



Pupil premium strategy statement: The Hazeley Academy 2018/19

1. Summary information					
School	The Hazeley Academy				
Academic Year	2018/19	Total PP budget	£219,705 plus £13K Catch up Funding	Date of most recent PP Review	March 2017
Total number of pupils	1483	Number of pupils eligible for PP (includes 6th Form)	277	Date for next internal review of this strategy	Sept 2019

	<i>Pupils eligible for PP (year 11 2017/18 – provisional)</i>	<i>National Non-Pupil Premium</i>
% achieving grade 4+ Basics (English and Maths)	66.7%	
% achieving grade 5+ Basics (English and Maths)	38.5%	
Progress 8 score average (2017/18)	+0.04	Awaiting National data - Validated figures due Jan 2019
Progress 8 English	+0.10	
Progress 8 Maths	+0.17	
Progress 8 Open Bucket	-0.49	
Attainment 8 score average (2017/18)	43.72	Awaiting National data - Validated figures due Jan 2019

2. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevent them from making good progress across KS3.	
C.	Highest numbers of pupils with and EHCP across Milton Keynes. Currently we have 29 students on roll and are requesting a further 5 EHCP's.	
D.	Middle ability Male Disadvantaged students highlighted as concern (16 students). All Current Year 11 WAG - MA P8 -0.13 (26 Students) HA +0.47 (12 students) LA -0.001 (3 students)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) 2018 data		
E.	Attendance rates for pupils eligible for PP are YEAR 7 90.6%, YEAR 8 92.5%, YEAR 9 90.9%, YEAR 10 95.3%, YEAR 11 93.4%, YEAR 12 85%, YEAR 13 76.3% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged students demonstrate improving progress that is at least in line with the National Average for non-disadvantaged students.	Progress 8 measure for disadvantaged students is at least 0 in summer 2019
B.	Improved rates of progress for current cohort of year 11 PP/SEND students identified as most off track.	Barriers to learning for all critical PP and SEND students identified individual flight paths and personalised mentoring in place.
C.	Demonstrable improvement in the attainment and progress of disadvantaged students in mathematics in year 11.	Progress 8 measure in mathematics for disadvantaged students is at least 0 in summer 2018. The attainment 8 measure for disadvantaged students in mathematics is in line with national average for other students nationally.
D.	High levels of progress in literacy for Year 7 and year 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make either expected or exceed progress by the end of summer 2019. This will be evidenced using accelerated reader assessments and English written assessments at PR points.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves from 92.54% (Key stage 3 and 4) to above 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year		2018/19			
The three headings below enable the academy to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve student independence	Subsidised provision of core subject revision guides and materials for exam prep (Maths, English and Science).	Ensuring all Y11 students have a consistent resource bank to support homework is a relatively low cost, moderate impact strategy.	Engage Year 11 parents and students through study skills programmes and address any concerns. Track progress in English, maths and science at each PR point.	Progress Leader Y11 (GE) Jan 2018	At each PPE point across the academic year
Reduced class sizes in English and Maths	Recruitment of additional Maths and English Qualified Teaching Staff. Teacher able to give quality feedback and spend more time with individual students.	Evidence is sparse (EEF), but indicates that a reduction in class size has a positive impact on student progress. This is in place for mixed ability foundation exam groups in English and Maths	Collate numbers of students in each class.	Subject Leaders (EGF, MMS)	Annually

Students to take greater responsibility for their own learning and achievement	Meta-cognition and self-regulation approaches (scaffolding/self-inquiry). To adopt an inquiry approach within classrooms.	EEF low cost high impact for lower achieving older students Writing frames. Higher order Questioning Imbed Magenta Principles into teaching and learning to ensure learning is an engaging student centred experience Linked to the Academy Improvement Plan with a focus on Pupils Personal Pedagogy	Through learning walks, book scrutiny. Student questionnaires and attainment measured at each PR point.	Subject Leaders	Termly
To improve reading and comprehension across KS3	Accelerated reading programme	EEF Moderate impact for low cost Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University. <i>“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</i>	Analysis of accelerated reading programme data	EDL/MJH	Termly
All students understand and act on feedback to improve progress and outcomes	Greater emphasis on DIRT following each PR point	Low cost, high impact highlighted by EEF. Students are more aware of what they need to do to improve progress. Many different evidence sources (including John Hattie’s Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Through learning walks, book scrutiny. Student questionnaires and attainment measured at each PR point.	HOF/DOFS/SLT	Following each PR point

<p>Enable pupils to develop active listening skills, to develop pupils' understanding and use of information-based language scripts demanded by the secondary curriculum (i.e. instructional, explanatory, and argument). To Enable pupils to participate more effectively in paired / group discussion</p>	<p>Secondary Language Link is an assessment, curriculum linked intervention and training package for supporting the language and communication needs of pupils aged 11- 14 years.</p>	<p>Talk Fitness is an intervention programme for Key Stage 3 pupils designed to improve functional and cross-curricular speaking and listening skills. It uniquely combines elements of conventional classroom teaching with technology-led methods of learning. Each lesson is aimed at developing speaking and listening skills.</p>	<p>Impact of intervention measured using assessments, baseline and follow up.</p>	<p>SENCO - MJH</p>	<p>July 2019</p>
<p>Teachers and support staff to be able to identify PP easily.</p>	<p>Annual subscription to online seating plan.</p>	<p>To be able to flag students who require additional support/input. All PP easily identifiable by all teaching (including supply) and support staff. This is already in place and is part of the G4S subscription.</p>	<p>This has worked well last year. Seating plans available on G4S and Disadvantaged students identified on seating plan.</p>	<p>Subject Leaders/MJH</p>	<p>Annually</p>

All students use unifrog to research, plan and record their further education, training or employment pathway	Annual subscription to unifrog platform	Students can work on this independently Parents can access student area and interact with what they are doing Tutors are sent updates for each student, so tutors can engage with the students and support the pathway. The platform supports them from Year 7/8 through to Year 13	Launch sessions will be had with each year group. Tutors will track student completion OBM will be able to see overall completion	OBM and PLs	Annually
Total budgeted cost					£120,869
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Year 7 and year 8 literacy progress	1:1 and small group intervention during registration for identified students.	Targeted PIXL programme for students making less than expected progress. Intensive support during registration. PIXL language programme has been evaluated positively and has been shown to be effective.	Data tracking of these students to show impact of the programme. Online Teaching Assistant CPD for TAs delivering programme. SENCO to liaise with parents of targeted children.	SENCO - MJH	Termly

Increase independent study skills to improve progress for targeted students	KS4 Study skills/Homework club for invited students to be ran weekly.	Students supported to complete homework, develop self-inquiry skills and improve study skills. Supported by TA's after school. Moderate impact for low cost identified by EEF.	Attendance log and completed homework log to be evaluated termly. Feedback to teachers setting homework to ensure students are able to access learning (needs to be differentiated).	SENCO-MJH/MSW	Termly
Improved progress and attainment for critical PP/SEND students most off track	All identified critical PP/SEND students have an individual flight path which is owned by the student and supported by parents, teachers and progress leader for year 11.	Individual approach for each student to identify barriers to learning, interventions required and incentives to improve motivation and engagement. Identify mentor for each student to support learning.	Half termly review by PL for year 11. Feedback from students during mentor support meetings.	PL Year 11 HEG/ SENCO-MJH	Half termly
Improved progress for PP across all year groups	Strengthen pastoral support through form tutors. All PP students have 1:1 time with their form tutor during registration to highlight any barriers to learning, preferred learning styles and discuss progress	It is important for all PP students to have regular 1:1 contact with their form tutor.	Feedback from students. Liaison with parents to overcome barriers to learning.	PL and form tutors	Termly

To improve exam preparedness	Small group intervention aimed at improving study skills for identified SEND/PP students off track in year 11. Subject specific study skills intervention – Maths/English.	Moderate impact for low cost identified by EEF	Attendance log. Student questionnaires pre and post intervention. Attainment at PR points	SENCO - MJH	February 2019
To improve students' interactions with others and develop self-management skills to help deal with emotions	Emotional wellbeing pathway Small group work intervention CPD for TA's/Nominated Teachers/support staff	Moderate impact for disadvantaged/lower achieving students (EEF) Pastoral support through R2L/Form tutors Emotional health care pathway for targeted students Intervention programmes for identified students – Evidence based 'Living life to the full' CPD programme (based around CBT) provide by Educational Psychology services within Milton Keynes for TA's Access to counselling/1:1 support. Clinical supervision for staff delivering programme.	Develop care pathway Recording conversations with PL/R2L and tutors Referral pathways in place Pre and post intervention assessment to elicit views of young people and monitor impact.	SENCO – MJH HLH	March 2019
Lower attaining students in year 7 and 8 to develop literacy and mathematical skills.	Catch up programme for identified students. Students to attend catch up programme instead of MFL in year 7 and 8. Deployment of Maths and Literacy TA to facilitate groups (twice per week).	The literacy and numeracy catch-up premium gives state-funded schools, including special schools and alternative provision settings, additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2).	Learning walks. Individual progress against baseline assessments. PR attainment.	JP and DC	Termly
Total budgeted cost					£93,465
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased attendance rates	R2L worker employed to monitor pupils and follow up quickly on truanancies. First day response provision.	We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of R2L support workers about existing absence issues. Reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Letters about attendance to parents / guardians. PL to discuss attendance with parents / guardian and explore barriers	Form tutors/PL/R2L year group link	Termly
All PP students are able to access extracurricular activities	Subsidised trips, sporting and musical activities	Students are able to access a range of extracurricular activities to improve confidence, self-esteem and impact positively on behaviour.	Funding process in place. Access to funding through the impact funding requests. Tracking progress through implementation and feedback from staff making request.	SLB/SENCO-MJH	Ongoing
PP students have access to a range of essential equipment necessary for improving learning and progress	IT equipment for identified pupils to improve access to curriculum. Equipment for learning such as scientific calculators and mathematical equipment.	Some students require IT equipment to access the curriculum.	All students have access to a range of IT across the school which can be used within classrooms, Q Zone and the Excellence Learning Hub.	SENCO - MJH	Ongoing
Raise aspirations of disadvantaged students	Engagement with parents to improve student aspirations. Visits to workplaces to get a better insight into different types of careers. Disadvantaged and SEND careers options evening.	Raising aspirations will have a positive impact on narrowing the attainment gap. Students will have equitable life chances in terms of training, education and employment as their non-disadvantaged peers.	Students to understand the academic and skill entry requirements for different careers. Students given opportunities to experience the workplace.	SENCO – MJH/PL	Summer 2019
Total budgeted cost					£18,371

5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve teaching for critical students	Hexagonal focus sheets for all key classes	Impacted on key groups of students with most key groups in line with national outcomes	Continue this approach but ensure focus on effective differentiation	£123,097
Close the gap for students	Intervention sessions run during form time	Interventions showed a gain for this weaker group of students which contained a mixture of PP and non-PP students	Continue	
Improve literacy skills	Use of accelerated reader	Sizeable impact on all KS3 pupils literacy skills	To continue as significant improvement in progress across KS3. Continue to embed in English Curriculum. Consider how this may impact other subject areas.	
Enable pupils to develop active listening skills, to develop pupils' understanding and use of information-based language scripts demanded by the secondary curriculum (i.e. instructional, explanatory, and argument). To Enable pupils to participate more effectively in paired / group discussion	Secondary Language Link	Not able to access this year as problems with provider IT. Positive evidence base within EEF so we will look to introduce programme in 2018/19	To implement this programme or similar 2018/19	
Improve parental engagement to support study/revision at home	Extra parents evening during autumn term Parental revision sessions for year 11	All parents evenings well attended Revision sessions popular and oversubscribed with parents and evaluated very positively.	To continue with year 11. Extend programme into other year groups 2018/19.	
Improve exam preparedness	All disadvantaged students given English, Maths and Science Exam revision guides. Revision sessions within all subjects. All students had revision plan in place by January 2018.	Narrowing the gap between non-disadvantaged groups for GCSE's.	To continue in 2018/19	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve outcomes for pupil premium students across key stages	Targeted KS3 intervention programmes for students off track Targeted interventions for year 10 and 11 students off track Flight path for all critical year 11 students of track – regular mentor meeting to review progress and support.. Pastoral support through R2L/PL/Form tutors and support staff. Catch up programme for maths and literacy year 7 and 8 – attended by all students not meeting expected outcomes.	Students targeted based on PR points throughout the year. Intervention weighted towards students with both SEND and Disadvantaged. Attendance good across KS3 and 4. Although KS4 attendance dropped after half term. Need to strengthen the pastoral support through tutors.	Continue. To improve pastoral support for disadvantaged groups through tutors.	£81,665
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attendance	R2L and PL focussed on attendance – support for parents and students available. Processes in place for poor attendance.	Attendance amongst disadvantaged students in year 11 improving (increased by 3%) but not improving across the rest of the school.	To continue to drive attendance at school and strengthen the pastoral roles for tutors to monitor and communicate effectively with parents and students.	£18,08
Student able to access extracurricular activities	A range of subsidised activities for students – including trips, languages, catering, sport, drama and music	Students able to access programmes in and outside school	To continue, investigate linking some activities to raising attendance and improving behaviour.	