress of students (mainly PP) for both key stages. *The current situation has had an increased detrimental effect on the group. This will lead to a greater gap developing and increased concerns being reported.*

Barriers to success

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2020-2023

	Action	Detail / Rationale	Desired impact (<i>Measurable outcomes</i>)	Review dates	MoS	Year	Cost
1	Quality first teaching	All student benefit from good teaching which is inclusive and provides aspiration for all.	Teachers working through OLEVI to develop quality of teaching. How many/ yr??	Termly	AB	1-3	
2	Feedback and support	All PP are given quality feedback and marking to ensure positive	PP books reviewed and feedback from students. Data analysis of students to show improved ATL	Termly	AB	1-3	
3	KS4 Study groups	Students who have a reduced timetable receive additional support in study lessons.	Improved outcomes in all subjects for target group. <ul style="list-style-type: none"> • Attendance >90% • ATL >3 • Progress data >-0.3 	Termly	DW	1	£10,000

	Intervention programme	Impress the examiner targeted additional learning	Targeted revision programme for 2 cohorts <ul style="list-style-type: none"> Supported student in school Home learning 				To be supported by catch up funding
4	Additional classes in core subject KS 3/4	Reduction in class size allows for greater support in core subjects to improve outcome	Improved outcomes in core subject. <ul style="list-style-type: none"> <i>Progress in line with peers</i> 	Termly	HOD	1	£48,000
5	Mentoring	Academic mentoring provided by INCYTE	Improved ATL for 20 students in year 10/11. <ul style="list-style-type: none"> <i>Improved attendance</i> <i>ATL >3</i> <i>Progress data improving trend</i> 	Termly	HOH	1	£12,000
6	Mentoring	Use of intervention tutors 22-23	Develop the role of mentoring with TR pilot	Termly			
7	6-7 Transition	Summer school for year 6 students to provide student with additional support with transition and pre-teaching of topics	Good ATL scores for year 7. Reduction in gap in progress – review data. <ul style="list-style-type: none"> <i>No significant gap between identified pupils and the cohort.</i> 	Termly	HOH ER	1	£3, 000
8	Uniform Grant	All FSM students to receive uniform grant to cover cost of uniform on joining the school	Student feel comfortable and accepted in the school. No concerns over dress code	Annual	RCM	1	£5000
9	Pupil pledge	Students receive support for uniform, equipment and enrichment PP starter pack	Reduction in behaviour points for lack of equipment. Improved engagement in enrichment activities. <ul style="list-style-type: none"> <i>Behaviour log shows no difference between PP and other for equipment</i> <i>Attendance to enrichment activities is representative of population</i> 	Annual	RCM	1	£25,000
10	English book support	All PP receive all KS4 English texts to annotate	All students have equal access to texts. Improved outcomes for English. <ul style="list-style-type: none"> <i>Gap closing over time between PP and others.</i> 	Annual	HOD	1	£2000
11	KS3 English texts	Year 7 students receive English texts prior to student	PP students show greater engagement in English. <ul style="list-style-type: none"> <i>Attendance to English lessons.</i> <i>ATL scores in English</i> 	Annual	HO KS3	1	£1000

		with supporting notes to improve confidence					
12	Revision guides for KS4	All PP students have free revision guides issued at start of year 10 course to allow them to access materials	Ensure all students have revision materials for KS4. <ul style="list-style-type: none"> <i>Survey on use.</i> <i>ATL shows positive engagement</i> 	Annual	HODS	1	£5000
13	Dt Contributions	All PP students have free resources for practical subjects	Increased in practical in subjects which require student contribution. <ul style="list-style-type: none"> <i>Improved completion of practical work demonstrated through data</i> <i>Attendance to intervention sessions</i> 	Termly	HOD	1	£4000
14	Creative offer	Students receive subsidy towards music/ additional creative arts lessons	Increased access to music, support for KS4 Music? Drama/ Art <ul style="list-style-type: none"> <i>Survey of pupils' responses and engagement.</i> 	Annual	EM/AK/CC	1	£2000
15	Online subscriptions	Mathletics GCSE POD Educake Memorise	Improve outcomes. <ul style="list-style-type: none"> <i>Assessment of impact of each subscription analysed.</i> <i>Progress assessed before and after programme.</i> 	Annual	RSL ME	1	£18,000
16	Improve food uptake	Increase engagement with FSM students to improve uptake with admin support	Ensure that all FSM students access food. <ul style="list-style-type: none"> <i>Monthly report from caterers</i> 	Monthly	RCM	1	(additional fund)

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17	Increased careers support	Careers advisor supports year 9 students with additional meeting	Ensure all PP students have clear ideas of aspirational careers and make informed choices. <ul style="list-style-type: none"> • <i>ATL scores >3</i> • <i>Attendance to meetings</i> • <i>Career plans written and reviewed</i> 	Annual	RCM/EH	2	£6,000
18	KS3 Literacy support	Develop literacy intervention programme	Ensure all students who are below expected reading show improvement based on reading age. <ul style="list-style-type: none"> • <i>Reading age improves between each assessment.</i> • <i>Minimum reading ages achieved.</i> 	Annual	AB	2	Funded from literacy programme
19	KS 3-4 Transition	All PP students have 1-1 meetings with senior staff to ensure that their subject pathways are aspirational and guided.	Students achieve +VA in option subjects	Annual	RV	1	
20	Chromebooks for FSM	Ensure all KS4 students have access to ICT with loan scheme	No FSM student without access. <ul style="list-style-type: none"> • <i>Access measured (hours used per week).</i> • <i>All homework / remote learning complete</i> 	Termly	RCM	2	£10,000
21	Transition programme Primary	Develop enhanced transition programme to build individual profiles for all students and pre teach key aspects	Ensure all students have developed a clear profile for staff and feel confident in their learning. <ul style="list-style-type: none"> • <i>Learning walks and LOs demonstrate that all staff know and understand how to support pupils effectively.</i> 	Autumn term/ Annual	RCM	2	£4000
23	Enrichment bursary	Develop clear extracurricular programme with targeted trips for PP involvement	All students attend at least one residential enrichment trip in KS3. <ul style="list-style-type: none"> • <i>Attendance and participation reported for each trip.</i> 	Annual	RCM	2	£27,000
24	Alternative provision for KS3	Early identification of students who would benefit from forest school, esteem team ,and other interventions	Reduction in behaviour incidents and improve ATL scores. <ul style="list-style-type: none"> • <i>ATL >3</i> • <i>Significant reduction in behaviour points between terms</i> 	Termly	RCM	2	£2000
25	Homework club and revision classes	Develop subject support clubs after school with refreshment and transport to provide positive culture	Improve engagement from PP students. <ul style="list-style-type: none"> • <i>Attendance by pupils.</i> • <i>Improving progress over time in subjects involved</i> 	Half termly	RCM	2	£5000

26	Targeted TA for behaviour	Appointment of behaviour specialist for PP students	Work with key students to coordinate and deliver support programme. Reduction in behaviour points	Termly	RCM		£ 30,000
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