

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.

	Standard Basics %	Progress 8	Attainment 8 average grade	↑	Improved on last year or above national
				↑↑	Improved on last year and above national
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

2020- 2023 Projected Spend

Our PP strategy falls into 3 Categories. All feed into our overarching culture of creating equity for disadvantaged:

- A) Academic staffing including targeted academic support.
- B) Pastoral support staffing getting students 'Ready to Learn'.
- C) Wider strategies removing barriers and reducing self-deselection.

Action: AIP links to be added at next review in Sept 2021

All areas of spend are scrutinised and reviewed through the following quality assurance processes:

- 1) PP Line management
- 2) SLT scrutiny
- 3) Termly Academy Council scrutiny
- 4) PP Academy Counsellor 1:1s
- 5) CLF reviews

Headline impact is explained, and colour coded (Red, Amber, Green) in the cells below:

Provision/ Owner	Category	Description of spend/ provision	Intended Outcomes	How impact is to be measured/ Expected Impact	Sept 2021	Feb 2022	Sept 2022	Feb 2023	Sept 2023
Raising Standards Leaders Owner: AES £81,591	A	To ensure quality first teaching is impacting on PP progress. 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 expected/ good progress from KS2-4. To ensure a range of strategies are used in subjects and with individuals to catch up. Educational Endowment Foundation (EFF): Feedback +8 months and Homework +5 months.	More PP students make expected/good progress; predicted and actual grades improve; achievement & attainment	The PP gap to National Non-PP is reduced (for P8 and basics)					

<p>KS4 PP Leads</p> <p>Owner: SAN, AES</p> <p>£2,600</p>	A	<p>2 HPA teachers working as advocates for improving the life chances of pp students not on the mentoring cohort. PP leads act as a voice of this cohort ensuring that quality first teaching provides increased equity for these learners.</p> <p>(EFF): Feedback +8 months and Homework +5 months.</p>	<p>Predicted and actual grades improve (achievement & attainment) so that basics and P8 improve for their year groups based on initial year 10 predictions and previous years</p>	<p>The PP gap to National Non-PP is reduced (for P8 and basics)</p>					
<p>PP Maths Intervention teacher</p> <p>Owner: CHO</p> <p>PP English Intervention teacher</p> <p>Owner: CKE</p> <p>£32,404</p>	A	<p>To deliver intervention to small groups of students not making expected progress. PP students will be given priority access using a filter of need.</p> <p>EEF: Small group tuition +4 months and 1:1 tuition +5 months, Reading comprehension strategies +5</p>	<p>PP students catch up where they have fallen behind.</p>	<p>Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE. PP students make at least expected progress compared to non-PP non-intervention peers.</p>					
<p>My Tutor 1:1 online English language tuition</p> <p>Owner: CKE/ CHO</p> <p>£6,000</p>	A	<p>Online English language and Maths tuition from 'Red brick' University graduates.</p> <p>EEF: Small group tuition +4 months and 1:1 tuition +5 months</p>	<p>Yr 11 PP boundary leapers improve their raw marks at the same rate as their non-PP peers. 30 PP students predicted a grade 3-to 4= achieve grade 4/5.</p>	<p>Increase in raw marks from year 10 PPE to year 11 PPE1 and then Year 11 PPE2.</p>					
<p>Engelmann direct instruction additional literacy (Decoding 2 and 3)</p> <p>Owner: ARE</p> <p>Engelmann direct instruction additional numeracy</p> <p>Owner: MWA</p>	A	<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>EEF: Phonics +4 months, Reading comprehension strategies +5 months</p>	<p>Students reach age related expectations before finishing their GCSE studies.</p> <p>Allocate expert staff to these groups</p>	<p>Reading ages improve at a faster rate than their peers and this is tracked on accelerated reader. Students 'At an earlier stage' in their learning move to 'yet to be on track'. Students 'Yet to be on track' in their learning move to 'on track'.</p>					

£0 (General staffing budget)									
Exam Revision classes, Period 7 (Directed study) and Nightclub Owner: AES £3,230	A	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. Lengthened school day for year 11 (Directed study) run by ELT and teachers 'slack' time ensuring that PP learners have increased access to an expert. Nightclub run by SLT x2 90-minute sessions per week. EEF: Small group tuition +4 months and homework +5 months, Extended school day +2 months	PP students with others supported to attend the Academy in holidays and after school to revise with an expert teacher in well-resourced conditions and perform better in exams.	Number of students attending and performance within exams. Good attendance of PP students across a range of subjects in the holidays and evenings. Improved exam results with a decreased gap between non-PP and PP in mocks and real exams.					
PP Professional Development Owner: SHO/ AES £0 (Internal cover)	A	Opportunities for staff to have time off timetable conducting PP pupil pursuits or PP PDCs to support the quality first teaching of colleagues. All staff have year 11 PP 'must gets' as part of their professional development portfolio/ Appraisal cycle.	Spotlight if shone on key PP students. All staff invested in creating equity for PP learners. Communication of the mission not left to chance.	The PP gap to National Non-PP is reduced (for P8 and basics) Scaffolding: Vygotskys zone of proximal development- always start with what PP students can do.					

<p>Mentors</p> <p>Owner: SHO/ RSLs</p> <p>£45,635</p>	<p>A/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>EEF: Small group tuition +4 months, Mentoring +1 month, Social and emotional learning + 4 months.</p>	<p>PP P8 improves for their cohort based on initial year 10 predictions and previous years</p>	<p>PP P8 improves for their cohort based on initial year 10 predictions and previous years</p>					
<p>College leaders</p> <p>Owner: SDR</p> <p>£84,528</p>	<p>A/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>EEF: Mentoring +1 month, Social and emotional learning + 4 months.</p>	<p>To ensure all students are supported to attend and achieve their full potential. PP students are supported to make greater levels of progress and to ensure that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>The PP gap to National Non-PP is reduced per college (for P8 and basics) with a focus on bucket 1). Ready to Learn culture enhanced.</p> <p>How many pp students have friends that are outside of the pp group?</p>					
<p>Engage Centre Provision</p> <p>Owner: CUP</p> <p>(TUF funded)</p>	<p>A/B</p>	<p>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.</p> <p>EEF: Behaviour Interventions +4 months and small group tuition +4 months</p>	<p>To enable a few students to access a revolving door provision that provides small group support in order to support students to remain in mainstream.</p>	<p>Number of students who are successfully supported to return to the Academy and achieve good qualifications. Individual case studies to be produced and monitored</p>					
<p>Attendance Officer</p> <p>Child Protection and Attendance Worker/ Family Support Worker</p> <p>Owner: SDR/ SBR</p>	<p>B</p>	<p>To deliver rigour in tracking and intervening with students, including PP students with attendance below 97%</p> <p>Full Time member of staff employed to work with vulnerable individuals and families, a high proportion of which are PP students.</p>	<p>Attendance of PP cohort increases and matches the non-PP cohort</p> <p>Several vulnerable students, including PP are supported to overcome personal difficulties.</p>	<p>will be available. Attendance data by key groups. Attendance of PP cohort gets closer to/ matches the non-PP cohort.</p> <p>Anonymous case studies of success with several students. Students continue to attend/ make progress. Reduced</p>					

£32,529		EEF: Mentoring +1 month, Individualised instruction +3 months		persistence absence in this cohort compared with 2019.					
School Counsellors Owner: CUP £26,076	B	1:1 therapy for students that find the demands of school/ life challenging. EEF: Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	Improvement in student's mood.	Student voice through questionnaires. Students exit questionnaire compared with their entry questionnaire shows an improvement in student's wellbeing.					
SEMH Specialists Owner: CUP (TUF funded)	B	1:1 therapy for students that find the demands of school/ life challenging. 1:1 and group work with families who find the demands of school challenging.	PP Parents often don't understand what attainment is as they have no point of reference. SEMH specialist support this.	Improvement in students conduct, attendance, exit questionnaires, PASS data.					
Careers Advisor Owner: SAN, DDA, RAL	B	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. EEF: Mentoring +1 month, Individualised instruction +3 months, 1:1 tuition +5 months	Enable more FSM and LAC pupils to realise the enabling power of education and that what they do now directly impacts on their future.	Destinations are supported and tracked. No NEET students. Only 34% of PP students go to university. Can we increase this?					
Jack Hazeldine Foundation and Youth 8 mentoring Owner: SHO £15,000	B	Mentoring companies supporting vulnerable students in North Somerset. EEF: Mentoring +0 months, Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	PP students who have a primary SEND need of SEMH are supported with their emotional regulation and able to remain in mainstream education.	Truancy logs reduced. Stage 3 and 4 students remain at HPA to complete GCSEs.					

FSM Bid Pot Owner: SHO £5,000	C	A bid pot for staff to fund initiatives that will have a demonstrable impact on a PP student or a group of PP students.	To support individual students with opportunities within and beyond the curriculum.	Intended impact and how this will be measured must be named within the bid. Varied, but based around removing a barrier to learning or aspirations.					
Dark Angels Dance Owner: CSK/ SAN External Music Tuition Owner: CHO £3,800	C	Expert Dance Enrichment PP BTEC music students receive heavily discounted small group tuition on their chosen instruments. EEF: Arts Participation +2 months, Individualised instruction +3 months, 1:1 tuition +5 months 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	Improvement in Dance outcomes Improvement in student's confidence when performing Improvements in attendance of students benefiting from this experience. Increased P8 of PP students in BTEC music How many PP students participate in out of school activities? Are they all participating? Enrichment activities make a difference because it has an impact on the development of the 'I can' mindset.	Dance outcomes improved at Distinction and Distinction*. Increased quality of dance shows. More PP students taking music in KS4. Increase in quality of musical performances in school shows.					
ICT devices Owner: SHO Owner: AES £0	C	All PP KS4 students have a laptop and WIFI at home All KS3 student have learning resources that can be accessed from a smart phone EEF: Digital Technology + 4 months	All PP KS4 student have the ICT barrier totally removed All KS3 PP students have quality remote learning.	All PP students can make exceptional progress					

Hegarty Maths Owner: CHO £540	C	Online maths platform for years 7-11. Questions and explanatory videos to support independent learning. Hattie: 'Homework does make more of a difference to secondary school children' EFF: Digital Technology + 4 months, Homework +5 months	PP hours spent is at least in line with non pp peers	The PP gap to National Non-PP is reduced (for P8 and basics)					
SENECA English Owner: CKE £0	C	Online platform for years 9-11. Questions for English language and literature to support independent learning. Hattie: 'Homework does make more of a difference to secondary school children' EFF: Digital Technology + 4 months, Homework +5 months	PP hours spent is at least in line with non pp peers	The PP gap to National Non-PP is reduced (for P8 and basics)					
Tassomai Science Owner: AMA £1686	C	Online platform to close the knowledge gap in science through low stakes recall questions. Hattie: 'Homework does make more of a difference to secondary school children' EFF: Digital Technology + 4 months, Homework +5 months	To allow teachers more time in lessons to teach application and evaluation skills by 'pre-teaching' key knowledge. PP completion rate and % progress through the course is in line with non. The majority get to 80% by the end of year 11.	The PP gap to National Non-PP is reduced (for P8)					
Revision guides Owner: SAN/ AES £2,000	C	Provision of revision guides for PP students in Year 10 & 11.	Provision of revision guides for PP students in Year 11. Students are well resourced and class teachers can ensure use as part of quality first teaching.	Students achieve positive P8 scores in those subjects.					

Uniform Owner: SDR £2,000	C	Students in need, who have financial difficulties are given uniform where appropriate to the value of £35. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning. EEF: Uniform 0 Months.	PP students who do not have full uniform are given items free of charge on entry to the academy. Our culture of high expectations and smart attire is upheld.	Number of students receiving free uniform. Less students sent home or in seclusion for poor uniform. Uniform given out, removing a barrier to students learning and inclusion.						
Raised profile of PP through Line management, Group raising attainment profiles (GRAP), 'Must Gets' and briefings Owner: SHO/AES £0	C	PP is a standing item on the agenda of all line management agendas. All teachers make GRAP comments on their class data sheets outlining what they are doing differently in class to personalise learning for PP underperformers. Staff briefings highlight PP actions on a weekly basis.	PP gap to National non-PP is predicted to continually reduce year on year.	PP predicted performance closes the gap to National non-PP in years 9-11 at every data entry point. KS3 gap on entry does not widen.						
Year 9-11 Outside mentors from the community and trips through Future Quest Owner: JHO	C	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.	Students access more aspirational destinations. Students involved in the program have a greater knowledge of post 16 choices. Students involved have and increased confidence.	Destinations including % attending Russel group universities increases. Positive student voice from the initiative.						
Aspirational leadership roles Owner: SAN £0	C	PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, digital leader, college captain.	% PP students in these positions is in line with non-PP. Reducing culture of PP students self-deselecting.	% PP students in these positions is in line with non-PP. Increase in PP students supporting school events.						
Into University Owner: DDA £20,000 income	C	Charitable organisation providing homework support, workshops and aspirational trips to PP students. The provision is based on site at HPA.	Students access the centre for IS support.	Volumes of students accessing study support. Student voice of workshops						
External readers	C	Invigilators supporting KS4 students who qualify for a reader. They build up their	Students have access to the support they are	SEN/ PP (compound students P8 increases and						

Owner SHO £2000		relationship in English language lessons ensuring that its students' normal way of working. Readers also support KS3 PP students whose reading age is >3 years with 1:1 in reading lessons	entitled to in lessons and not just exams Number of students with reading age >9 years 6 months is reduced by 50% year on year. Reading makes a difference. Do they have books at home? Do they read with parents?	the gap is reduced to National Non-PP P8. Average PP reading age increased year on year in every year group.					
Provision	Total	Cohort Caseload (%)	Attributable 2020-21	Year group impact	Sept 2021	Feb 2022	Sept 2022	Feb 2023	Sept 2023
College Leaders and mentors	£187,840	45	£84,528	Year 7					
				Year 8					
				Year 9					
				Year 10					
				Year 11					
Learning Mentors	£101,412	45	£45,635	Year 7/8					
				Year 9/10					
				Year 11					
Careers Advisor	£NA	45	£NA	Year 11					
RSLs/ Associate RSL	£181,313	45	£81,591						
Engagement Worker & Attendance Officer	£72,286	45	£32,529						
English & Maths Intervention teacher	£32,404	100	£32,404	Year 11					
School Counsellors	£57,152	45	£26,668						
Uniform	£2,000	100	£2,000						
Revision Guides	£2,000	100	£2,000	Year 10					
				Year 11					

KS4 Pupil premium leads	£2,600	100	£2,600	Year 10					
				Year 11					
Exam Revision classes	£2780	45	£2,783	Year 11					
Tassomai Science	£3,200	45	£1,604	Year 9					
				Year 10					
				Year 11					
Hegarty Maths	£999	45	£500	Year 7					
				Year 8					
				Year 9					
				Year 10					
				Year 11					
SENECA English	£0	45	£0	Year 9					
				Year 10					
				Year 11					
Nightclub evening revision/ workspace	£1000	45	£500	Year 11					
Music lessons	£2000	100	£2,000						
Dark Angels	£4000	45	£1,800	Year 8					
				Year 9					
				Year 10					
Raised PP profile (LM, Graps, Briefings)	£0	0	£0						
Future Quest	£0	0	£0	Year 9					
				Year 10					
Into University	£0	0	£0	Year 7					

				Year 8					
				Year 9					
				Year 10					
				Year 11					
Leadership roles	£0	0	£0	Year 7					
				Year 8					
				Year 9					
				Year 10					
				Year 11					
KS3 Maths Engleman DI intervention	£0 Staffing cost	0	£0	Year 7					
KS3 English Engleman DI intervention	£0 Staffing cost	0	£0	Year 8					
External readers				Year 7					
				Year 8					
				Year 11					
	£2000	100	£2000						
JHF/ Youth 8 mentoring				Year 9					
				Year 11					
	£15, 000	100	£15,000						
ICT devices				Year 7					
				Year 8					
				Year 9					
	£0	0	£0	Year 10					

				Year 11					
PD	£0	0	£0						
My tutor maths online tuition				Year 11					
My tutor online English tuition				Year 11					
Total HPA Projected Budget 2020-21	£383,671								

[Educational Endowment Foundation Teaching and Learning Toolkit](#)

Arts participation

Low impact for low cost, based on moderate evidence.



+2

Aspiration interventions

Very low or no impact for moderate cost, based on very limited evidence.



0

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



+3

Block scheduling

Very low or no impact for very low cost, based on limited evidence.



0

Built environment

Very low or no impact for low cost, based on very limited evidence.



0

Collaborative learning

Moderate impact for very low cost, based on extensive evidence.



+5

Digital technology

Moderate impact for moderate cost, based on extensive evidence.



+4

Early years interventions

Moderate impact for very high cost, based on extensive evidence.



+5

Extending school time

Low impact for moderate cost, based on moderate evidence.



+2

Feedback

High impact for very low cost, based on moderate evidence.



+8

Homework (Primary)

Low impact for very low cost, based on limited evidence.



+2

Homework (Secondary)

Moderate impact for very low cost, based on limited evidence.



+5

Individualised instruction

Moderate impact for very low cost, based on moderate evidence.



+3

Learning styles



+2

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

One to one tuition

Moderate impact for high cost, based on extensive evidence.



+5

Oral language interventions

Moderate impact for very low cost, based on extensive evidence.



+5

Outdoor adventure learning

Moderate impact for moderate cost, based on moderate evidence.



+4

Parental engagement

Moderate impact for moderate cost, based on moderate evidence.



+3

Peer tutoring

Moderate impact for very low cost, based on extensive evidence.



+5

Performance pay

Low impact for low cost, based on limited evidence.



+1

Phonics

Moderate impact for very low cost, based on very extensive evidence.



+4

Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



+6

Reducing class size

Moderate impact for high cost, based on moderate evidence.



+3

Repeating a year

Negative impact for very high cost, based on moderate evidence.



-4

School uniform

Very low or no impact for very low cost, based on very limited evidence.



0

Setting or streaming

Negative impact for very low cost, based on limited evidence.



-1

Small group tuition

Moderate impact for moderate cost, based on limited evidence.



+4

Summer schools

Low impact for moderate cost, based on extensive evidence.



+2

Teaching assistants

Low impact for high cost, based on limited evidence.



+1

Within-class attainment grouping

Moderate impact for very low cost, based on limited evidence.



+3