

## Hans Price Academy Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hans Price Academy
Number of pupils in school	1038
Proportion (%) of pupil premium eligible pupils	38
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Tony Searle
Pupil premium lead	Rebecca Collis
Governor / Trustee lead	Kathryn Volk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£433,893
Recovery premium funding allocation this academic year	£109,227
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£543,120

## Part A: Pupil premium strategy plan

### Statement of intent

We are striving to improve the educational experience and outcomes for pupils experiencing disadvantage through deeper understanding of their needs and privileging these at every opportunity.

Our academy focus, and that of the trust, is on those presently experiencing disadvantage even over other groups or areas. We will improve standards through professional development and effective leadership to improve outcomes and the quality of provision for those presently experiencing disadvantage to achieve greater equity through education.

Our PP funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This includes investment in both pastoral and academic staffing and initiatives. 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 lowest achieving pupils is careful and thorough, implementation and utilisation of strategies. We will know that these have been successful through meticulous monitoring and tracking of pupil attainment and progress.

Attendance and attainment of disadvantaged pupils are key measures for the Academy as indicators of the effectiveness of provision for those who most need it. We also know that disadvantaged pupils thrive when teaching is effective. We will use our quality assurance and assessment approaches to ask more challenging questions about provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort.

The success criteria – pupils experiencing disadvantage will attend and attain in line with their peers due to:

- Increased self-esteem and confidence through improved literacy and oracy to enable access to improved quality of education
- Have a clear sense of belonging in our community
- Participate in a wide range of benevolent childhood experiences

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significant numbers of our pupils arrive with non-functional reading leading to low self-esteem and confidence in tackling the rest of the curriculum.
2	Pupils who have experienced disadvantage may lack confidence in articulating and writing down their ideas. This may be compounded where students have a narrower range of vocabulary to exploit.
3	Low levels of emotional development provide additional challenge to a significant number of pupil premium pupils that make engagement with curriculum more difficult and adds to their disadvantage.
4	Our disadvantaged cohort are more likely to opt out through non-attendance at, or in, school; non-participation with remote learning and self-deselection in the classroom and from wider opportunities (benevolent childhood experiences).
5	Some disadvantaged pupils do not realise their own potential or how to navigate progression into apprenticeships, FE and HE. Frequently, if they have the ambition, they lack the steps and self-belief to make this a reality.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve self-esteem and confidence of pp pupils across the curriculum through a focus on improving literacy.	Eliminate non-functional reading by the end of KS3.
Improve active participation in lessons and improved written work of pp pupils through a focus on improving oracy and explicit teaching of vocabulary.	Oracy strategies embedded and observed in lessons leading to more effective active engagement with the learning and higher quality written output.
Improving the attendance and participation of our disadvantaged pupils.	We aspire for PP attendance to be in line with non-pp attendance. The proportion of PP pupils persistently absent is at least national average. The in-school participation gap in extra-curricular activities (pp versus non) narrows by 10% term-by-term.
Ensuring staffing and high-quality personal development is focussed on meeting the needs of our disadvantaged cohort to raise attainment.	KS4: PP P8 is at least +0.0 Difference between PP and non-PP progress is less than national average
Pupils have higher aspirations due to high-quality CEIAG input.	0% NEET; wide range of destinations

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £315000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raising Standards Leaders ensure quality first teaching is impacting on PP progress.</p> <p>To deliver more rigour in tracking and intervening with students, especially PP pupils, 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.</p>	<p>More PP pupils make expected/good progress; predicted and actual grades improve; achievement &amp; attainment.</p> <p>Educational Endowment Foundation (EFF): Feedback +8 months and Homework +5 months.</p>	4, 5
<p>3 HPA teachers have PP Lead responsibility working as advocates for improving the life chances of pp pupils 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>Predicted and actual grades improve (achievement &amp; attainment) so that basics and P8 improve for their year groups based on initial year 10 predictions and previous years.</p> <p>EFF: Feedback +8 months and Homework +5 months.</p>	4, 5
<p>Academic mentors focus not just on removing barriers to learning, but on tracking and improving pupil achievement. Communication with home and teachers as well as targets and rewards for the 20 PP pupils with the least progress. Mentors also take on a whole school leadership responsibility as well as supporting our LAC pupils make maximal progress.</p>	<p>PP P8 improves for their cohort based on initial year 10 predictions and previous years</p> <p>EEF: Small group tuition +4 months, Mentoring +1 month, Social and emotional learning + 4 months.</p>	4
<p>Pastoral support has a wide and deep impact on pupils, particularly our FSM and LAC students. College Teams focus not just on removing barriers to learning, but on tracking and</p>	<p>To ensure all pupils are supported to attend and achieve their full potential. PP pupils are supported to make greater levels of progress and to ensure that they do not have any</p>	3, 4

improving the achievement of students. Close links with families and outside agencies ensure any disadvantage for PP students is reduced.	barriers to learning or attendance caused by deprivation.  EEF: Mentoring +1 month, Social and emotional learning + 4 months.	
PP professional development provides 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.	All staff invested in creating equity for PP learners. Communication of the mission not left to chance.	4, 5
That Reading Thing age-appropriate phonics programme	All students leave Y9 with functional reading ability.  EEF: Small group tuition +4 months, Mentoring +1 month, Phonics +4 months, Reading comprehension strategies +5 months	1, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £165675

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver English and Maths intervention to small groups of Y11 students not making expected progress. PP students will be given priority access using a filter of need.	PP students catch up where they have fallen behind.  EEF: Small group tuition +4 months and 1:1 tuition +5 months, Reading comprehension strategies +5	1, 4
Equal tutoring targeted 1:1 online tutoring for English and Maths to support PP students to reach their academic potential	PP students catch up where they have fallen behind.  EEF: 1:1 tuition +5 months	1, 4
Lexia for year KS3 students who are yet to meet age-related expectations. A high proportion of these are PP.	Students reach age related expectations before finishing their GCSE studies.  EEF: Phonics +4 months, Reading comprehension strategies +5 months	1, 4

Engage: 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.	To enable students to access a revolving door provision that provides small group support in order to support students with SEN to remain in mainstream.  EEF: Behaviour Interventions +4 months and small group tuition +4 months	3, 4,
Attendance Coordinator and Attendance Worker to deliver rigour in tracking and pupils with attendance below 97%. Full Time member of staff employed to work with vulnerable individuals and families, a high proportion of which are PP students.	Attendance of PP cohort increases and matches the non-PP cohort Several vulnerable students, including PP are supported to overcome personal difficulties. Identification of key adults to be assigned where necessary.  EEF: Mentoring +1 month, Individualised instruction +3 months	4
School Counsellors provide 1:1 therapy for students that find the demands of school/ life challenging.	Improve of pupil wellbeing.  EEF: Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	3
SEMH Specialists provide 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.	3
360 mentoring supporting most vulnerable students.	PP students who are struggling to attend school and others with a primary SEND need of SEMH are supported with their emotional regulation and able to remain in mainstream education.  EEF: Mentoring +0 months, Social and Emotional learning +4 months, Individualised instruction +3 months, 1:1 tuition +5 months	3
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	Enable more FSM and LAC pupils to realise the enabling power of education and that what they do now directly impacts on their future.	6

CEIAG support within this provision to increase PP progression.	EEF: Mentoring +1 month, Individualised instruction +3 months, 1:1 tuition +5 months	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62445

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP BTEC music students receive heavily discounted small group tuition on their chosen instruments.	Increased P8 of PP students in BTEC music.  EEF: Arts Participation +2 months, Individualised instruction +3 months, 1:1 tuition +5 months	6
Dark Angels come in to run lunch club, support KS4 lessons in school and after.	Increased P8 of PP students in BTEC Dance.  EEF: Arts Participation +2 months, Individualised instruction +3 months, 1:1 tuition +5 months	6
16 PP students going on a cultural trip to Japan receiving £100 towards cost. 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.	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.	6
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.	All PP KS4 student have the ICT barrier totally removed.  All KS3 PP students have quality remote learning.  EEF: Digital Technology + 4 months	4
Tassomai online platform for years 9-11. Questions for English language and	PP hours spent is at least in line with non pp peers	1, 4

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	
Sparx and Dr Frost Maths online platforms for years 7-11. Questions and explanatory videos to support independent learning.	PP hours spent is at least in line with non pp peers Hattie: 'Homework does make more of a difference to secondary school children' EFF: Digital Technology + 4 months, Homework +5 months	4
Tassomai Science online platform to close the knowledge gap in science through low stakes recall questions.	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.  Hattie: 'Homework does make more of a difference to secondary school children' EFF: Digital Technology + 4 months, Homework +5 months	4
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.	4
Provision of Art resource packs for PP students in Year 10 and 11.	Students are well resourced and class teachers can ensure use as part of quality first teaching.	4
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.	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. EFF: Uniform 0 Months.	4
Raised profile of PP through Line management, 'Must Gets' and briefings  PP is a standing item on the agenda of all line management agendas. Staff	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.	4, 5



briefings highlight PP actions on a weekly basis.	PP gap to National non-PP is predicted to continually reduce year on year.	
Year 9-11 Outside mentors from the community and trips through Future Quest  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.	4, 6
Aspirational leadership roles. PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, college captain.	% PP students in these positions is moving in line with non-PP. Reducing culture of PP students self-deselecting.	4, 6
External readers. Invigilators supporting KS4 students who qualify for a reader. They build up their 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	Students have access to the support they are 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?	1

**Total budgeted cost: £543,120**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

#### HPA Outcomes for 2023

PP students benefited from the high level of investment in pastoral support, reading and intervention programmes.

P8 outcomes for PP students were -0.31, which is higher than the national figure of -0.57, thereby showing our pp students are performing +0.26 than national PP. Although our target was for PP P8 to be at least +0.0 the gap between our PP and national non-PP students is -0.48 against a national gap of -0.74 which is positive and should be built upon. Our in-house variation between PP and non-PP is -0.87 which is a focus moving forwards.

PP A8 is on par with national at 3.51 against 3.49 but is a significant area of focus as we are aware of the import of grade 4s for future life chances. We need to develop more opportunity for PP students to utilise the resources we provide them to positively affect their attainment.

Whilst whole-school basic targets of 9-4 and 9-5 were almost reached, 62.5% against 65% and 42.% against 45%, the figures for PP were much lower: 39.7% and 23.8% respectively.

#### Attendance and Behaviour figures

Our PP versus non-PP gap for attendance continues to reduce to 10.9% however attendance remains a key focus for us.

The behaviour data highlights that 26.2% of PP students received a FTE as compared to 9.8% of non-PP students which shows a higher proportion of PP students than non-PP received an FTE last year. In addition, the % of students who receive R5 referrals was disproportionately high for PP students compared to non-PP students. We need to better understand our students who receive referrals and FTEs and the cause of these to better meet need for students who experience disadvantage. We have worked to support PD for staff on SEN as well as PP and must now pinpoint with forensic accuracy each student's barriers and how to overcome these.