

## Pupil Premium Spend – Hanham Woods Academy Sept 2018

Pupil Premium is received as follows:

Aspect of Pupil Premium	Explanation	From April 2018 per pupil	Number (%) of students on roll (/808) claiming this aspect
<b>FSM</b>	Children from low-income families who apply for, and are eligible for, free school meals	£935	145 (17.95%)
<b>E6FSM</b>	Children who were eligible for FSM at any point in the last six years (Ever 6). This means that a child eligible for FSM in the last year of primary education will remain eligible for the Pupil Premium up to Year 11	£935	
<b>CLA</b>	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	£1200	5 (0.62%)
<b>SCP</b>	Children of armed forces personnel (the Service Child Premium)	£300	0
<b>Total</b>		<b>£156,422</b>	<b>150 (18.56%)</b>
<b>In addition CUP</b>	Children in year 7 who are eligible for the Catch Up Premium as a result of not achieving the expected standard in reading or maths at the end of Key Stage 2.	£500	31 (3.8%)

## **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

## The Pupil Premium Spend 2018-19;Review

Outcomes and Teaching and Learning				
Spend	Cost	Description of Intervention	Intended Outcomes	Impact
Y11 RA Lead	£14,793 25%	To improve the rigour around identifying underperforming Y11 students and associated intervention.  To develop a relentlessness around intervening and refusing to let any student fall behind.	Y11 students who are underachieving are identified quickly and support is put in place, particularly in English, Maths & Science.  Compulsory catch-up sessions in place.	The overall provisional progress of Pupil Premium (PP) students was -0.74. This is a disappointing outcome for the Academy however within the overall pupil premium cohort of 29, 4 students were educated offsite to meet extensive SEND/SEMH needs or unable to attend the Academy due to severe mental health issues. The provision in place included Horse Therapy, hospital education and one:one tutoring.  To effectively evaluate the impact of the PP spend, progress data for these students has been removed to enable for the accurate

review of the impact of Academy based strategies. This data places us in line with national average progress for PP students, this is an improvements on 2018 with a corresponding narrowing of the attainment gap by 0.23. However there are still improvements to be made to ensure that disadvantaged students achieve in line with their non-disadvantaged peers.

		Nat Av.	2017	2018		2019	
			Grade	No.	Grade.	No.	Grade.
	All	-0.02	-0.89	162	-0.35	137	-0.21
	PP	-0.44	-1.40	34	-0.67	26	-0.44
	Non PP	0.13	-0.78	128	-0.26	111	-0.15

#### Year 11 RA Lead

Weekly assemblies with year 11 led by the RA lead ensured that PP students access key information and messages. Registers taken ensured that follow up was in place for non-attendees, students developed a good relationship with the RA lead and the supervised year 11 study space was well attended by disadvantaged students at lunchtimes.

Students benefitted from 'collapsed' core subject revision days to allow for intensive teacher input as well as a weekly wellbeing drop in that was accessed by a small group of students and signposted to disadvantaged students in particular.

The year 11 RA lead successfully coordinated the support of the academic and pastoral team to provide holistic support of disadvantaged year 11 students.

#### Subject overview

##### Maths

2019 PP P8 -0.31

PP Gap -0.38

				<p>2018 PP P8 -0.76  The implementation of Hegarty Maths has had an impact upon the revision habits of PP students. Analysis of student voice data indicates that year 11 did more revision for the March PPE than the December PPE using Hegarty maths. Weekly telephone calls from teachers to PP students flagging use of Hegarty happened during this time. Responses to student survey have become more specific e.g: <i>'look back on the other tests and see what my weakest topics were and revise them using Hegarty Maths'</i> PP student.</p> <p>Hegarty Maths has been championed with success by the department, Pupil Premium students in year 11 studied on average for 3.76 hrs per week using the programme. Post PPE raising attainment plans have led to increased progress for PP students between assessments.</p> <p>The subject leader for Maths has worked closely with the year 11 RA lead to organised and quality assure additional morning maths revision sessions for which PP students were given priority places. This systematic 'gap closing' through planned deliberate practice has contributed to the improvement in PP attainment between 2018 and 19.</p> <p><b>Science</b>  Science PP P8 combined -0.19, Biology -1.16, Chemistry -0.66, Physics -0.66  PP Gap combined -0.09, Biology -0.7, Chemistry -0.62, Physics -0.51</p> <p>Post PPE raising attainment plans have led to increased progress for PP students between assessments. Student voice has evidenced that after school Science revision lessons have helped students to target gaps in their knowledge and that changes of teachers and groupings have also enabled students to receive input that has targeted historical knowledge gaps.</p>
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The subject leader for Science has worked closely with the year 11 RA lead to organised and quality assure additional pm revision sessions for which PP students were given priority places. This systematic 'gap closing' through planned deliberate practice has contributed to the improvement in PP attainment between 2018 and 19.

**English**

English Language PP P8 -0.80

PP Gap 0.21

English Lit PP P8 -1.30

PP Gap -0.5

Overall PP outcomes for English were disappointing, analysis of PP students groupings led to changes in classes to ensure that students received appropriately pitched content and additional support. Some students found establishing new relationships with teachers challenging. Additional morning revision sessions were provided to PP students and post PPE raising attainment plans were in place for underperforming students. Strong student/teacher relationships underpinned successful outcomes:

Student 'B' achieved one grade above her target. She was given additional support by her English teacher to attend after school revision sessions which she would perhaps not have felt confident to attend without such support. She was also given additional materials to study from at home and additional work was marked by her teacher.

Pupil Premium students have made more than national average progress in Computing, Geography, art and Design and BTEC Sport. Raising attainment plans in these subject areas have

				successfully targeted and improved the performance of these students.
Raising Achievement Leader KS3 (since become AAP attitude and ethos)	£11,765 %20	Part funding of Raising Achievement Leader post: focusing not just on removing barriers to learning, but on tracking and enhancing the achievement of students. Deep involvement with families and ensuring any disadvantage for PP students is reduced.	PP students make greater levels of progress and do not have any barriers to learning or attendance caused by deprivation.	<p><b>Attainment Impact</b> Term 5 multiple choice quiz data shows that Year 7 PP students outperform their peers Maths, English, Science, Geography, drama and Art.</p> <p>Premium Seating, prioritising Feedback and high quality Questioning were 3 key pedagogical strategies implemented throughout 2018-19. This resulted in improved attainment and progress for PP students.</p> <p>Implementation of 're-teach' cycles and accompanying training for staff following MCQ assessments has led to gap closing and the identification and monitoring of underperforming PP students. KS3 RA plans have ensured that there is a focus at middle and senior level upon intervening with KSE progress.</p> <p>Year 8 work scrutiny evidences Pupil Premium students producing work of at least the same quality and quantity as their non-disadvantaged peers.</p> <p><b>KS3 attitude and ethos</b></p> <p>A Reduction in Fixed Term Exclusions for Pupil Premium students from 2.6 average per week in 2017/18 to 0.8 average per week 2018/19</p> <p>Average days lost per week reduced from 3.7 2017/18 to 0.7 2018/19</p> <p><b>Case Studies</b></p> <p>Year 9 student 'J' received 3 previous fixed term exclusions and numerous isolation room referrals. He received 1-2-1 mentoring</p>

				<p>from Behaviour intervention coordinator, meeting between parents and the Academy took place and his timetable was altered to allow him a fresh start in different classes. His Isolation room referrals have dramatically reduced and he has received only 1 further fixed term exclusion.</p> <p>Year 8 student 'A' received 5 previous fixed term exclusions and a high level of isolation room referrals. He received 1:1 mentoring from his head of house and supportive referrals to the behaviour intervention coordinator. His timetable was altered to provide a fresh start in several lessons. He has received no further fixed term exclusions and has a reduced level of isolation room referrals.</p>
Revision guides	£1368	Access to free or subsidised revision guides 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. This will maximise the chances for students to perform in line with their peers in public examinations.	<p>Finance office records show an increase in school based purchase of revision guides.</p> <p>100% of Pupil Premium students have core subject revision guides. Pupil Premium student voice shows that these students spend increased amount of time carrying out independent study at home following the provision of appropriate materials.</p>
LAC one:one	£6,500	All Looked After Children receive specialist one-to-one interventions in English, Maths and Science. Full tracking of intervention and impact on progress recorded at regular intervals.	Students make more rapid progress in core subjects	<p>All LAC received ongoing one:one additional tuition which positively impacted the trajectory of their progress. They were provided with additional CEIAG, 100% of LAC have gone on to study with their first choice of post 16 provider. The supportive work of the Academy has been recognised by the Bristol Virtual School in their PEP comments. All PEPS have been graded as 'Good' or above.</p> <p><b>Case Studies</b></p> <p>Student K suffered a breakdown in her long term placement during year 10. She was placed with another young person who was identified as a serious safeguarding risk, this led to K being removed from the placement temporarily which led to a breakdown in her mental health. K was unable to manage a mainstream classroom environment and ceased to attend lessons. An alternative timetable and curriculum was implemented using PP+ to</p>



				<p>enable K to received Maths, Science and English tuition 1:1 daily. The Academy working with the Bristol Rovers Academy and Bristol LA to support K in applying for a post 16 place which she was successful in getting. K is now attending full time in this setting and in settled in her placement.</p> <p>Student H has been in care since starting the Academy in year 7. She has received ongoing 1:1 Maths, Science and English tuition using PP+ funding. She has been supported weekly and sometimes daily by her lead of house who has liaised closely with H's carer to support H in applying for and successfully gaining a place at a local college to study animal care. H also took part in the Future Quest programme and was able to visit universities and take part in public speaking exercises. He grew tremendously in confidence and was able to become an ambassador within the Academy for diversity and a positive role model for students dealing with identify based issues.</p>
Mint Class	£1,500 100%	Introduction of a more efficient seating plan system to allow teachers to prioritise PP students within the classroom to maximise support and provision.	Contextual information and student progress data is more easily integrated into seating plans to inform and drive teacher planning for PP students.	<p>100% of PP students have allocated classroom seats that provide them with an advantaged view of their teacher and classroom resources. Students are seated with clear access to readily receive teacher support.</p> <p>Staff are easily able to manage and amend seating to reflect student's needs. Staff have ready access to students learning needs through a coded system to help to inform their seating planning.</p>
SMHW	£600 30%	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.	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. Students	<p>100% of PP students have SMHW log ins and have accessed the platform.</p> <p>There is evidence of regular and high quality home learning set and accessed through SMHW by pupil premium students.</p>

				Students are able to access SMHW via an app on their phones which has supported the small number of PP students who have not got access to a desktop or laptop at home.
T&L  Changing of culture and adult mindset is making the largest impact upon PP progress. Deliberate creation of habits that support PP learning rather than 'bolt on' strategies.	£0	A programme of CPD for all staff and personalised support for specific staff. CPD in term 1 updating PP profiles and reviewing seating plans and differentiation for PP students identifying potential barriers and working collaboratively to increase our impact.	Improved progress for PP students in all lessons. Deepening whole staff understanding in lessons. PP is an agenda item for all line management meetings	The impact of the implementation of teaching and learning strategies was recognised by Ofsted in their April monitoring visit:  <i>'Leaders have made significant improvements to provision for disadvantaged pupils. They have placed a greater emphasis on ensuring that these pupils get the attention they need in lessons. They are making sure pupils are actively involved in lessons by answering questions and receiving good-quality feedback that helps them to improve. Their progress is tracked, and support is put in place if they fall behind. As a result of this work, disadvantaged pupils are making better progress.'</i>  Learning walks and lesson observations have evidenced that PP students are sat in premium seats providing them a good view of their teacher and easy access to support. They are cold called or questions to gauge their understanding and ensure that they are fully engaged with their learning. Pupil premium students receive additional modelling and one:one or small group in lesson support which has maintained an improved learning behaviours.
TA's	£46,280 20%	To support SEN students in an around lessons. To support personalisation of learning and ensure any learning is caught up on in Study Support sessions supervised at times by this member of staff.	Improved progress for PP students in lessons.	The personalised provision implemented by support staff and teachers in collaboration has enabled SEND K students to achieve greater than national average progress overall at GCSE level.  <b>Case Study</b> Student 'K' has communication and interaction needs in addition to ADHD and Social, Emotional and Mental Health Difficulties. His teachers were provided with a student passport which provides useful strategies from both the student themselves and the SENCO as to how best support his learning. K develops strong relationships with his teachers and grows in confidence over time. K is provided with social skills sessions by a HLTA and is given access to student support before school, at lunch and break time and receives

				<p>mentoring from the pastoral SEN team. His academic aspirations are nurtured in particular by his Maths and Computing teachers where K has a particular enthusiasm for these subjects. K goes on to achieve grade 9 and 8 in these subjects at GCSE.</p> <p>A small cohort of students in year 10 and 11 accesses a 'quality five' provision which incorporates supervised study time into their timetable. These sessions have been led by Maths and English specialists which has enabled students to benefit from additional literacy and numeracy support and has seen an increased performance in lessons as a result.</p>
PDBW/Attendance				
Spend	Cost	Actions		Impact
Attendance Admin	£4142 20%	Supporting students and families where barrier to achievement is attendance. Working with families to raise aspirations and engagement in education.	Enable more PP students to realise the importance of attendance in aspirations and achievement and develop a 'high attendance culture'.	<p>The impact of the implementation of rigorous attendance monitoring and intervention was recognised by Ofsted in their April monitoring visit:</p> <p><i>'There has been a substantial improvement in the attendance of pupils, particularly of disadvantaged pupils. This has happened because leaders have raised the profile of attendance in school. Systems to check on absence are in place and staff track closely the attendance of pupils whose absence has been too high in the past. The improvement in attendance has been a success story for the school this year. Leaders also check on punctuality. This too has improved this year. This is partially because teachers start lessons crisply, often with an activity that engages pupils and settles them in to the lesson. Consequently, pupils do not want to be late.'</i></p> <p>Year to date attendance in term 5 was 90.6% for Pupil Premium students. Year to date attendance in term 5 of 2017 was 86.5%.</p>
EWO	£1,224	Supporting students and families where there are significant barriers to attendance. Supporting Raising Achievement Leaders to work with families to raise aspirations and engagement in education.	Enable those PP students with the greatest needs to realise the importance of attendance in aspirations and achievement	
Truancy Call	£1500 30%	To provide immediate daily absence information for parents of PP students: improving safety and encouraging parental	Improved attendance and punctuality of PP students and reduced number of 'broken weeks'.	

		engagement with developing a 'high attendance culture'.		<p>National average Pupil Premium attendance is 92%.</p> <p>Pupil Premium persistent absence has reduced from 35% in term 5 of 2017 to 28%.</p> <p>National average is 24.6%</p>
HOH	£46,022 40%	Part funding of Heads 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	<p>Fixed term exclusions of PP students have been greatly reduced leading to fewer lost days of learning. Heads of House have been pivotal in intervening with PP students who are at risk of exclusion and have prioritised the mentoring, tracking and liaising with parents to enable learning and behaviour habits to change.</p> <p>Fewer instances of PP students wearing incorrect uniform has been achieved in part through the follow up by Heads of House with home and the provision of uniform where necessary. Students know they are accountable to their Head of House whom they see every morning at the school gate.</p> <p>Heads of House have supported the improvement in attendance through their rigorous monitoring and follow up of student absence with the implementation of attendance monitoring in collaboration with the EWO. Heads of House have led on home visits and have been successful in building relationships with some of our most vulnerable families.</p>
Engage Provision	£30,000 75%	Engage 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 better. Students have fewer behavioural problems.	<p>Collaborative 'plan/do/review' team meetings tracking interventions and evaluating impact have ensured that disadvantaged students receive a holistic provision of interventions to provide them with access to a graduated 'menu' of support. The reduction in fixed term exclusions and days of learning lost for pupil premium students evidences the success of this programme.</p> <p>Alternative provision within the Cabot Learning Federation has been utilised with success for students to enable them 'time out' in</p>

		education, to be able to return to their original provision with greater coping strategies, and/or make informed decisions about their future educational options.		<p>which to receive emotional and mental health support as well and learning the reintegrate back into a classroom environment.</p> <p><b>Case study</b> Pupil 'C' spent a placement of a term in 'Engage' where he had full attendance and successfully completed the program of study there.</p>
Inc Leader	£6760 20%	Part Funding. To address the learning needs of PP students (through coaching and small group intervention) to support students to effectively engage with the low cost strategies delivered by teachers and tutors.	PP students are supported through individually designed mentoring packages and social/emotional programmes to enable them to access learning effectively and maximise progress in school	<p>PP students have benefited from numerous small group mentoring packages to support social emotional and mental health needs and also to target and work to remove self-limiting beliefs.</p> <p>Local charity Hopes Places have run a series of girls and boys groups with some of our most vulnerable KS3 students, tackling healthy relationships, identify, self-esteem and risk taking. These workshops have created a safe space in which vulnerable students can reflect and start to make changes. We have seen a reduction in isolation referrals and fixed term exclusions for students that have participated in these courses.</p> <p>Year 10 PP students received a day long workshop delivered by Positively MAD designed to support them in identifying aspirations and motivating facts to succeed. Of the students that attended this workshop 75% if them have been able to firmly identify careers goals in comparison to 14% before the workshop. These aspirations have been nurtured within the academy by the CEIAG lead.</p>
Family Support & Student Worker	£9,918 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.	<p>There is evidence that the intervention of the family support worker support has improved the attendance, behaviour and transition of and EAL refugee family with 3 children attending the Academy. The support worker led a SAF and coordinated outside agencies to work together in the best interests of the family.</p> <p><b>Case Study</b> Year 9 girl 'A' was referred to our support worker as a young carer. She came into conflict with staff and had a very low self-esteem as</p>

				<p>a learner. Her relationships at home were often volatile. Therapeutic work was done to build self-esteem and triggers for conflict. A's mum came and met with our support worker and A at the Academy. During the year A reduced the amount of conflict she became involved in at home and at the Academy and was able to earn twice as many house points as she had the same time the year before.</p>
Uniform	£0	<p>Students in need, who have financial difficulties, are provided with uniform, either for a short time or for longer term, where appropriate. A number of Pupil Premium students benefit from this Opportunity that increases inclusion and removes a barrier to learning.</p>	<p>FSM students who do not have full uniform are loaned items in the interim from our stock pile. Compliance with Academy uniform policy Full participation of students in the Hanham Woods Academy Uniform policy</p>	<p>100% of student uniform issues are tracked and followed up on by pastoral teams. This has dramatically reduced the number of students attending the Academy wearing incorrect uniform. Pupil Premium students have been provided with uniform where parental contact has indicated that the barrier is financial. Heads of house check students uniform daily on the gate and attend to issues as they arise.</p>
Cultural Capital				
Spend	Cost	Actions		Impact
CEIAG coordinator	£8876 30%	<p>Careers Education, Information Advice &amp; Guidance support. To coordinate and provide opportunities for students to explore and develop individual curriculum and careers pathways.</p>	<p>Enable more PP students to realise the enabling power of education and that what they do now directly impacts on their future. Reduce the number of NEETs.</p>	<p>Targeted provision for PP students across year groups has ensured that students received regular and high quality careers advice, information and guidance. Delivery of the has been through a range of inputs:</p> <ul style="list-style-type: none"> <li>• Careers based 'personal development days'</li> <li>• Aspirational 'Lunchtime Lectures'</li> <li>• PHSCE programme of study</li> <li>• HAP PP students trip to Oxford university</li> <li>• Options subject master classes</li> <li>• Parent information evenings</li> </ul> <p>Year 10 work experience</p>

				<p>82% of eligible Pupil Premium attended work placements with 89% of non PP students attending. Student voice evidenced that Pupil Premium students grew in confidence from the experience and many were able to identify future roles within education and childcare as desirable career paths.</p> <p>100% of year 11 PP students have successfully obtained post 16 placements either within the CLF, at local colleges or training providers.</p>
Music Lessons	£1700	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	<p>Learning new skills and an appreciation of music for pleasure.</p> <p>Increased self-esteem (especially in conjunction with the opportunities for students to perform in the Academy).</p> <p>Students exposed to alternative activities which broaden the school experience, developing discipline and resilience.</p>	<p>Subsidised music lessons have not been widely taken up however those students who have received additional support with learning an instrument have benefited hugely.</p> <p>Student 'S' has SEND and is socially vulnerable. He has been able to access the music department at break and lunch times in addition to being provided with extra tuition. This has enabled him to work independently to compose his own music which has allowed him to forge relationships with other students. The sense of achievement that S have experienced through the support of the music team has undoubtedly enriched his school experience and helped him to develop resilience in other areas of his learning. It has also played a huge part in developing cultural capital.</p>
Trip Subsidy	£600	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.	<p>Pupil premium students are able to attend educational trips and visits and attend them at Ks3 in line with their non-disadvantaged peers.</p> <p><b>Case Study</b></p> <p>Year 10 Girl 'D' was subsidised to attend the GCSE history trip to Berlin. This has increased her engagement with the subject and supported her in maintaining her progress in a literacy dominated subject when she struggles with this. She has also been able to forge stronger relationships with her class teacher which has led to</p>

				her being more communicative in lessons which in turn has enabled her teacher to support her to an even greater degree
TOTAL	£193,298			
TOTAL PP received	£156,422			
<b>Catch Up Funding</b>				
Intervention	£10,820 50%	Part funds an English teacher, to run interventions amongst working with SEN. This included targeted reading groups including PP reading for pleasure, spelling groups and other one to one and small group work	Students with low levels of literacy improve in line with their peers	Students in receipt of literacy support made between 4 months and 2 years of accelerated progress as a result. Student's handwriting has improved and they are able to access subject content more fluently which has increased progress in all subjects.
Small Group Intervention	£3,500 18%			The small group intervention was subsumed into the highly successful work of the literacy support teacher. This has ensured streamlined intervention and also a more robust tracking of impact allowing for students to receive additional cycles of support should the need arise.
Literacy Reading Buddies Programme (staffing)	£1,950	Part funds a teacher to work during tutor time twice weekly with the students who failed to meet the standard in both English and Maths. This will include, reading and comprehension based on stimuli from 'The Week Junior', spellings, writing in a range of styles and working through a year 6 reading list to close gaps in knowledge. This will also improve confidence and organisational skills.	Students with low levels of literacy improve in line with their peers. Students will be better organised and	Student voice from the 'Reading Buddies' programme evidences an increase in students reading for pleasure and raised levels of confidence. Disadvantaged students who participated cited that they have enjoyed meeting their buddy and reading every morning. They have learned to read aloud with more confidence and have increased the length of time that they can read for.  10 out of 15 year 7 students participating improved their reading ages from Set 2018 to Jan 2019 at an accelerated rate
TT Rockstars	£190	Year 7 who have the lowest reading score at the end of KS2 and are two years below their chronological age have been selected to take part in a buddy	To accelerate progress in literacy in students who did not meet any of the threshold criteria at Key Stage 2.	Internal Academy progress data evidences that year 7 pupil premium students outperform their non-disadvantaged peers in Maths.



		reader's programme. They have a specially selected reading partner or group from year 9 who receives training and is monitored to work with them and improve their reading skills.		Student voice has evidenced a strong engagement with TT Rockstars with students competing against each other to reach different awards.
Hegarty Maths	£280	Y7 students with weak numeracy will benefit from the Timetable Rockstars programme which will inject a sense of competition and achievement into improving their basic numeracy. This will be completed as 'Bell Work' in Y7 Maths lessons and be consolidated with 30 minutes homework each week.	To accelerate progress in numeracy in students who did not meet any of the threshold criteria at Key Stage 2.	All PP students have accessed and engaged with Hegarty. Student voice indicates an increase in independent study because of the use of Hegarty. Students report that they are better able to complete their Maths homework using Hegarty Maths by accessing tutorial videos. Staff are able to view usage and intervene early where necessary to ensure PP students have access.
TOTAL	£16,800			
TOTAL received	15,500			