

Pupil premium strategy statement

School overview

Metric	Data
School name	Hammersmith Academy
Pupils in school	697 (7-11)
Proportion of disadvantaged pupils	47.5%
Pupil premium allocation this academic year	£316,105
Academic year or years covered by statement	2021-22
Publish date	31 st Dec 2021
Review date	Sept 2022
Statement authorised by	Gary Kynaston
Pupil premium lead	Anna Tyndall
Governor lead	Niall Aston and Roz Hooper

Disadvantaged pupil performance overview for last academic year

Progress 8	0.21
Ebacc entry	85.9%
Attainment 8	58.05
Percentage of Grade 5+ in English and Maths	67.6%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	All disadvantaged pupils in line with non-disadvantaged pupils (0 Gap), P8 score of +0.40.	July 2022
Attainment 8	All PP students to be in line with Non-PP students.	July 2022
Percentage of Grade 5+ in English and maths	All PP students to be in line with Non-PP students.	July 2022
Other	All PP students to be in line with Non-PP students for attendance and behaviour.	July 2022
Ebacc entry	All PP students to be in	July 2022

	line with Non-PP students.	
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Teaching priorities for current academic year

Measure	Activity																																													
Priority 1	<p>Develop greater levels of challenge and support using Rosenshine's principles: Scaffolding for difficult tasks.</p> <p><i>Impact:</i></p> <ul style="list-style-type: none"> Progress gap between PP and non-PP is within 5% across all year groups. P8 score of +0.4 for PP in line with Non-PP students. <p><i>Impact:</i> Consistency of quality teaching and learning delivery across faculties.</p>																																													
Priority 2	<p>Explicit teaching of learning skills throughout the curriculum to encourage independent learners.</p> <p><i>Impact:</i> Reduced % of students below target as students' progress through the school. Below 10% increase between year groups.</p>																																													
Barriers to learning these priorities address	Access to work in lessons, access to home learning, sufficient support and challenge in work, low motivation																																													
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Continued focus on the progress of literacy for PP students, both through interventions such as Lexonik and Lexia and throughout core curriculum.

	<i>Impact:</i> Year 7 PP students within 5% of Non-PP, addressing any gaps post COVID.																																
Priority 2	<p>Identification of 'invisible students' from module data (cohort of around 15 in each year group) for in-class and out of class intervention.</p> <p><i>Impact:</i></p> <ul style="list-style-type: none"> • Focus group students to improve throughout the module to perform within 5% of full cohort on the '% below track' measure. • Engagement in Learning measure to be 2 or higher (1- outstanding, 2- good, 3- satisfactory, 4 - poor). 																																
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Wider strategies for current academic year

Measure	Activity			
Priority 1	To ensure behaviour points and attendance of PP students are in line with non-PP students across the Academy.			
			Ave	Ave
		Year Group	Ave Achievements	Conduct Points
				Overall Ave
	Yr 7	Non-PP	351	19
		PP	279	31
		Gap	72	-12
	Yr 8	Non-PP	282	28
		PP	276	43
		Gap	6	-15
	Yr 9	Non-PP	201	23
		PP	156	39

	Gap	45	-16	61
Yr 10	Non-PP	157	27	130
	PP	201	35	166
	Gap	-44	-8	-36

Year Group	Attendance %
7	95.7
PP	95.1
Gap	0.6
8	94.4
PP	93.5
Gap	0.9
9	92.5
PP	90.4
Gap	2.1
10	93.2
PP	92.2
Gap	1
11	92.6
PP	92.5
Gap	0.1

Impact: Reduction in behaviour points and exclusions of disadvantaged students to be in line with Non-PP students. Improved attendance to below 0.5% gap.

Priority 2	<p>Ensure engagement of PP students in enrichment activities to further develop students' cultural capital.</p> <p><i>Impact:</i> Increased uptake of session 3 activities across the school by PP students- 90% of KS3; 75% of KS4; 50% of KS5 complete an activity weekly.</p>
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Barriers to learning these priorities address	Attendance and punctuality to school, attendance to session 3 clubs, motivation to be successful in lessons,
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Projected spending	<u>Pupil Premium Intervention:</u>	<u>2020/2021</u>	<u>2021/22 – Pre-dicted cost</u>
	<u>Wider Strategies</u>		
	Session 3 – after school activities & micro adventures *	£3,198	£3,518
	Spark! Work experience agency *	£1,463	£1,525.39
	Trip Support-Jamies Farm WITH KCA *	£1,320	
	Trip Support-Jamies Farm WITH ATY *	£1,250	£2,500
	Subsidised uniform	£4,614	£3,000

	Subsidised music tuition	£16,070	£16,873.50
	Subsidised 30p for FSM lunch	£9,682	£10,166
	FSM vouchers funded prior to central scheme	£6,515	£0.00
	PPI meal vouchers for families not entitled to FSM	£4,125	£0
	Felix Project - including co-ordinator & additional gardening costs	£900	£990
	Student Achievement Manager support *	£110,515	£116,040
	Rewards*	£6,462	£6,784.60
	Total Expenditure for Wider Strategies	£166,113	£161,397.51
	Total Expenditure for PP	£315,300	£324,371.09
	Recovery Premium Grant		£48,140.00
	Pupil Premium Funding	£303,555	£316,105.00
	Total Funding received	£303,555	£364,245.00
	*Cost pro rata (47.5%) for PP Cohort		

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency throughout the Academy so that all students receive the same quality in every lesson.	Learning walks and regular feedback between staff. Celebration of best practice. CPD Triads
Targeted support	Ensuring enough time for literacy interventions to be run. Ensuring departments given time to review data and action plan specially for underperforming PP students.	Staff timetabled to run Lexonik. CPD time planned in to the QAS with PP review being the focus to allow departments to complete assessment analysis. Centralised interventions
Wider strategies	Ensuring continuity in the restorative justice process and with contact home for PP students, for praise, concern and to communicate opportunities available eg. Session 3s.	Monitor PP students and support HOU and HOL to offer tutors support for key PP students in their classes. Run interventions eg. attendance

Review: last year's aims and outcomes

Aim	Outcome																																																						
Improvement in the levels of progress pupils eligible for PP make in literacy	<table border="1"> <thead> <tr> <th></th> <th>Ave Reading Age Test 1 (yr 7)</th> <th>Ave Reading Age Most Recent</th> <th>Improvement (years)</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non PP</td> <td>12.7</td> <td>13.5</td> <td>0.8</td> </tr> <tr> <td>PP</td> <td>11.6</td> <td>12.6</td> <td>1</td> </tr> <tr> <td>Year 8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non PP</td> <td>12.2</td> <td>14.5</td> <td>2.3</td> </tr> <tr> <td>PP</td> <td>12.3</td> <td>14.1</td> <td>1.8</td> </tr> <tr> <td>Year 9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non PP</td> <td>12.7</td> <td>15.7</td> <td>3.0</td> </tr> <tr> <td>PP</td> <td>11.9</td> <td>15.5</td> <td>3.6</td> </tr> <tr> <td>Year 10</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non PP</td> <td>13.2</td> <td>15.5</td> <td>2.3</td> </tr> <tr> <td>PP</td> <td>11.6</td> <td>15.4</td> <td>3.8</td> </tr> </tbody> </table>				Ave Reading Age Test 1 (yr 7)	Ave Reading Age Most Recent	Improvement (years)	Year 7				Non PP	12.7	13.5	0.8	PP	11.6	12.6	1	Year 8				Non PP	12.2	14.5	2.3	PP	12.3	14.1	1.8	Year 9				Non PP	12.7	15.7	3.0	PP	11.9	15.5	3.6	Year 10				Non PP	13.2	15.5	2.3	PP	11.6	15.4	3.8
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<ul style="list-style-type: none"> • The improvement in reading ages is greater for PP students as students' progress through the school. • The gap between PP average and the Non-PP average reduces as students' progress through the school. • The Lexonik literacy programme delivered to students in KS3 for 2020-2021 showed improvements in their Reading age (Lexonik score). For PP students the average gain is 25 Months, for Non-PP 28 Months. 																																																							
Areas to continue to develop:																																																							
<ul style="list-style-type: none"> • Continue to address initial gaps in reading age, and ensure literacy is embedded consistently across the curriculum. 																																																							
Progress gap between PP and Non PP students is narrowed between each year group and each key stage.	EOY Assessments		Difference PP to Non - PP																																																				
	Year 7 (138)																																																						
	Below Track %		1.9%																																																				
	Year 8 (140)																																																						
	Below Track %		-12.4%																																																				
	Below Track % (M4 Yr7)		-10.6%																																																				
	Year 9 (141)																																																						
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Below Track % (M4 Yr 8)		-4.6%																																																					
Below Track % (M4 Yr 7)		-7.9%																																																					

Year 10 (142)	
Below Track % (M6 2021)	-2.6%
Below Track % (M4 Yr 9)	-0.9%
Below Track % (M7 Yr 8)	-0.8%
Below Track % (M7 Yr 7)	-1.3%
Year 11 (2021) (136)	
Below Track % EXAM *	-8.5%
Below Track % (M4 Yr 10)	0.0%
Below Track % (M7 Yr 9)	-0.1%
Below Track % (M7 Yr 8)	-4.6%
Below Track % (M7 Yr 7)	0.1%
Year 11 (2019)	
Below Track % EXAM *	-8.4%
Below Track % (M7 Yr 10)	-2.1%
Below Track % (M7 Yr 9)	2.9%
Year 11 (2018)	
Below Track % EXAM *	5.1%
Below Track % (M7 Yr 10)	0.9%
*Yr 11 exam is grades compared to Yr 10 M7 Flight Paths	

Strengths:

- Gap in P8 score between PP and Non PP = 0.04.
- A significant reduction in the % increase of students 'below target' when moving from year 10 End of Year Assessments to year 11 exams, leading to a more positive P8 score (+0.1 in 2019 to +0.23 in 2021). PP students rising by 13.1% in 2021 rather than 49.8% in 2019
- The gap between PP and non-PP students have remained stable (less than 2% change) in Year 8 & 10, showing that the gap of '% below target' is not widening as students move through the Key Stage.
- There is a small gap in attainment <5% in years 7, 10 and 11.

Areas to continue to develop:

- Historically, there has been an increase in the '% below target' gap (PP to Non-PP) between years 10 and 11. This trend continued this year by 8.5%.
- The 'Below Track %' for the full cohort increases as students move up the Academy (2021 cohort: 10% in Year 7 to 50% in year 11). Ensuring students are prepared for the increasing Academic requirements as they move through the Academy will continue to be a focus.

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)		2019	2020	2021
	Whole Cohort P8	0.1	0.02	0.23
	PP P8	-0.05	-0.26	0.21
	Boys P8	-0.37	-0.45	-0.06
	PP Boys P8	-0.26	-0.62	-0.20
	Non – PP Boys P8	-0.48	-0.27	0.09
	<p>Strengths:</p> <ul style="list-style-type: none"> • There is a significant improvement in the P8 measure of PP students from -0.05 in 2019 to 0.21 in 2021. • PP boys have performed significantly better than in 2020 with an P8 of -0.2 (2021) from -0.62 (2020). <p>Areas to continue to develop:</p> <ul style="list-style-type: none"> • PP Boys have made progress compared to previous years, however PP Boys continue to underperform compared to Non-PP boys. 			
Other	<p>In order for students to be able to access the curriculum and continue to make progress throughout the academic year 2020-21, all students were issued with a Chrome book in the school year 2019-2020. This came at a cost of £149,244.</p> <p>This initiative is being continued in to the Academic year 2021-22 for Y7. All Y7 Pupil Premium students to be offered at a 50% subsidy over the 3 year payment process.</p>			