

# Pupil Premium Impact Report

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HAMMERSMITH ACADEMY |

## **Pupil premium: the facts**

Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM (free school meals) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. The level of premium funding for secondary schools is £935 per pupil.

Since April 2014 children who are looked after have received a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which was £2,300 per pupil for 2018-19. This is to reflect the unique challenges they face at school where they often struggle to keep up with their peers at both primary and secondary level.

Children who have parents in the armed forces are supported through the service child premium which for 2018-19 will be set at £300 per pupil.

## **Department for Education: Pupil Premium Funding Statement (December 2013)**

Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for FSM achieving five or more GCSEs at A\*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer. Source: Department for Education: Disadvantaged pupils: what you need to know.

## **Accountability**

It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Closing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year.

## **Key principles**

- Achievement for **all** students, including those from disadvantaged backgrounds, is best fostered in a school with an ethos of high expectations, where high quality teaching and learning is at the heart of everything we do.
- The curriculum is designed and regularly reviewed to ensure it meets the needs of **all** students
- Teaching and learning in the classroom is the main focus for raising achievement
- Additional targeted interventions, support and complementary class based provision
- Students from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

In 2018-2019 Hammersmith Academy received a pupil premium grant of £329,120. This money was used in a number of ways to support the learning and achievement of pupils concerned in keeping with the principles outlined above.

## Summary

**For the academic year 2018-19, the objective of the academy was to ensure that both pupil premium students and non-pupil premium students achieve better than national expectations.**

**Objective 1:** PP students to achieve + 0.1 P8 (Nat avg. PP P8 = -0.4)

The P8 score for our PP students is provisionally +0.07 (+0.1). This has increased from -0.03. This is also within +0.1 of non PP students nationally\* which shows that our students continue to make significant progress and our gap continues to close, against national trends.

**Objective 2:** Non-PP students to achieve 0.3 P8 (Nat avg. 0.1)

Our non PP P8 score is provisionally +0.15 which, although just short of our target, shows that non PP students also make similar progress to students nationally. Furthermore, this score has improve by 0.3 compared to 2018 results.

### Evaluation of strategies.

The main strategies for improving progress for Pupil Premium students this year focused of improving the quality of teaching and learning in the classroom for our most disadvantaged students. The use of 3 levels of challenge when differentiating the learning was a big focus when planning for the needs of students in the classroom. This strategy encourages teachers to think about, and plan for how to meet the needs of learners from different backgrounds and how to allow them to improve. A variety of CPD sessions and workshops were run to improve teacher practice and delivery in this.

We have continued to use Pupil Premium money on Student achievement managers – these are pastoral leads that support the pastoral needs of our students, particularly our disadvantaged and most vulnerable students.

Session 3 clubs and interventions also continued this year – this was to provide students with opportunities to participate in extra-curricular activities that would not normally have access to outside the academy. Extra Maths lessons and subject interventions for examination classes also provided students with extra time with subject specialists in order to bridge the gap between PP and non PP students.

### Next steps

This year, we will continue with strategies such as the ones mentioned above and those outlined in green in the section titled '**How did Hammersmith Academy spend the allocated funding?**'

Alongside this, we will also address 3 areas that we believe will further boost the progress of PP students in the academy, with a particular focus on disadvantaged boys who were high prior attainers at key stage 2. These areas include:

- **Progress of literacy for PP students** – these students are starting key stage 3 with lower levels of literacy compared to non PP students
- **Widening of the progress gap at the end of each key stage** – the gap between PP and non PP students was small at the end of Years 7 and 9, but widened by the end of Years 8 and 10. This suggests that PP students struggle to progress at the same rate within a key stage compared to non PP students.
- **Progress of disadvantaged boys** – PP boys, particularly the high prior attainers, underperformed in last year's GCSEs compared to all girls in the same cohort.

Please see the sectioned titled '**Pupil premium strategy statement: Hammersmith Academy 2019/20**' for further detail and rationale on these areas.

## How did Hammersmith Academy spend the allocated funding?

<u>Pupil Premium Intervention:</u>	<u>Intended outcome:</u>	<u>Cost:</u>
<b>Curriculum and Staff:</b>		
Additional Maths lesson for Y11	To improve progress of Y11 students	£15,500
TA support	To support students with Special Educational Needs	£55,000
Accelerated Reader	To monitor and manage independent reading.	£2,000
Online resources: SMHW, MyMaths, Hegarty Maths, Tassomai	To provide opportunities for independent learning.	£11,500
Art supplies for Y11 Art GCSE students	To ensure students have the required resources to complete coursework independent elements.	£200
Resources i.e. Blue stickers etc, revision books	To provide high quality resources to target groups of students	£6,000
Visualisers	To provide guided practice to PP learnings through modelling	£1,782
AfL boxes	Instant feedback from students to identify and support learners	£1,300
Pupil Premium Champion	To monitor and implement a whole school approach to ensure pupils eligible for the PP make sufficient progress academically and emotionally.	£2,721
Revision workbooks	Students provided with revision guides and resources either free or at a discounted price in English, DT and Science	£6000
PIXL	To provide high quality, tested resources for to support student learning	£4050
<u>Pupil Premium Intervention:</u>	<u>Intended outcome:</u>	<u>Cost:</u>
<b>Enrichment Programmes</b>		
Session 3 – after school activities	To provide students with a wide range of extracurricular activities.	£19,000
Homework club KS3-4	To provide students with a supported environment for independent learning.	£9,000
Duke of Edinburgh activities	To provide students with an opportunity to gain life skills outside the classroom.	£1500
Lexonik	To improve PP student progress in literacy	£5,000
Spark! Work experience agency	To help provide quality work experience placements	£2973
Y9 boys micro-adventure	Inspire and support young people in realising their full potential	£1,000
Tutor time intervention for underachieving PP High prior attainers	To provide academic mentoring for HPA students in Y7-10 not making expected progress across multiple subjects	Nil
St Pauls girls School Maths and Science Masterclasses	To stretch and challenge HPA in Maths and Science	£300
'Final Push' Interventions	Half term and Easter holiday revision/interventions	£5000
Oxford university experience	To provide travel for students that wish to apply to oxford university	£100
Breakfast club	To improve attendance for targeted group in KS3	£4,500
<u>Pupil Premium Intervention:</u>	<u>Intended outcome:</u>	<u>Cost:</u>
<b>Family and Community</b>		
Subsidised uniform	To support families financially.	£10,000
Subsidised music tuition	To provide students with an opportunity to learn new skills.	£12,000
Subsidised 30p for FSM lunch	To provide fully free meals for students eligible for FSM.	£10,260
Exam pencil cases	To provide essential exam equipment	£150
Talent-Ed	To support More Able Pupil premium students	£4,000
<b>Social and Emotional Interventions</b>		
Student Achievement Manager support (PP % only)	To monitor attendance, punctuality and support with behaviour across the academy.	£102,960 (from total of £198,000 <sup>1</sup> )
Year 12 mentors	To support Year 11 students identified as underachieving	Nil
Revision guides	To buy revision guides for all Y 11 pupils	£9,000
Rewards	To motivate all learners.	£14,500
SMHW Prep intervention	To provide more opportunity for students to complete their independent work.	£5,850
SIMS Parents APP	To improve communication with parents and to have a positive impact on behaviour for learning.	£6000
<b>Total Expenditure:</b>		<b>£329,126</b>

Funding allocation highlighted in red appeared to have little impact therefore we will not be continuing with these.

<sup>1</sup> This includes the on-costs paid by the Academy.

## **Evaluation of 2018-19 target**

**For the academic year 2018-19, the objective of the academy was to ensure that both pupil premium students and non-pupil premium students achieve better than national expectations.**

**Objective 1:** PP students to achieve +0.1 P8 (Nat avg. PP P8 = -0.4)

*The P8 score for our PP students is set to be +0.07 (+0.1 when given to 1 significant figure). This has increased from -0.03. This is also within +0.1 of non PP students nationally\* which shows that our students continue to make progress and our gap continues to close, against national trends.*

**Objective 2:** Non-PP students to achieve 0.3 P8 (Nat avg. 0.1)

*Our non PP students are set to achieve a P8 score of +0.14 which, although just short of our target, shows that non PP students also make similar progress to students nationally. Furthermore, this score has improved by 0.3 compared to 2018 results.*

In the 2017-18 academic year, PP students outperformed non PP students – one of the reasons was because our non PP students did not make as much progress as they did in previous years. Although the gap was not as small in 2018-19, the Progress 8 (P8) value of our disadvantaged students was our best since the P8 measure was introduced. Analysis shows that PP Girls are making good progress (+0.35). PP boys (-0.26) are doing worse compared to girls (as seen nationally) however, they are outperforming non PP boys (-0.63) in the academy.

### **Next steps**

**For the academic year 2019-2020, the objective of the academy is to continue to ensure that both pupil premium students and non-pupil premium students achieve better than national expectations.**

- PP students to achieve 0.1 P8 (Nat avg. PP P8 = -0.4)
- Non-PP students to achieve 0.3 P8 (Nat avg. 0.1)

We will also have a focus on improving the progress of disadvantaged boys who underperformed compared to PP and non PP girls. Our high prior attaining PP boys will be a particular focus.

## Pupil premium strategy statement: Hammersmith Academy 2019/20

1. Summary information					
School	Hammersmith Academy				
Academic Year	2019/20	Total PP budget	£330,990	Date of most recent PP Review	Sept 2019
Total number of pupils		Number of pupils eligible for PP	352	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
	<i>Pupils eligible for PP (previous year)</i>	<i>Pupils not eligible for PP (previous year)</i>
Progress 8 score average (from 2018/19)	+0.07 (-0.03)	+0.15 (-0.16)
Attainment 8 score average (from 2018/19)	47(48)	54(50)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills of PP students lower than that of other students in the academy
B.	Widening of internal progress gap between Y7 and 8 and between Y9 and 10
C.	Progress of PP boys
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in the levels of progress pupils eligible for PP make in literacy	Targeted pupils eligible for PP make more progress by the end of the year than 'other' pupils.
<b>B.</b>	Progress gap between PP and Non PP students is narrowed between each year group and each key stage.	More PP students are on/above track in more of their subjects through each key stage. Progress gap between PP and non PP students is eliminated. Progress 8 value of PP GCSE students equal to or better than non-PP students nationally.
<b>C.</b>	Improvement in progress of PP boys so that they make equal progress to PP girls and non PP students, either by an increase in percentage on/above track or improvement on the SPI value for PP boys (Y11)	Progress and Engagement of PP boys improves in each key stage. PP boys make equal progress to girls in their GCSEs. HPA PP boys make good progress in their GCSEs.
<b>D.</b>		
<b>E.</b>		

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
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?
B. Progress gap between PP and Non PP students is narrowed between each year group and each key stage.	Teachers effectively challenge students at all levels in the classroom through differentiation and assessment in the classroom  INSETs to accommodate learning conversations with other staff	Disadvantaged students make less progress. Gap increases through the year groups and within the academy, this tends to happen more dramatically to the end of each key stage.  Opportunities to share successful strategies with PP students to use in the classroom.	3 levels of challenge used in class activities and seen effectively used in learning walks and observations. Starting points of PP students considered and planned for to ensure students are able to access challenge and make progress.  Use of AfL boxes in each classroom to allow quick and effective assessment of PP students in the classroom.	All staff	Jan 2020
Consistent planning and delivery of curriculum to support PP progress	Whole school learning walk focus. PP focus weeks built into the QAS – particular focus on subject areas of teachers with the largest PP gaps from last year and from each module.	Disadvantaged students make less progress. Gap increases through the year groups and within the academy, this tends to happen more dramatically to the end of each key stage.	Regular learning conversations to be set up and PP progress to be discussed with department leads each module. PP progress for those departments and for identified teachers to improve	MNK HOF TEN	Jan 2020
<b>Total budgeted cost</b>					£10,000



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Progress gap between PP and Non PP students is narrowed between each year group and each key stage.	<p>Use of PIXL strategies to support academic progress in subjects in which they are underachieving</p> <p>Whole school PP focus groups – a core group of underachieving PP students in each year/key stage to be T&amp;L focus each module.</p> <p>Pupil premium champion to develop team to monitor and track the academic progress of pupil premium students at each key stage</p>	<p>With a large proportion of the school being PP, having target whole school focus groups means that regular conversations between MLT, classroom teachers and PP champion can have a direct impact on student progress.</p> <p>Pupil Premium co-ordinators at each key stage will allow for a larger number of targeted students to be tracked and spiked on a more regular basis over other key stages. This will allow the development of a similar intervention group run by the pupil premium champion with a focus group of boys last year.</p>	<p>Regular review and tracking of data after each module</p> <p>Meetings with MLT/HOFs to evaluate impact and to addressing issues that may arise during intervention phase (eg. each module)</p> <p>Meetings between the PP champion and co-ordinators to ensure teachers and MLT are being held to account on PP student progress</p>	TEN MNK Classroom teachers MLT	Jan 2020
C. Improvement in progress of PP boys so that they make equal progress to PP girls and non PP students, either by an increase in percentage on/above track or improvement on the SPI value for PP boys (Y11)	<p>Mentoring of PP boys through the year through external agencies as well as through mentoring by PP champion and pastoral teams</p> <p>Use of agencies such as PET-XI for Targeted intervention to support in MFL, where PP boys significantly underachieved.</p>	<p>PP boys performed worse than other groups including non PP students and PP girls.</p> <p>In Y11 last year, 2019 P8 estimates P8 all: +0.1 PP Boys: -0.26 PP Girls: +0.35</p>	<p>Regular review and tracking of data after each module</p> <p>Input and support of HOF where appropriate to ensure intervention continues to be relevant to target group.</p> <p>Collaboration with parents of those in target groups to ensure support from home.</p>	TEN MNK SAMS MLT	Jan 2020
<b>Total budgeted cost</b>					£12,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved PP literacy progress	Use of Lexonik to support programmes such as accelerated Reader.	<b>Lexonik</b> used to identify subject specific words and their roots. Lexonik to be used to boost the literacy skills of those that require an additional boost. Early trials in the academy have shown some dramatic improvements. Successful trial period with year 7 students last year showed that programme was able to improve the levels of literacy of students.	Further training for more teachers and TA's to allow more targeted students to take part in the programme.  Regular and consistent use of Lexonik, including Tutors to deliver Lexonik videos on vocabulary understanding	Head of English  MNK TEN  KS3 English co-ordinator	Jan 2020
B. Progress gap between PP and Non PP students is narrowed between each year group and each key stage.	Possibility of a PP 'team' to reach out to a larger group of students able to support and guide students during the year (possibly one per key stage'	Ability to build relationships with core groups of students allowed better tracking and support for key PP students in the lead up to GCSE exams. This included forming relationships with parents in the run up to the exams	Regular review and tracking of data after each module Meetings with MLT/HOFs to evaluate impact and to addressing issues that may arise during intervention phase (eg. each module)  Meetings between the PP champion and co-ordinators to ensure teachers and MLT are being held to account on PP student progress	PP champion and team or SAMS/HOYs	Jan 2020 March 2020
<b>Total budgeted cost</b>					£10,000

6. Review of expenditure				
Previous Academic Year				
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
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

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

In this section we will annex or refer to **additional** information which we have used to inform the statement above.  
 Our full strategy document can be found online at: [www.hammersmithacademy.org](http://www.hammersmithacademy.org)

