

Pupil premium strategy statement

School overview

Metric	Data
School name	Hammersmith Academy
Pupils in school	(7-11)
Proportion of disadvantaged pupils	54.4% (Oct 22)
Pupil premium allocation this academic year	£313,717
Academic year or years covered by statement	2022-23
Publish date	31 st Dec 2022
Review date	Sept 2022
Statement authorised by	Gary Kynaston
Pupil premium lead	Constance Walker
Governor lead	Michael Winslow and Tom Morrison-Bell

Disadvantaged pupil performance overview for last academic year

Progress 8	0.03
Ebacc entry	81.7%
Attainment 8	51.7%
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 +0.50.	July 2023
Attainment 8	All PP students to be in line with Non-PP students.	July 2023
Percentage of Grade 5+ in English and maths	All PP students to be in line with Non-PP students.	July 2023
Other	All PP students to be in line with Non-PP students for attendance and behaviour.	July 2023
Ebacc entry	All PP students to be in	July 2023

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

Measure	Activity																																																																														
Priority 1	<p>To significantly increase academic rigour through independent practice in the classroom and during home learning</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 +0.5 for PP in line with Non-PP students. <p><i>Impact:</i> High levels of independent work completed in the classroom</p> <p><i>Impact:</i> % of PP students completing homework in line with non-PP</p>																																																																														
Priority 2	<p>To ensure all students are appropriately challenged in all lessons, including targeted 'invisible' cohorts</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 +0.5 for PP in line with Non-PP students. <p><i>Impact:</i> Consistency of quality teaching and learning delivery across faculties.</p>																																																																														
Barriers to learning these priorities address	Access to work in lessons, access to home learning, aspiration and expectation in lesson, preparation for learning (equipment), sufficient support and challenge in work, low motivation																																																																														
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Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Focus on the progress of literacy for PP students, both through interventions such as Lexonik and Lexia, reading groups and throughout core curriculum.</p> <p><i>Impact:</i> Year 7 PP students within 5% of Non-PP, addressing any gaps post COVID.</p>
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>This will include:</p>

	<ul style="list-style-type: none"> - Mentoring from 6th Formers - University Visits - Study Groups <p><i>Impact:</i> Focus group students to improve throughout the module to perform within 5% of full cohort on the ‘% below track’ measure.</p> <ul style="list-style-type: none"> • 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	<p>To ensure behaviour points and attendance of PP students are in line with non-PP students across the Academy.</p> <p><i>Impact:</i> Reduction in behaviour points and exclusions of disadvantaged students to be in line with Non-PP students. Improved attendance to below 0.5% gap.</p>
Priority 2	<p>Ensure engagement of PP students in enrichment activities to further develop students’ cultural capital.</p> <p><i>Impact:</i> Session 3 registers to indicate attendance to after-school clubs and visits are reflective of the PP cohort</p>
Barriers to learning these priorities address	Attendance and punctuality to school, attendance to session 3 clubs, motivation to be successful in lessons, ability to attend after school, confidence or additional equipment to

	PUPIL PREMIUM INTERVENTION		2021/22 - Actual	2022/23 Budget	2022/23 Allocated	Costs
	Project d spendin g	Wider Strategies				
Session 3 - after school activities & micro adventures			£574.56	5,000	5,000	
Spark - Work Experience Agency			£1,525.39	3,000	3,000	
Trip Support - Jamies Farm with KCA					0	
Trip Support Jamies Farm with ATY			£2,500.00		0	
Subsidised Uniform			£3,645.00			
Subsidised Music Tuition			£7,293.00			
Subsidised 30p for FSM Lunch			£19,209.00			
FSM vouchers funded prior to central scheme			£0.00			
PPI Vouchers not entitled to FSM			£0.00			
Felix Project - Including Co-ordinator and additional Gardening costs			£990.00			
Student Achievement Manager Support			£104,687.00	186,000	186,000	
Student Counsellor - D N'Jie						30,000
Student Counsellor (Psychologist) - R Hickman						15,000
Student Counsellor (H+F) - S Rehman						5,000
Rewards			£9,605.00			
Leiths Cookery School				4,000	4,000	
Hard Ship Fund				10,000	10,000	
Y9 Residential Visit *					0	2,396
Invisibles University Trip					1,500	
PP Student Duke of Edinburgh					1,000	
Total Expense for Pupil Premium		£150,028.95				
Total Expenditure for Pupil Premium		£324,371.00	536,700	316,201	88,596	

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. Briefings and news posts Celebration of best practice. TLC Groups and CPD
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. Ensuring attendance of PP students to additional sessions.	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 Great communication with parents through Helping Your Child Revise Evenings, Newsletters and Parent App
Wider strategies	Ensuring PP students are representative at Session 3 in varying times; ensuring attendance at out of schools sessions or visits	Use of SIMS app introduced to track attendance to Session 3; Tutor time 'Passports' to encourage attendance to additional events; increased communication with students; one-to-one check ins during school time to encourage attendance

Review: last year's aims and outcomes

Aim	Aim	Outcome
Progress 8	All disadvantaged pupils in line with non-disadvantaged pupils (0 Gap)	PP students performed +0.18 above Non-PP students in P8 2022 outcomes. Internal data for Y7-Y10 demonstrates gap remains between -7-13% and remains a focus
Attainment 8	All PP students to be in line with Non-PP students.	PP behind Non PP by -5.82 (estimated A8). Continue to focus on underperforming PP, particularly HPA
Percentage of Grade 5+ in English and Maths	All PP students to be in line with Non-PP students.	PP behind Non PP by -11.6%. Focus on cross over PP students to ensure achievement at 5+ in both English and Maths.
Ebacc entry	All PP students to be in line with Non-PP students	PP behind Non PP by -5.6% EBACC entry. Focus on difference and supporting exam choices .