

Hanham Woods Academy
Pupil Premium Expenditure - September 2021 to August 2022

Pupil Premium is received as follows:

Aspect of Pupil Premium	Explanation	Current rate, rate from 1st April 2021	Number (%) of students on roll (/802) claiming this aspect
FSM	Children from low-income families who apply for, and are eligible for, free school meals	£955	
E6FSM	Children who were eligible for FSM at any point in the last six years (Ever 6).	£955	
CLA	Children who have been looked-after continuously for more than six months From April 2014 the premium will be extended to children who: a) have been looked after for one day or more b) are adopted c) leave care under a special Guardianship Order or a Residence Order	£2,345	
SCP	Children of armed forces personnel (the Service Child Premium)	£310	
Total	Estimated Funding for 2021/2022	£132,237	144 (18.4%)

Objectives of the Pupil Premium:

To ensure that:

- Eligible students make progress in line with their peers
- Eligible students reach challenging attainment targets in line with their peers
- Eligible students achieve in line with/in excess of their personal predictions/aspirations
- Parents and carers of eligible students are engaged in supporting students' achievement and attainment
- Eligible students engage in and enjoy learning at the Academy
- Eligible students engage in and enjoy learning outside Academy hours
- The Academy facilitates engagement with education, employment and training post 16 of eligible students.

Main barriers to the educational achievement faced by eligible pupils at the school are:

- Low literacy and numeracy standards from key stage 2
- Disengagement (inability to relate to texts)
- Lack of access to first language spoken (in school)
- Lack of English modelled at home
- Access to reading materials at home
- Safeguarding issues
- LAC – attachment issues, unsettled home environment
- Social and emotional barriers to learning
- Managed moves – transition issues (Y6 to Y7)
- Understanding of routes to further and higher education
- Parental engagement
- Financial barriers for pupils paying for trips
- Confidence in engagement with extra-curricular activities

- Aspiration limitations due to social and economic factors
- Fear of failure and measured risk taking
- PP attendance rates can be lower

To address these barriers, the Pupil Premium funding will be apportioned as in the table on the following page. Reviews of the impact of this spending is ongoing reviews of the impact of this spending will take place through activities including student progress and attainment review meetings, attendance meetings, Head of House meetings, parent meetings, subject reviews, Academy Council meetings and various other monitoring activities.

A final review of the overall impact for the 2019-20 academic year will take place in August 2020.

Evidence provided by the **2019 EEF Guide to the Pupil Premium** has informed the strategies identified within this document, the EEF recommends a tiered approach to enable schools to balance approaches to improving teaching, wider academic support and wider strategies. These include:

- Teaching (within this teacher support as well as professional development)
- Targeted academic support (within this structured interventions, small group tuition and one:one support)
- Strategies that target social emotional and behavioural support (within this attendance support)

Pupil Premium Expenditure			
Outcomes and Teaching and Learning			
Spend	Cost	Description of Intervention	Intended Outcomes
AAP Disadvantaged KS3/4		<p>Coordinate academy and external provision that counteracts the disadvantage experienced by PP students.</p> <ul style="list-style-type: none"> • Quality of T&L • Tracking and intervention • PP Advocate • CEIAG including WEX • Wellbeing • Parental engagement 	Pupil premium students within every year group are provided with additional support and opportunities that raise aspirations, challenge self-limiting beliefs and lead to them performing in line with their non-disadvantaged peers.
AAP Behaviour x2	£72,982 £25%	<p>To improve the rigour around identifying underperforming students and associated intervention.</p> <p>To develop a relentlessness around intervening and refusing to let any student fall behind.</p>	<p>Y11 students who are underachieving are identified quickly and support is put in place, particularly in English, Maths & Science.</p> <p>Pupils in other year groups are quickly identified through the use of data and interventions put in place via subject teachers and whole school initiatives, so that gaps close and students improve outcomes.</p>
AP Teaching and Learning		Coordinate the running of student leadership groups to ensure that pupil premium students are supported in applying for leadership roles and represented at least proportionately	Pupil premium students are represented in all student leadership groups, they represent the Academy and are prominent role models.
Revision guides and educational consumables	£1,500	Access to free Core subject or subsidised revision guides and subject specific equipment for Key Stage 4 PP students to ensure they have the best possible chance to access curriculum in school and at home.	Improved understanding of the course and confidence in course content. Students are better able to study independently because they have access to appropriate resources. This will maximise the chances for students to perform in line with their peers in public examinations.
Student Uniform	£800	Students whose families are unable to pay for school uniform and other PE items of kit, to have items purchased for them.	Students will be in uniform the same as their peers. They are also able to take part in all PE activities. This ensures that the disadvantaged are not further disadvantaged or feel different from their peers in appearance.

GCSE food technology provision of sundries	£500	Funds paid into a separate purchase order in Design & Technology's budget. GCSE Food teaching staff purchase food items for their PP student's practicals during the year.	Allows all PP students to take part in DT Food practicals as part of their GCSE course. Pupil engagement and progress increases; prior to this, pupils shared making food dishes with other pupils.
Show My Homework plus seating planner	£1,250	Online tool for setting, tracking and submitting home learning rationalises and clarifies what work has been set. This will mean that access to, and submission of home learning is improved for PP students. Introduction of a more efficient seating plan system to allow teachers to prioritise PP students within the classroom to maximise support and provision.	Students are able to organise and track their home learning work load which is also available for tutors, Heads of House and parents to access and provide support. PP use to be monitored and supported. Contextual information and student progress data is more easily integrated into seating plans to inform and drive teacher planning for PP students.
Supervised study centre	£0	Students can access supervised library room after school (where they can access SMHW, print resources and complete work). PP students targeted with invitations and additional rewards for attendance. In mornings for year 7 the science computer room is available for homework catch-up and support.	To ensure that PP students can overcome the barrier of technology and home environment to work in a supportive atmosphere to achieve in line with their peers. Support with technology and homework barriers to be overcome.
T&L A culture of 'High Expectations' and 'Ready to Teach' pedagogy	£0	High Expectations ensure that minimum learning time is lost through disruption. Pupil premium student's level of focus are monitored throughout lessons and staff intervene to maintain concentration and build learning stamina. Lessons are planned to ensure that students' progress through an 'I do, you do, we do' learning cycle to ensure the secure acquisition of	Pupil premium students increase in learning stamina from year 7 through to year 11. They learn habits of attentiveness and acquire a wealth of knowledge through the skilful delivery of the curriculum and corresponding assessment by their teachers. They achieve at least in line with their non- disadvantaged peers.

		knowledge and building of permanent memories through interleaving and retrieval.	
SLT RAL	£0	Raising standards leader for each year group assigned to SLT. As part of the role they monitor and track progress of students and raise issues with PP students to AAP for disadvantaged.	Increased awareness of year group need and quicker identification of barriers to their learning and these are addressed in a more timely way. Increased emphasis on student outcomes due to intervention from staff with a teaching background, not just pastoral intervention from HoH roles.
PDBW/Attendance			
Spend	Cost	Actions	Intended Outcomes
Pastoral Leader x3 roles and Pastoral Lead x1	£27,815 25%	Part funding of Heads of House and Senior Head of House. To lead on and support school centred interventions; to monitor attendance and punctuality; to facilitate restorative justice meetings; to develop and maintain effective partnerships with parents/carers, external agencies and the wider community to improve students' learning and personal development.	Pupil Premium students are supported to make greater levels of progress and barriers to learning or attendance caused by deprivation are reduced. Particular focus on delivering reliable daily support to enhance achievement of students
Student Support Administrator	£3,413 20%	Part funding admin support for HoH roles, with a focus on prioritising communications with PP families. For example, ensuring that PP parents have booked parents evening appointments (and other school events), liaising with families about food box and technology provision, intervening with yr9 families who have not made GCSE options. Closely communicate with PP AAP to ensure that pupils are provided for.	Chasing and communicating with PP families to ensure that these pupils do not 'miss out' from important school events, or ensuring that they are not at a disadvantage from their peers regarding technology provision etc.
DSLO until Dec	£2,072 25%		
CLF Snowdon Village	£5,000	Snowdon Village is CLF-run alternative provision for students who are struggling to engage in a mainstream setting. This provides small group, personalised learning at a dedicated site with specialist staff. The programme is structured to re-engage our most vulnerable students in	Students develop new coping strategies. Students achieve improved outcomes. Students have fewer behavioural problems when they return to HWA and can successfully reintegrate back into the academy where appropriate.

		education, to be able to return to their original provision with greater coping strategies, and/or make informed decisions about their future educational options.	
Pastoral Intervention Leader	£9,704 75%	To provide individual or small group mentoring for weaker and underachieving students. This involves close liaison and engagement with parents through 'structured conversations'	Home visits and support with SAF process, reintegration and student support plans. Pupil Premium students and their families are supported back into routines, increasing attendance at school and ensuring progress can be made.
Behaviour Intervention Coordinator	£1,866 20%	Provide one:one mentoring to students at risk of fixed term exclusion through high levels of isolation room referrals. Implement SMART targets for students with students and parents/carers to support changes in choices and behaviour	Students are able to develop control over impulses and reduce lost time to learning as a result. Parents/carers are supportive of school behaviour system which supports students in complying with expectations. Students attend more lessons and improve their learning and progress as a result.
Cultural Capital			
Spend	Cost	Actions	Intended Outcomes
Music Lessons	£500	Subsidised music lessons (instrumental and voice) are offered to all Looked After Children for free. PP students are offered subsidised music lessons to enable them to participate	Students build learning stamina and resilience through experiencing learning an instrument. Students participate in academy performances which builds confidence and allows them to overcome self-limiting beliefs.
Trip Subsidy to be used for further educational consumables if trips are not possible this year	£2,500	Access to subsidisation of trips for PP students who need extra financial help.	Broadening the wider curriculum for these students will build confidence and a sense of belonging in the school. They will have a greater understanding of the course the trips relate to and thus have the best opportunities to perform well in public examinations.

Accelerated Reader	£2,400	<p>Student's literacy progress is closely monitored through the development of their reading age. Staff intervene to ensure that students are reading books appropriate to the ongoing improvement of their reading level. Reading sessions to be incorporated into tutor times with either the same book read by the group, or books chosen via accelerated reader.</p>	<p>Student's literacy improves more rapidly and they learn to read to learn instead of learning to read.</p> <p>Students are better able to access subject content and their progress improves.</p>
Breakfast club	£200	<p>Breakfast club for FSM pupils who do not have breakfast given to them before coming to school. Pupils are carefully identified and personally invited to the club. Item such as cereals, bread, jams, fruit to be bought with this funding. Additional funding to be sort through staff donations.</p>	<p>Pupils who previously would not be fed will have this when they arrive at school so that they have their full FSM allowance to spend at lunchtime so they can purchase a main meal plus dessert or drink.</p> <p>Pupils will be able to concentrate more successfully in their lessons as they have had breakfast.</p>
TOTAL	£132,502		
Total estimated Pupil Premium income for 2021/22	£130,423		