

The Hathaway Academy

Report the Pupil Premium & Impact 2014-15

The following table identifies the Pupil Premium spend for the academic year 2014-15:

Pupil Premium 2014/2015					
Number of pupils eligible	252				
	Y7	Y8	Y9	Y10	Y11
	52 (39%)	39 (38%)	53 (42%)	63 (43%)	48 (28%)
Amount per pupil	935				
TOTAL PP allocated	£235,620				

Key expenditure:		
Partial funding of staff		
Literacy leader		£5,742
Numeracy leader		£5,742
Assistant Principal in charge of PPI	Strategic planning and administration	£24,836
LSA costs		£84,261
3 Progress leaders and Principal	Strategic planning	£61,641
Youth Centre Worker		£8,865
Education Welfare Services Liaison home/school	Increasing rates of attendance	£12,000
Total salary		£203,087
Objective 1	Further increase standards of Literacy across the Academy	£13,704
Objective 2 (excluding staffing)	Accelerate rates of progress in E&M to at least National Average	£3,300
Objective 3	Increase Engagement in learning leading to increased progress	£13,325
Total		£233,416

The three key objectives:-

1. Literacy: to establish a reading scheme to improve the reading age of students whose reading age is below national average
2. Increase rates of progress across all subjects but particularly to ensure rates in English are in line with and Maths remains in line with National rates of progress.
3. Engagement: to improve curriculum engagement and academic achievement for FSM* and LAC students.

Objective 1 : Literacy

To use Springboard reading programme to accelerate further improvements in Literacy

To establish a reading scheme in the Academy – Rapid Reader /Literacy Tool Box

To ensure significant improvements in reading and literacy of all students especially those with below age related scores on entry to the Academy.

Brief Description of Provision

- Springboard provides one to one literacy teaching for identified Y7 students with low levels of phonic knowledge and who are below their chronological reading age by more than 2 years.
- Rapid Reading is aimed at increasing the reading ages of our SEND students across Y7, Y8, Y9 and Y10.
- The Literacy Tool Box is targeted at students across Y7, Y8, Y9 and Y10 who are below their chronological age and are not part of Spring Board or Rapid Reader.
- These reading sessions are part of the school timetable and students spend one lesson a week participating in the programme.
- Students also use tutorial time to read through DEAR
- The lessons run from September to July.

50 students are involved at any given time

Resources:

- Springboard ,Rapid Reader and Literacy Toolbox programme
- Laptops and laptop trolley
- Licences for students and teachers

Purpose of Provision

- Reading is key to unlocking texts across all subject areas.
- The Springboard, RR and Literacy Tool Box programmes help to track, monitor and improve reading ages so that students can ultimately access the GCSE exam which has a reading age of 15 years and 6 months.
- The programmes have also been put into place to inculcate a culture of

	<p>reading.</p> <ul style="list-style-type: none"> • The implementation will also be used to support students' ability to comprehend and decode texts, thereby improving literacy across the school. • The programmes also allows teachers to encourage and instil confidence in students' ability to read large volume of texts.
<p>Desired Benefit(s)/Outcome (s)of Provision</p>	<p>Students are expected to increase the amount of reading done per day. They are also exposed to a larger variety of vocabulary making them more proficient with word recognition and comprehension. Students are also expected to improve their reading ages and book levels.</p> <p>It is important for students to access various genres and types of texts so that they can have a deeper understanding of words in different contexts. The experience with a variety of contexts will help with implicit meanings and fluency.</p>
<p>Evaluation Process</p>	<ul style="list-style-type: none"> • At the beginning of the academic year students complete a baseline test to create baseline data for their reading and comprehension ages. • For Springboard an Observational Profile captures the progress made each term. For Rapid Reader and Literacy Tool Box book levels are set by teachers. These are evaluated and changed as students' progress. • Students then repeat the reading test every term. This generates sufficient data about the progress of reading ages to evaluate the impact of the programme. • The summary report also allows teachers and tutors to pick up on students who are not making the expected levels of progress and put in further intervention. • The Springboard diagnostic report also

	identifies if a student is struggling with a specific area. Teachers then implement specific strategies to eliminate these.
Cost of Provision :£47,533 <ul style="list-style-type: none"> • Springboard £13,125 • Rapid Reader (Still ongoing) • Literacy Tool Box (Costs due May/June) • Literacy Leader £5,742 • LSA Costs £28,087 • Resources £579 (Dictionaries & Thesaurus) 	

IMPACT: Summer Term Evaluation

Springboard: All students are making progress, 4 students have made significant progress towards closing the gap between their reading and comprehension ages, 2 by over 1 year. One pupil, for example, has made 24 months of progress to reduce the gap from 42 months to 18 months since September.

Rapid Reader: All students have made progress. 7 students (35%) have improved their reading ages by over 1 year. 1 student moved to Springboard due to complex needs. 1 student left. 11 students have moved 2 or more book stages and are expected to complete by summer half term

Literacy Tool Box: Implementation for May. All 28 Pupil premium students on the programme, made progress in both Reading and spelling, raising their individual ages above 1 year. Significantly 19 students (68%) made good progress of over 2 years or above.

Numeracy: Numeracy intervention was a targeted personalised intervention to improve specific fundamental skills in numeracy like addition, subtraction multiplication and division. All 7 students made good progress. This in turn impacted on their end of Summer 2 assessment data

Literacy Tool Box: Implementation for May.

Objective 2	
To increase rates of progress across all subjects but particularly to ensure rates in English are in line and Mathematics are remain in line with National rates of progress.	
Brief Description of Provision	<ul style="list-style-type: none"> • After-school targeted intervention programme with an identified cohort of students across every subject. There is a rolling timetable of provision with subjects based on timing of examinations and controlled assessments which take place throughout the academic year. Priority is given to Y11 and exam groups in Yr. 10. Refreshments are provided. • Saturday School. These sessions are aimed at mainly Year11 students. However on some

	<p>occasions these revision sessions are also held for Year 10 depending whether the cohort will be involved in an external examination immediately after the half term break .They take place on a Saturday morning and involves 80% of the cohort across different departments</p> <ul style="list-style-type: none"> • Additional intervention and small group work in Mathematics across all years Additional maths teacher employed to support all year groups. Having an extra member of the staff enables more sets to be created which benefits all students. Those PP who are weaker in ability, benefit from small classes where individual support is provided. • Additional classes in English and Mathematics created for Y11 with students removed from option classes <p>Resources:</p> <ul style="list-style-type: none"> • Maths sets to ensure access for every child with need on joining the Academy • After school provision of fruit, water and quiet study area • Saturday School -internally produced worksheets and past exams question paper. Students are also provided with snacks. • Subject specific resources –materials needed in product design, art etc. • Staff are paid a fixed hourly rate and funding is also provided for photocopying and purchasing revision guides • Small group intervention in mathematics PetXi style week
Purpose of Provision	<ul style="list-style-type: none"> • Re-enforce learning that takes place in lesson • Offering a controlled revision environment which many of our students may not have access to at home • Maximising student progress • Support and prepare students for examination. They include useful guidance on exam techniques. In some instances these sessions are aimed at supporting students with their projects or extended task. • Smaller classes are created in all sets with particular benefit to those who are weaker in ability. • Increase capacity in Maths and English in order to maximise the progress of our students in all year groups
Desired Benefit(s)/Outcome (s)of	

Provision	To maximise student potential to ensure that they achieve their predicted grades and expected levels of progress. Students are expected to achieve their target grades and make the expected level of progress between the key stages (Minimum of 3 levels of progress).
Evaluation Process	<ul style="list-style-type: none"> • Evaluation takes place through analysis of progress at middle and senior level via line management meetings • During the course of the academic year • For KS4, evaluation takes place during the Progress Board meetings each half term between the Subject Leaders (SL) and ALT line managers. • At KS3, outcomes of data drops provide valuable data for interim analysis of the outcomes of the provision. Assessments are carried out half termly and students' progress monitored and tracked by the SL. This data will be shared whole school via the data collection cycle. • Regular updates of reading ages through the reading programmes provide an evaluation of the impact of the extra support. • Through the outcomes of external examination results
<p>Cost of Provision:£61,965</p> <ul style="list-style-type: none"> • After School Intervention including AP costs £24,836 • Saturday Club £3,300 • One to One (Costs to be received Summer term)not available • Numeracy Leader £5,742 • LSA Costs £28,087 	

IMPACT: Summer Term Evaluation

Mathematics Intervention

A number of intervention programmes are being run to improve attainment and progress in mathematics. All the programmes include a high percentage of PPI students. Current attainment shows 100% of PPI students invited attended maths week. They made an average of 143% improvement compared to the whole group who made 138%.

Saturday Study Centre

Over a 12 week period, Year 11 students were offered a 4 hour revision and study time on a Saturday morning. Each week there was at least 1 main focus subject although students were able to select to work independently on other subjects with or without the use of ICT. The number of students attending ranged from 23 to 60.

Subjects covered: English IGCSE, English Language, English Literature, Mathematics, Science GCSE, Science BTEC, Geography, Drama and Performing Arts, Social and Religious Studies, History, Music, and P.E. Following students' feedback from last year we have extended the length of time that this is provided this year to ensure that key times in the assessment programme are mirrored with this provision to support students' preparation for assessments.

Results showed that the gap in performance between PPI and nonPPI students remained static at 5+A*-C grades including English and Maths, with the same results being achieved, pending a number of re-marks 53% non PPI and 33.3% PPI students. Performance in the core subjects showed a significant closing of the gap between these cohorts: English PPI students 47.9% (38.1% in 2014) and Mathematics PPI students 58.3% (45% in 2014) Non PPI students English 66.9% (57.4% in 2014) and Mathematics 70.3% (72% in 2014) The respective gaps being 19% and 12%. This represents a significant closing as the gaps in 2014 were 26% in both subjects.

For both cohorts, achieving 5 passes was the issue with the performance of all students in Core ICT, business studies and science, limiting the number of students gaining 5 passes. The performance of PPI students was better than their peers in Additional mathematics, Drama, PE and Sociology. In Home cooking, music and Travel and Tourism the gaps was 0% and in GCSE ICT it was 1.3%. The average difference across all subjects was that non PPI students did 12.8% better than those in receipt of PP.

Objective 3 : Engagement: to improve curriculum engagement and academic achievement Not PPI or NOT PPISM* and LAC students	
	<ul style="list-style-type: none"> • Music : to subsidise music tuition to pupil premium students with an opportunity to receive instrumental tuition at a reduced rate • Mathematics :to enable access to numeracy resources across and outside the Academy • Brilliant Club :For FSM students to experience university • Homework Club :study support is provided twice a week • Counselling: Selected students are withdrawn From non-core subject lessons once a week For an hour to attend a 12 week programme. Referrals for KS3 are agreed following classroom observations by the Behaviour Lead, information from Primary School records and referrals from teachers. Referrals for KS4 are made by Progress Leaders

	<p>and/or SLT.</p> <ul style="list-style-type: none"> • Food Technology: to provide PPI students with resources/ingredients necessary for the practical element of the course • Home School Liaison: weekly contact and targeted work with school and students whose attendance is falling below national average • LAC: students are withdrawn from lessons to work one to one with LSAs and Progress Leaders on a needs basis • Youth Worker: to support raising self-esteem of students at risk of exclusion. <p>Resources:</p> <ul style="list-style-type: none"> • Music Tuition • My Maths access for staff and students • Provision of Spare ties, badges etc. to ensure students are not discriminated against due to poor uniform • Motivational Speaker for Y10 students • NOT PPIT ingredients
Purpose of Provision	<ul style="list-style-type: none"> • Music: to help to enrich the students by providing a forum for them to express their creative and social skills. Students have an opportunity to work with professional musicians and build on their ensemble and technical skills. • Mathematics: The provision exists so that students are able to have guidance on how to study maths at home or outside their normal lesson time. • Brilliant Club: To raise pupil expectation and aspiration • Homework Club: to provide a quiet and supportive environment for students who may not have this at

	<p>home</p> <ul style="list-style-type: none"> • Counselling: The confidence building and emotional resilience gender specific group programme is to help students develop life skills – this includes how to cope with difficult or anxiety producing situations, help them become more confident, emotionally resilience and ultimately increases their self-esteem. The programme is aimed at students with low self-esteem, low confidence levels, specific difficulties such as ADHD, anxiety or shyness, friendlessness, and behavioural or emotional problems. Emphasis is placed on positive thinking, independent emotional strength and resilience, dealing with conflict, and growing in confidence and emotional well-being. • Food Technology: to ensure that all students have the necessary resources to succeed in all aspects of the course • Home/School Liaison: to increase rates of attendance across all year groups • LAC: to support social and emotional needs to ensure engagement with the curriculum • Youth Worker :to raise self - esteem for students at risk at exclusion
<p>Desired Benefit(s)/Outcome (s)of Provision</p>	<p>Music tuition provides the students with an opportunity to build on their musicianship and confidence. Students can be expected to improve their current level if they use My Maths regularly. Greater student engagement and higher aspirations leading to further progress.</p> <p>Emotionally well students have the resilience and confidence to attend all lessons and access learning in an independent and confident manner. All students to be happy in school,</p>

	<p>have a 95%+ attendance and achieving their targets</p>
<p>Evaluation Process</p>	<ul style="list-style-type: none"> • Music: The instrumental lesson is evaluated on a termly basis .Attendance registers and participation in performances. • Mathematics: Pupil feedback to rate how useful the My Maths has been and statistical data on student access. • Teacher feedback on the use of this in lessons from planning. • Brilliant Club: Student and teacher feedback • Homework Club: Attendance rates and monitoring of homework issues • Counselling: Student feedback and staff feedback via round robins • Food Technology : GCSE entry data and progress data • Home/School Liaison: Weekly attendance data with half termly analysis of trends and patterns • LAC: Meetings with PLs • Youth Worker: Analysis of behaviour, attendance data with feedback from staff.
<p>Cost of Provision:£123,918</p> <ul style="list-style-type: none"> • 3 x Progress leaders and Principal £61,641 • Youth Worker £8,865 • EWS £12,000 • LSA Costs £28,087 • Maths Resources £2,769 (Maths Watch & My Maths, Calculators) • FT Resources £6,185 • Literacy Resources (Reading scheme, to be implemented summer term) • Music Resources £2,479 • Uniform £1,892 	