

## Pupil premium strategy / self- evaluation (secondary)



1. Summary information					
School	Hayle Academy				
Academic Year	2018/19	Total PP budget	£163,625	Date of most recent external PP Review	September 2016
Total number of pupils	549	Number of pupils eligible for PP	175 (32.6%)	Date for next internal review of this strategy	September 2019

2. Current attainment		
	Pupils eligible for PP (School)	Pupils not eligible for PP (School)
Progress 8 score average (2018)	-0.97	-0.28 (-0.02 national)
Progress 8 score average (2019) - predicted	+0.04	+0.06
Progress 8 score average (2020) - predicted	+0.06	+0.07
Attainment 8 score average (2018)	31.1	46.0
Attainment 8 score average (2019)	41.8	49.6
Attainment 8 score average (2020)	41.1	49.3

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Attendance rates for those students eligible for PP are lower and below the target for all students of 96%.
B.	Training of staff in best practice - CPD for all staff to enhance teaching and learning quality for all students.
C.	Literacy skills for those entering Yr7 are lower for PP than for other students which prevents them from making comparative progress across the curriculum.
D.	Numeracy skills for those entering Yr7 are lower for PP than for other students.
E.	Low aspirations and opportunities of a number of PP students create a barrier to reach their potential.
F.	Improve information and communication about and for Pupil Premium students
G.	Access to resources and study environment outside of school hours

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increase attendance of Pupil Premium students	Increase PP attendance from 88.9% (2017/18) to 92%.
<b>B.</b>	Reduction in the Persistent Absence of Pupil Premium students	18% persistent absence and within 5% when compared to non-pupil premium
<b>C.</b>	CPD for teaching and support staff to ensure quality first teaching	Courses provided for teaching staff and teaching assistants linked to supporting PP students.
<b>D.</b>	Introduction of literacy programmes to develop reading and writing skills. These will include Read, Write Inc., Accelerated Reader, PiXL Unlock (vocabulary software)	Accelerated Reader daily in Yr7 & 8. PiXL unlock implemented across the curriculum including Hayle Edge. RWI intervention provided for students identified with specific needs.
<b>E.</b>	Development of tutor programme in Yr7 to incorporate weekly Numeracy Ninja challenges	Numeracy Ninja embedded in Tutor programme (weekly) in Yr7
<b>F.</b>	Daily intervention sessions for both English & maths in Yr10 & 11.	6 weekly intervention taking place with baseline and outcome data provided.
<b>G.</b>	Increased opportunities for post 16 guidance and careers advice. Support for students to attend 'next steps' visits	Individual careers meeting for all PP College experience opportunities Employment experience
<b>H.</b>	Specific mentoring to raise achievements and aspirations	Mentoring scheme in place for students identified as not making expected progress.
<b>I.</b>	Aspirational events	Various opportunities provided across all year groups
<b>J.</b>	To provide study materials and access to learning environments before and after school	LRC access Online homework & resources Study bus provision Revision guides funded

5. Planned expenditure					
Academic year	2018/19				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Increase attendance of Pupil Premium students & Reduction in the Persistent Absence of Pupil Premium students					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Monitor PP attendance & persistent absence.	To raise the profile of attendance and reduce absence.	Previous data showed lower attendance and higher persistent absence for PP students.	Monthly data analysis including comparison with previous year.	FGu KLe	Monthly
Intervention with any student with attendance around 90%	To raise the profile of attendance and reduce absence. Making all stakeholders aware of the impact of absence.		Focus groups identified and meetings with parents (Attendance officer / AHT)  EWO appointed with targeted group.	FGu KLe RSi	Termly
Reward all PP students who achieve 95% attendance in each term.	Raise profile of good attendance and encourage		Termly assemblies Attendance wall created and updated weekly Weekly attendance bulletins to form tutors Weekly attendance displayed on screens	FGu KLe	Termly
<b>Total budgeted cost</b>					£40,743

<b>ii. CPD for teaching and support staff to ensure quality first teaching</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Staff training and retention opportunities including; Challenge Differentiation Support strategies	Well trained, knowledgeable and confident staff.  Quality first teaching.	Additional training needs identified through M&E process.	Staff attendance M&E process Improvement in PP attainment and progress	MLo	Termly
Recruitment	Appointment and retention of high-quality skilled staff.	Limited applications from suitably skilled specialists for previous posts.	Appointment of quality staff supported by strong references and experience.	SLT/ELT	Termly
Support smaller class sizes. Allow specialist intervention and employment of specialist staff.	Specialist pastoral and academic support	Student voice  Student and school reviews  Pastoral support review	M&E programme  Progress data  Timetabling of classes	SLT / ELT	Termly
<b>Total budgeted cost</b>					£52,397
<b>iii. Introduction of literacy programmes to develop reading and writing skills</b>					
<b>Development of tutor programme in Yr7 to incorporate weekly Numeracy Ninja challenges</b>					
<b>Daily intervention sessions for both English &amp; maths in Yr10 &amp; 11.</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Development of Accelerated Reader scheme for Yr7 & 8	Improvement of literacy and increased reading ages.	Low KS2 results in reading for some students. This means progress in some subjects is slower. Outcomes of PiXL Microwave.	SLT monitoring Support by AHT Profile raised across school through staff	MLo AMa	Termly assessments in both year groups though English Lessons.

			meetings and tutor programme. Student voice		
Development of Read, Write Inc. programme in KS3	Reading ages improved for targeted students	Low KS2 results in reading for some students. This means progress in some subjects is slower. Reading tests identify target groups.	Regular testing of students on RWI programme.  Monitoring by SENDCo  Completion of programme once expected progress is met.	VRo SWh	Termly review and graduation
Introduce PiXL unlock and increase the access to dictionaries.	Improve specialist vocabulary across the curriculum.  Improvement of literacy skills.  Increase confidence in vocabulary.	Low vocabulary identified by English Department and student council.	SLT/ELT monitoring.  Student voice  Profile raising through Hayle Edge Scheme	MLo  ELT/SLT	Termly
Embed Numeracy Ninja into Tutor Programme	Improve mental arithmetic and numeracy confidence	Low KS2 numeracy results  Outcomes of PiXL Microwave	M&E by maths department  Progress data (maths)	MLo  SLT EHo KJo LJa	Termly
Intervention sessions during tutor time in English & maths. 3-	Raise attainment and progress of identified individuals.	Students at risk of underachievement in core subjects.	Baseline tests and end of 6-week assessment conducted.	EHo KJo LJa	6 weekly data drop.

week daily sessions for Yr10 & 11.		Data shows evidence of lower attainment and expected progress of some PP students.			
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**Total budgeted cost** £47,485

**iv. Increased opportunities for post 16 guidance and careers advice. Support for students to attend 'next steps' visits**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Individual careers meeting for all PP	A personalised progression action plan drawn up with advisor	A perception of low aspiration which from interviewing individuals seems to be more about lack of knowledge of pathways rather than low aspirations.	Careers SW advisor interview lists co-ordinated by DHT & NJe	PGr / NJe	Termly
College experience opportunities: Cornwall College Truro/Penwith College	Knowledge of Post 16 routes and opportunities	More directed selection of course experience following discussion with internal careers mentor (NJe)	Clearer co-ordination of careers programme.	PGr / NJe	Termly
Appointment of careers mentor	Easy access for students throughout week and after school. Additional hours given for responsibility.	Careers SW advisor in limited days per week.  More personalised monitoring of individuals.	DHT leading programme.	PGr / NJe	Termly
Employment experience including; <ul style="list-style-type: none"><li>more purposeful Yr11 interviews</li><li>Informed work experience guidance</li></ul>	External interviewers including local business links. Students given a focus to interview for.	Using internal staff reduced purpose, whereas using local business people raised its profile and built up more external links.	Co-ordinated by internal staff.	PGr / NJe	Termly

	More formal approach.				
University trips/experience for PP students	Experience of university opportunities to aspire to (local & national)	Destination data shows fewer students progressing to university and surveys showing less students considering post18 progression.	Selected students approached. Funding provided for opportunities.	PGr / NJe	Annually
<b>Total budgeted cost</b>					£5,000
<b>v. Specific mentoring to raise achievements and aspirations</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Mentoring schemes in place for students identified as not making expected progress. These include: <ul style="list-style-type: none"> <li>Peer mentoring (Yr10)</li> <li>Tutor mentoring (Yr10)</li> <li>Tutor mentoring (Yr11)</li> <li>SLT mentoring (Yr11)</li> </ul>	Targeted individuals identified by progress data provided with mentor to support, advice and guide.  ½ termly data drops used for impact evidence.	EEF research into impact of mentoring through evidence research (2 staff undertaking NPQML) with PP focus.  Mentoring involving more staff to have greater impact.	NPQML project monitored (2 term focus)  6 weekly data drop monitoring impact  Communication improvement between SLT & mentors.	SLT  MLO  AMA	Termly
<b>Total budgeted cost</b>					£300

<b>vi. Aspirational events</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Events include: <ul style="list-style-type: none"> <li>• Subject specific trips</li> <li>• Educational Visits outside of curriculum</li> <li>• Activity week opportunities</li> <li>• More Able challenges</li> </ul>	Increased opportunities for extra-curricular activities	Provision of opportunities that may previously have not taken place for individuals due to cost.	Opportunities to be submitted through SLT to ensure PP students are considered.	SLT	Weekly SLT meetings
<b>Total budgeted cost</b>					£5,000
<b>vii. To provide study materials and access to learning environments.</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
LRC access before & afterschool	Staffed learning facilities to encourage independent study (including literacy support)	Not all students have access to online facilities or printers out of school.  Study environment not always available in the home environment.	Fully staffed facilities  Feedback from school councils	SLT	Monthly student council meetings
Improved ICT access outside school hours.  Online homework and resource access	Printers & PC access before and afterschool,  Resources accessed by students and parents	Not all students have access to online facilities or printers out of school.	ICT monitoring by staff and students  Feedback from school councils	SLT	Feedback from students through councils and mentoring scheme.



Study bus provision	Free access to facilities for students not living within town.	Feedback from students and parents on access required. Increased uptake of study bus and afterschool study support sessions.	Feedback from school councils and Student Support Centre	SLT	Termly
Revision guides, exam materials and extra-curricular opportunities funded	Access to equipment required for full learning and study experience.	Feedback from students and parents on resources required.	Monitoring of uptake	ELT	As required
<b>Total budgeted cost</b>					£12,700

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017/18</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increasing engagement through funding music lessons	Encourage PP students to participate voice coaching or learning a musical instrument	Five students were supported financially for music lessons who would not otherwise have been able to participate.	This will be continued for 2018/19. Parents and students need to be made aware of the support available and staff to identify students earlier in KS3 to increase take up.	£2,291
Support access to the curriculum for PP students	Provision of revision guides, materials/ ingredients for practical subjects and attendance of PP students at after school activities	Barriers to accessing tools for independent study and classroom participation reduced. Study Bus transport provision has enabled student access to after school activities.	This will be developed further for 2018/19 with provision of basic classroom stationery for all students.	£12,022

Support smaller class sizes, allow specialist intervention, employ Teaching Assistants	Give specialist academic and pastoral support to those with greatest need.	Improve outcomes as KS3 and KS4. Better academic and pastoral support in and out of classrooms. Improve outcomes for those PP students who would otherwise not attend	More dedicated pastoral support resource is needed. This is being addressed in 2018/19.	£100,427
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## ii. Targeted support

Action	Intended outcome	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
Support the progress of PP students through intervention,	Improved attainment of PP students	Intervention has identified the skills that students needed to improve and the barriers to accelerated progress for PP students. Impact on attainment levels is beginning to show.	All forms of intervention will continue in 2018/19. Additional specialist staffing planned.	£54,316
Study Skills support lessons	Improve preparedness of Yr. 11 students for examinations	PP Students will be better equipped for independent study and revision as well as the actual examinations.	There is a need to start the process earlier to ensure skills are embedded by Yr. 11. This approach will continue for 18/19 but earlier implementation will be looked at.	£2,788

## iii. Other approaches

Action	Intended outcome	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
Increasing engagement and raising aspirations through funding extra-curricular trips and activities	Broaden students' experiences and exposure to opportunities outside their usual environment	Students were able to go on trips and visits that would not otherwise have been accessible to them. Students participated in DofE award and activities during Skills Week that would not otherwise have been accessible to them.	This has been a successful element of the strategy. We need to ensure all parents, staff and students are aware of the support available.	£7,722