

Minutes – Hans Price Academy

Meeting Date: 9 October 2024
Hans Price Academy
Time: 4.00pm

Chair: Kathryn Volk (KV) Sponsor Councillor & Chair
Henry Watts (HW) Teacher Councillor
Jack Burnett (JB) Sponsor Councillor
Vacancy Sponsor Councillor
Vacancy Sponsor Councillor
Vacancy Parent Councillor
Hannah Cooke (HC) Parent Councillor

In Attendance: Adrian Esch (AE) Principal
Tony Searle (TS) Senior Principal (*via Teams, left at 5.00pm*)
Shaun Donald (SD) Vice Principal
Sue Burns (SB) Clerk

Apologies: Sandra Cox (SC) Support Staff Councillor
Absent: Olena Vasyutina (OV) Sponsor Councillor

Item	Description	Action
1.0	Welcome, Introductions and Apologies	
1.1	KV welcomed everyone to the meeting.	
1.2	Absent with apologies: Sandra Cox	
1.3	Absent without apologies: Olen Vasyutina	
2.0	Declarations of Interest	
2.1	Henry Watts declared that he is a Union Rep for the NEU.	
3.0	Minutes of Previous Meeting and Matters Arising	
3.1	The minutes of the meeting of 26 th June 2024 were agreed to be a true and accurate record.	
4.0	Academy Council Membership	
4.1	Jack Burnett has joined the Academy Councillor as a Sponsor Councillor. He will be the SEND Academy Councillor, is an ex-student of HPA and has taught at WHA	
4.2	The Teacher Councillor vacancy was advertised but not filled. Therefore Henry Watts (Teacher) will move from the Student Advocate role and be appointed into the Teacher Councillor role where he will finish his term of office.	
4.3	Next week KV and AE are meeting with a potential Parent Academy Councillor.	
4.4	All the Academy Councillors were reminded to update and confirm their interests via Governorhub, and to complete their training via Governorhub as soon as possible.	

5.0	Attendance – Sam Drew	
5.1	The overall attendance data is strong, but the PP/Disadvantaged attendance data indicates a significant gap which we are focusing on closing.	
5.2	Attendance is better than last year, and we are aiming for PP attendance of 90%. The sense of belonging initiative has been very impactful to date.	
5.3	Rising Stars has evolved to include additional information that is shared with the staff about key PP students with 90% attendance and below.	
5.4	We've undertaken home visits to engage parents and ensure they're prepared for the start of term.	
5.5	We operate a separate attendance reward scheme for the Rising Stars group of students which is based on the last three weeks in term. If the students attend, they receive a bar of chocolate and entry into a raffle.	
5.6	In the last three weeks we've had the highest attendance in the Trust, and we are sharing best practice with schools who have higher PP attendance than we do.	
5.7	Our PP Progress 8 score was -1.1 for students with 90% attendance or below, whereas those with higher attendance achieved a positive Progress 8 score.	
5.8	This year the PP attendance is already 1.2% higher than this time last year (which had already increased by 1% on the previous year).	
5.9	Each member of staff has a PD plan item to improve attendance in their learning family.	
5.10	Do you use Pupil Voice for PP students to determine barriers to attendance? We have questionnaires that we are due to circulate which measure a sense of belonging and will capture attendance barriers. These will be completed during a Computer Science lesson so that everyone completes one.	
5.11	Staff react quickly and put in pupil support plans for attendance which requires improvement which provides a targeted process to address small barriers to attendance.	
5.12	Have you analysed whether there are first lessons in the day which impact on attendance? We've not identified that there are specific lessons that students are avoiding. The Pastoral team facilitate restorative meetings between staff and students. We can change the seating plan and some lesson timetabling to address issues between students.	
5.13	Is there a strategy to support Young Carers with their attendance? Not a discrete strategy, but the Tutors know their students well and can advocate for them to have an attendance reward if they've been absent due to caring responsibilities.	
5.14	What is the PP absence for girls vs boys? 128 PP students are persistently absent and 37% of those are boys.	
5.15	ACTION: SD to break down PP attendance data into subsets e.g. carers, gender, etc	SD
5.16	In addition to our attendance initiatives, we need to ensure that the learning experience for all students is attractive so that they want to return the school the following day.	
5.17	90% of suspended students also have persistence absence. Our rate of suspensions has reduced by half and meeting need within the classroom remains a focus for us.	
5.18	TS: National attendance is 93.5% which we need to exceed as a target.	
5.19	How are you determining which micro cohorts to focus on? 70% of our suspensions are for girls with a crossover of PP or SEND which is why we've chosen that micro group to target.	
5.20	We review daily data and trends, but we are keen to share best practice with other schools.	
6.0	Y11 - Sian Angell and Steve Holland	
6.1	We have 196 Y11 students, 62 of whom are PP students.	
6.2	We are going to be measured on Attainment 8 now and basics will be key.	
6.3	We are 70% 9-4, 50% 9-5 and 20% 9-7	
6.4	Period 7 sessions have started strongly and have been well received by the students.	

6.5	There has been a reduction of students in Direct Study which is more focused.	
6.6	All staff have three PP 'Must gets' with a Maths and English focus.	
6.7	Boundary Leapers are supported to get their achievable grade.	
6.8	Can a Boundary Leaper also be a Must Get? Yes.	
6.9	We have developed a dialogue and revision of strategy of interventions for Must Gets to keep the focus high across the year.	
6.10	We have meaningful data that we can use to inform our student's targets and we are focusing on reducing the PP gap.	
6.11	Each learning family has an A and B cohort who focus on either English or Maths.	
6.12	Next steps will include a focus on the PP cohort, increasing attendance at Parents Evenings. A RAG system is in place for attendance in period 1 so that it can be followed up in period 2.	
6.13	Our targets are high but we need to improve our outcomes for English Grade 5 and above.	
6.14	How will you track attainment this year? We've analysed last year's PPE data so that we can ensure we exceed them this year.	
6.15	We have fewer Y11 PP students this year than last year, but their Y10 outcomes are lower.	
6.16	Non-PP students attained an average of 5.12, but PP students attained an average of 3.55	
6.17	As Raising Standards Leads how will you work with the teachers in English and Maths to improve the provision? The volume of PDCs has increased with a supportive conversation to follow. The staff have engaged with the process.	
6.18	Do you have students who don't value English and Maths? All our students understand that they need to continue on to P-16 education and therefore English and Maths are key. The Careers Advisor also supports this message. Even on grade improvement has a positive impact on students.	
6.19	Do you give the message about how important English and Maths is across all year groups? Yes, but the message is strengthened in higher years.	
6.20	Is there a risk that students will over focus on English and Maths to the detriment of other subjects? We are mindful of this possibility and the need for students to have a breadth of qualifications.	
7.0	Pupil Premium – Shaun Donald	
7.1	Attendance and attainment are a focus this year.	
7.2	The PP strategy is being finalised for publication by December.	
7.3	Our PP attendance is better than the national PP attendance, but we still aspire for it improve.	
7.4	We discuss PP with all the ELTs and staff to ensure that 'through the eyes of disadvantaged' retains its profile.	
7.5	Catch-up Funding has been reduced significantly; therefore we need to trim less impactful strategies	
7.6	PP children are more likely to be suspended than non-PP students, but it's still a very small number.	
7.7	Do you track suspensions per student? Yes, we have a suspension dashboard that indicates that we have halved the number of suspensions year on year by meeting need. 52% of suspended students are PP and SEND. Nearly half the suspensions for KS3 PP girls.	
7.8	The R5 referrals are inverted for males compared to females? Is R5 working better for boys than girls? The data indicates that although inverted, the trend is improving.	
7.9	Do you take into account that KS3 girls may be experiencing puberty hormones? Yes, and we work with the family around providing appropriate uniform. We also know that social media tension is prevalent in that age group.	

7.10	At the end of each day all the College Leaders and Pastoral staff meet and discuss key students which is very powerful.	
7.11	JCA's PP students are performing well, and you intend to share good practice, but should you also look at how they are using their PP funding? Yes, we will take that into account.	
7.12	We have reviewed Y11 data through different lenses which has been impactful for the staff.	
8.0	AIP	
8.1	We have had a strong start to the year and have recruited and retained strong staff.	
8.2	The CLF strategy this year is 'fulfilling promise' which has been shared with the staff, and I aspire this to apply to staff as well as pupils.	
8.3	How does HPA compare to other schools in North Somerset for the PP cohort? We have the highest PP cohort.	
8.4	38% of our students are PP, we serve a community where many of the students come from the top 1% of the country for deprivation, and life expectancy is up to 16 years lower in our most deprived areas.	
8.5	We are adopting a subtle change in language to ensure that it's not judgemental but is factual.	
8.6	Praise postcards are written every week and include a HPA value. We send a disproportionate number of post card to disadvantaged students.	
8.7	Will Progress 8 return? This is dependent on the government. P8 is measured on baseline data from Y6 which is missing in the Covid years. However, the current Y9s do have baseline data. If our Attainment 8 scores improve then our progress will automatically be over 1.	
9.0	Policies	
9.1	None.	
10.0	Matters for the Board	
10.1	None	
11.0	AOB	
11.1	None	
12.0	Close of Meeting	
12.1	The meeting closed at 6.00pm	