

Pupil Premium Spending | Hans Price Academy | Academic Year 2019- 20 | Percent PP at Hans Price Academy: 45% The PP funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and the lowest achievers. This included investment in both pastoral and academic staffing and initiatives. We measure the impact of interventions through attendance, progress and attainment measures. No single intervention provides a complete solution to the complex educational issues in any school, and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The key to narrowing the gap between the highest and the lowest achieving pupils is careful and thorough monitoring and tracking of pupil attainment and progress.

				↑	Improved on last year or above national
				↑↑	Improved on last year and above national
	Standard Basics %	Progress 8	Attainment 8 average grade		
2020 PP (CAG)	53 ↑↑	0.01 ↑↑	3+		
2019 Non (CAG)	71 ↑	0.85 ↑↑	5- ↑		
Gap (CAG)	18	-0.84	1.25		
2019 PP	48 ↑↑	-0.05 ↑	4- ↑		
2019 Non	70 ↑	0.13 ↑	4+ ↑		
Gap	22	-0.18 ↑	3/4 of a grade ↑		
2018 PP	46 ↑	-0.02 ↑↑	3+		
2018 Non	56	0.41 ↑	4=		
Gap	10 ↑	-0.43 ↑↑	3/4 of a grade ↑		
2017 PP	47 ↑↑	-0.08 ↑↑	4- ↑		
2017 Non	61 ↑	0.53 ↑	4+ ↑		
Gap	14 ↑	-0.61 ↑↑	1/2 of a grade ↑		
2016 PP	33 ↑	-0.63 ↑	D- ↑		
2016 Non	58 ↑	0.07 ↑	C-		
Gap	25 ↑	-0.7	1 grade		
2015 PP	31	-0.81	E+		
2015 Non	51	-0.42	D+		
Gap	20 ↑	-0.39 ↑	1 grade		
National PP	44	-0.4	4=		
National Non	71	0.3	4+		

Hans Price PP data and forecasts to 2022/23	2019/20			2020/21			2021/22 (Projected)			2022/23 (Projected)		
	Pupils	Rate £	£	Pupils	Rate £	£	Pupils	Rate £	£	Pupils	Rate £	£
Students recorded as Ever 6 FSM	359	935/955	352,186	393	955	378,498	422	955	390,913	437	955	408,024
Looked after children (LAC)	7	2,300/2,345	15,750	10	2,345	23,450	10	2,345	23,450	10	2,345	23,450
Post LAC	2	2,300/2,345	4,638	5	2,345	11,725	5	2,345	11,725	5	2,345	11,725
Service children	5	300/310	1,521	2	310	620	2	310	620	2	310	620
	373		374,094	410		414,293	439		426,708	454		443,819

<b>2019- 2020 Impact Report</b>		
<b>Area of spend/ provision and owner</b>	<b>Description of spend/ provision</b>	<b>Actual 2019-20 impact</b>
<p><b>College leaders</b> <b>Owner: SDR</b></p>	<p>Pastoral support has a wide and deep impact on students, particularly our FSM and LAC students. College Teams focus not just on removing barriers to learning, but on tracking and improving the achievement of students. Close links with families and outside agencies ensure any disadvantage for PP students is reduced.</p> <p><b>Sutton Trust: Mentoring +1 month, Social and emotional learning + 4 months.</b></p>	<p>College Leaders actively encourage attendance at Parents' evening by notifying PP parents in advance and allowing PP pupils to make appointments before the rest of the cohort. They ensure that all PP students whose parents cannot attend either have feedback from teachers by telephone or by arranging a meeting at a time to suit parents.</p> <p>College leaders completed a PP wide data drop on behaviour recidivists which was then tracked term-by-term with individualised support. College Leaders each have key PP students who attendance puts them into the persistent absence category to mentor and encourage to improve attendance. They also have protected time each day to chase absence and prioritise PP students. PP parents are also invited into progress meetings to discuss achievement and identify any issues and actioning them through liaison with teachers, mentors etc.</p> <p>College leaders completed around 1000 wellbeing calls per week in the lockdown period with many of the PP calls delegated to the cover, TA and mentoring teams. Output of PP students during lockdown was less than non-PP but increased dramatically when 'educationally vulnerable students returned to school site in term 6.</p> <p>College leaders were less effective in monitoring the academic progress of their PP KS4 cohort this year as they focused on maintaining school culture despite allocated LASER and DS time. This was largely a capacity issue as a result of increasing role (including a significant increase in KS3 SEMH need), and time taken to recruit and train deputy college leaders who quickly gained promotions elsewhere.</p>
<p><b>Mentors</b> <b>Owner: SHO/ RSLs</b></p>	<p>Academic mentors focus not just on removing barriers to learning, but on tracking and improving the achievement of students. Communication with home and teachers as well as targets and rewards for the 20 PP students with the least progress. Mentors also take on a whole school leadership responsibility as well as supporting our LAC students make maximal progress.</p>	<p>All LAC students have weekly mentoring to support them with their core subjects and liaise with teachers to highlight gaps and set targets to improve attainment. All LAC students also had a 1:1 tuition session for English language or maths. LAC P8 was 0.07 (way above National for PP and LAC)</p> <p>KS3 and KS4 student cohorts identified for mentoring by raising Standards Leaders using PP and P8 data. Mentors use assertive mentoring techniques, setting targets and reviewing regularly with students.</p> <p>Year 11 mentor improved her cohorts start of year 10 predicted P8 to CAG p8 score over the 2-year period.</p>

	<p><b>Sutton Trust: Small group tuition +4 months, Mentoring +1 month, Social and emotional learning + 4 months.</b></p>	<p>Year 9/10 mentor improved cultural capital of cohort through running of Duke of Edinburgh award scheme, future quest and into university visits.</p>
<p><b>Raising Standards Leaders</b> <b>Owner: SWH</b></p>	<p>To deliver more rigour in tracking and intervening with students, especially PP students, who are not achieving predicted grades that indicate that they are on track to make good progress from KS2-4. To ensure a range of strategies are used in subjects and with individuals to catch up.</p> <p>To ensure that their zones deliver quality first teaching that will ensure that PP students make progress on a par with none.</p> <p><b>Sutton Trust: Feedback +8 months and Homework +5 months.</b></p>	<p><b>CLE: Yr 11 RSL:</b> Weekly College Laser meeting focusing on closing the progress gap between PP and non-PP, with each College Leader having 3 key PP students to focus on. Support for College Leaders in understanding PP data from data trawls and from the Blackbox. Collecting feedback from RSL who was focused on Teaching and Learning in maths and English and actioning emerging issues, feeding back to PLs for maths and English.</p> <p>Coordinating with the SENCo on students who might need access arrangements, getting students use to using their access arrangements in lessons and in PPEs, and working with the SENCo to train students how to use a Reader and or scribe. Centralised coordination of intervention, including P6, P7 and holiday sessions. Ensuring that staff had registers and that truancy was properly dealt with. Working with parents to support the program in place for their child. Coordinating on staffing and letters for these sessions, including checking attendance and making phone calls to PP students to make sure the right students were in. Leading on whole school year 11 briefings and year 11 tutor activities, including keeping the progress and attainment of PP students high on the agenda for staff. Working with the attendance office to do home visits for PP students with below 96% attendance. Supporting students in Post-16 applications and continuing to track and support these students during lock-down.</p> <p><b>SAN: Yr 10 RSL:</b> Ensuring overview of options selections for all students in year group to give students best opportunities of success in KS4. Planning and delivering PPE series for all students. Involvement of Access Arrangements for students and liaising with Exams Officer to ensure all students have access to the appropriate arrangements.</p> <p>Creating a Year 10 Academic mentor team during lockdown to ensure every student has a MOS supporting their at-home learning. Working with the PP lead and Year 10 mentor to create incentives and rewards for the year group. Working collaboratively with the PP lead to have year 10 in school during phased release from lockdown prior to summer. Planning and delivering high quality CPD prior to return for all staff to ensure return to school is effective and time efficient.</p> <p><b>AES Year 9 RSL:</b> Robust series of in-class mock assessments delivered in January with after school catch up sessions for key students who missed sessions. Working alongside Y9 mentor to support progress for key PP students across the year before lockdown. Year 9 action group</p>

		formed during lockdown to ensure that we targeted key students for daily phone calls and support with learning at home. Student voice and assessment data used to develop option blocks for Y10, with each PP student receiving a 1:1 GCSE and aspirations phone call to ensure that they were well informed when choosing their subjects moving into year 10.
<b>Engage Centre Provision</b> <b>Owner: SBR</b>	An alternative provision for students who find Mainstream more difficult and display challenging behaviours. This provides more appropriate support for a few, some of whom are PP students.  <b>Sutton Trust: Behaviour Interventions +4 months and small group tuition +4 months</b>	Year 11 students who otherwise were at risk of exclusion were able to stay in mainstream education and achieve grades that ensured progression to post 16 courses.  Case study A: Had multiple spells in engage, 2 failed managed moves and periods out of school. She left HPA with 8 GCSEs including a good pass in Sport. Without engage a PEX was certain.  Case study B: Arrived from another local school on a managed move. Had been a school refuser for 2 years. She left HPA with 9 GCSEs including good passes in Sport and Travel & tourism.

<b>2019- 2020 Impact Report</b>		
<b>Area of spend/ provision and owner</b>	<b>Description of spend/ provision</b>	<b>Actual 2019-20 impact</b>
<b>Attendance Officer</b> <b>Owner: SDR</b>	To deliver more rigour in tracking and intervening with students, including PP students with attendance below 97%. Aim for our PP attendance to be above National.  <b>Sutton Trust: Mentoring +1 month</b>	PP attendance and persistent absence remained broadly in line with National at the point of lockdown in March. A broad range of strategies used in conjunction with our CLF partners to improve figures to our 2017 high.
<b>Child Protection and</b>	Full Time member of staff employed to work with vulnerable individuals and families, a proportion of which are PP students.	Was able to maintain relationships with vulnerable families that are now safer and attending school more in Autumn 2020 (Case studies available). Crucial role in covering some absence of

<p><b>Attendance Worker/ Family Support Worker</b> Owner: SDR</p>	<p><b>Sutton Trust: Social and emotional learning +4 months</b></p>	<p>our DSL ensuring our safeguarding provision remained thorough. Started the process of sharing more information with key stakeholders.</p>
<p><b>School Counsellor</b> Owner: EST</p>	<p>1:1 therapy for students that are finding the demands of school life challenging. <b>Sutton Trust: Social and emotional learning +4 months</b></p>	<p>EST: 100% of exit questionnaires real an improvement in mood compared with entry questionnaire. Lock down meant a change in working habits if of the team and this was more challenging online. Impact of the March- July period can be reviewed in 2021.</p>
<p><b>PP Maths Intervention teacher</b> Owner: CHO</p>	<p>To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need. <b>Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.</b> <b>Education Endowment Foundation: Reading comprehension strategies +5</b></p>	<p>On average for students who sat the higher tier, PP students who received Maths intervention increased their marks by 39% (between Year 10 Term 6 PPEs and Year 11 PPE2). Students who sat the foundation tier increased their marks by 86% on average.</p>
<p><b>PP English Intervention teacher</b> Owner: CKE</p>	<p>To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need. <b>Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.</b> <b>Education Endowment Foundation: Reading comprehension strategies +5</b></p>	<p>32 pupil premium students who received this intervention improved both their Attainment and Progress 8 between AP1 and Final grades. Their AP1 average progress 8 was -0.9 and final average P8 was -0.2. Their average attainment 8 at AP1 was 7.5 and final average was 8.75.  At AP1 5 students were predicted to gain -0.5 or higher P8. In final grades 15 students made -0.5 or higher, with 10 making positive progress 8 (meaning they achieved above their target grade).</p>

<p>Careers Advisor</p> <p>Owner: SAN</p>	<p>Careers advisor will support students in Years 10 and 11 to have and realise future aspirations. They will provide targeted and specific support for students to secure pathways and reduce numbers of NEETs. FSM and LAC students will have enhanced CEIAG support within this provision to increase PP progression.</p> <p>Sutton Trust: Mentoring +1 month</p>	<p>SAN: Majority of year 11 students had a 1:1 meeting. All key groups had a 1:1 and additional support was offered for the most vulnerable. NEET figures declining.</p>
<p>Breakfast Club</p> <p>Owner: LTI</p>	<p>Breakfast provided to all PP students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend. College Teams to direct students toward the provision.</p> <p>Not evidenced by Sutton Trust</p>	<p>This supported PP students in being well fed so that they were ready to learn. The % of students who accessed this provision was below our target and is not being continued in 2020-21 due to our staggered start and COVID 19 bubble restrictions.</p>

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<p>Holiday coursework &amp; exam revision classes</p> <p>Owner: CLE</p>	<p>Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. PP students will be a focus of this provision. Cost of staffing.</p> <p>Sutton Trust: Small group tuition +4 months and homework +5 months.</p>	<p>PP attendance was on course to exceed the 1000 hours in 2018-2019 before COVID. PP students approach to learning in Nightclub from Jan- March 2020 contributed to 'best ever' PP P8 and basics' based on CAGs</p>
<p>Dark Angels</p> <p>Owner: CSK/ SAN</p>	<p>Dance Enrichment</p> <p>Education Endowment Foundation: Arts Participation +2 months</p> <p>Hattie: Extracurricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and</p>	<p>SAN: Dark Angels gave HPA students professional training outside of the curriculum, confidence within dancing in general and the hip hop style. Extra performance opportunities in Bristol improved students' confidence. highly improved quality of the dance show offering a broad range of styles. Post Lockdown, we have seen the use of the Dark Angels to be of paramount importance to our young people's mental health and wellbeing. Over last year ADA were crowned World Champions in their field and appeared on the hit TV show "got to dance". For</p>

	<p><b>happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning</b></p>	<p>our students to have such aspirational teachers delivering in our academy raises the overall aspirations of the students we teach.</p>
<p><b>Revision guides</b> <b>Owner: CLE/ AES</b></p>	<p>Provision of revision guides for PP students in Year 10 &amp; 11.</p>	<p>This helped contribute to student's revision and HPA improving its progress 8 score in maths and English. Students were expected to have them out on their desk every lesson and gained achievement points for being organised. Centralised approach to revision guide distribution allowed us to ensure that every PP student had the correct resources in front of them each lesson.</p> <p>We also held a “Crossover Parents Evening” which targeted key pupil premium students who needed to improve their attainment in either English or Maths to achieve 9-4 basics. The revision guides were given to the students with their parents so that we could explain our expectations around how they should be using them.</p>
<p><b>Uniform</b> <b>Owner: SDR</b></p>	<p>Students in need, who have financial difficulties are given uniform where appropriate. Several PP students benefit from this opportunity that increases inclusion and removes a barrier to learning.</p> <p><b>Sutton Trust: Uniform 0 Months.</b></p>	<p>A college leader budget of £250 each reduced this barrier to being Ready to learn where appropriate. It contributes to our culture of being Ready to Learn and helps prepare students for future careers that require business attire.</p>
<p><b>Nightclub</b> <b>Owner: SHO</b></p>	<p>SLT providing a study space for yr 11 2 x 90 minutes per week in the evenings.</p> <p><b>Sutton Trust: Homework +5 months</b></p>	<p>Night club attendance was on course to exceed the 3000 hours in 2019 before COVID. PP students approach to learning in Nightclub from Jan- March 2020 contributed to ‘best ever PP P8 and basics’ based on CAGs</p>
<p><b>Raised profile of PP through Line management, Grap profiles, must get meetings and briefings</b> <b>Owner: SHO, RSLs</b></p>	<p>PP is a standing item on the agenda of all line management agendas.</p> <p>All teachers make GRAP comments on their class data sheets outlining what they are doing differently in class to personalise learning for PP underperformers.</p>	<p>Part of the expectations around teachers planning. A danger that these strategies were not reflected upon enough. Yr 11 RSL, Yr 11 mentor and yr 11 PP lead recognised this, collated strategies in term 5/6 and delivered excellent training in week 1 of 2019-20.</p> <p>Key PP yr 11 students well communicated regularly through yr 11 briefings to staff which happened every other week. This undoubtedly helped their visibility to all staff and meant that no PP student was an unexpected outlier in terms of P8 score. This was the 1<sup>st</sup> year of having a cohort above 120 for some time so the impact per child is less.</p>

	Staff briefings highlight PP actions on a weekly basis.	<p>Must get face to face meetings did not happen and coupled with no pp 'must gets' on appraisal this was an opportunity missed in 2019-20 that had worked well for the previous 2 years.</p> <p>PP was not the number 1 priority on the AIP as it was in 2018-19. As a result, it seemed to have less priority in line management meetings, another opportunity missed.</p>
<p><b>Year 9-11 Outside mentors from the community and trips through Future Quest</b></p> <p>Owner: CLE</p>	PP students gain access to aspirational trips and in school mentoring. Their progress is tracked over a 5-year period until they are of University age.	CLE: 93.3% of the cohort had more than two applications into a post 16 provider. 100% of the cohort have gone on to level 3 courses. All students in cohort have progressed to a level 3 qualification P8 for PP students in the cohort was 0.11
<p><b>Aspirational leadership roles</b></p> <p>Owner: CLE</p>	PP students gain leadership positions such as: Head/ Deputy head of school, Prefect, School council, Digital leader, College captain.	The % of PP students in leadership roles was less than the 45% of the PP cohort. Lockdown had an impact on certain roles not being recruited to (e.g., the 2 <sup>nd</sup> round of prefects). Unconscious bias of selection to be considered increasingly in 2021.
<p><b>Timetabled additional literacy</b></p> <p>Owner: KDO</p>	<p>Additional literacy for year 7/8 students who are yet to meet Age related expectations. A high proportion of these are PP.</p> <p><b>Education Endowment Foundation: Phonics +4 months, Reading comprehension strategies +5 months</b></p>	The lack of a coherent literacy programme meant the spend lacked the impact expected. This McGraw Hill Engleman decoding package has been put into place for 2020-21. Through the English and Inclusion teams working collaboratively and precisely these students will receive the level of direct instruction required for them to progress towards ARE.
<p><b>Hegarty Maths</b></p> <p>Owner: CHO</p>	<p>Online maths platform with supportive videos to help students independently improve their maths</p> <p><b>Hattie: 'Homework does make more of a difference to secondary school children'</b> <b>Sutton Trust: Homework +5 months</b></p>	On Average students completed over 20 hours each of additional maths through the Hegarty maths platform. There was a direct and strong correlation between the number of hours completed by students and their P8 score for maths.



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Area of spend/ provision and owner	Description of spend/ provision	Actual 2019-20 impact
<b>Tassomai</b> <b>Owner: AMA</b>	<p>Online science low stakes quizzing app encouraging independent spaced practice</p> <p><b>Hattie: 'Homework does make more of a difference to secondary school children'</b>  <b>Sutton Trust: Homework +5 months</b></p>	<p>AMA: <i>Tassomai</i> has been used consistently by students in Year 9, Year 10 and Year 11. We have introduced lunchtime support sessions for Year 9 and Year 10 students in 2019-2020 which has reduced the number of students disengaged or on 0/7 daily goals consistently. This lunchtime support session has a new-look ramped approach for 2020, encouraging independence with 2 sessions per fortnight for Year 9 and 1 session per fortnight for Year 10.</p> <p>Independent use of <i>Tassomai</i> is also encouraged by class teachers through the awarding certificates and achievement points for students using <i>Tassomai</i> well (highest progress, most questions answered correctly and highest accuracy). <i>Tassomai</i> badges have also been awarded to students making exceptional progress on the platform. In addition, <i>Tassomai</i> data has also been used frequently in college leader assemblies and Year group assemblies. Improved communication between teachers and home is a priority to raise the profile of <i>Tassomai</i> but it was used well during lockdown as part of the blended learning approach.</p> <p>2020 PP P8 for Science was -0.02 which was an improvement on the -0.47 in 2019.</p>
<b>Music Tuition</b> <b>Owner: CHO</b>	<p>PP BTEC music students receive heavily discounted small group tuition on their chosen instruments.</p> <p><b>Education Endowment Foundation: Arts Participation +2 months</b></p> <p><b>Hattie: Extracurricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning</b></p>	<p>2 Classes of KS4 music for the first time. We had the highest number of students in a Music Show to date. The quality of the performances was very strong. Year 11 PP P8 2020 was +1.56. A culture of PP students engaging in music is now emerging after 2 years of outstanding KS4 outcomes.</p>

<b>Into University</b> <b>Owner: SAN</b>	Charitable organisation providing homework support, workshops and aspirational trips to PP students. The provision is based on site at HPA.	Over 100 students from HPA worked with Into University last year. Student feedback collected by IU showed positive attitude towards the programme with an overwhelming majority of students noting that they would be more likely to attend university off the back of their involvement with the charity.
<b>KS4 PP leads</b> <b>Owner: SHO, CLE, SAN</b>	Advocate for improving the life chances of pp students not on the mentoring cohort. Aim of improving P8 of PP students to above National non.	Year 11 PP P8 was 'best ever' but difficult to compare due to CAGs. Year 11 PP lead provided excellent support to the cohort in the lead up and during lockdown. PP p8 failed to rise to 0.3+ and the in-school GAP rose sharply so this is a concern.  Year 10 PP P8 predictions are 0.12 which would represent improvement but not yet in line with National non pp. Year 10 PP lead provided fantastic data lead support to the year 10 RSL.
<b>PP Bid Pot</b> <b>Owner: SHO</b>		
<b>Pupils attitudes to self and school</b>	Data to determine student's affinity to school and therefore likely school success post COVID	Will know more in 2021. KS3 being tested in Autumn 2020
<b>Jack Hazeldine Foundation</b>	External Mentoring company	Supported with keeping high level SEMH PP students on role. Less impact during COVID.
<b>TLC live online tuition</b>	Online Maths and English 1:1 tuition	High level SEMH PP students failed to attend and engage

Provision 2019-20	Actual cost	Cohort Caseload (%)	Attributable 2019-20
College Leaders	£180, 310	45	£81,139
Learning Mentors	£98, 240	45	£44,208
Careers	£18, 174	45	£9,087
RSLs	£203,323	45	£97,166
Engage	£46, 669	45	£ 21, 001
Attendance Officer and engagement worker (LST & LOP)	£72 914	45	£32, 811
KS4 Maths and English Intervention teachers	£30 ,622	100	£30,622
School Counsellors (0.6)	£22, 152	45	£9,968
Dark Angels	£4000	45	£1800
Uniform	£1200	100	£1,200
Revision Guides	£2400	100	£2,400
Holiday Exam Revision classes	£2780	100	£2,780
Tassomai Science (Year 9-11)	£3,200	45	£1,440
Literacy Planet	£1,400	45	£630
Hegarty Maths	£999	45	£450
Nightclub evening revision/ workspace	£1000	45	£450
Music lessons	£2000	100	£2000
Raised PP profile (LM, Graps, Briefings)	£0	0	£0
Future Quest	£0	0	£0

Leadership roles (Year 7-11)	£0	0	£0
KS3 Timetabled additional literacy and numeracy	Staffing cost	0	£0
KS4 Pupil premium leads	£3335	4	£3335
English Teacher		Unable to appoint	
PP bid pot (spent on Jack Hazeldine foundation mentoring, TLC live and Pass data)	£3000	1000	
Total HPA Spend	2019-20 projected budget 338,022		£344, 145 (Actual budget ended up as £374, 094. £30, 000 difference in projected budget as a result of COVID savings on aspects such as Nightclub, Holiday revision, Dark Angels, intervention and holding £ back for COVID recovery.