

Pupil Premium Spending | Hans Price Academy | Academic Year 2017-18 | Percent PPI at Hans Price Academy: 50%

The PPI funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and the lowest achievers. This included investment in both pastoral and academic initiatives. We measure the impact of interventions through attendance, progress and attainment measures. No single intervention provides a complete solution to the complex educational issues in any school, and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The key to narrowing the gap between the highest and the lowest achieving pupils is careful and thorough monitoring and tracking of pupil attainment and progress.

	Basics	3L Eng	3L Maths	Value Added	Progress 8	Attainment 8 average grade
2017 PP	47.1% ↑				-0.13 ↑↑	C- ↑
2017 Non PP	61.3% ↑				0.53 ↑↑	C+ ↑
Gap	-14.2% ↑				-0.66 ↑	½ Grade
2016 PP	33.3% ↑	63.2% ↑	45.5%	968 ↑	-0.63 ↑	D- ↑
2016 Non PP	58.3% ↑	82.9% ↑	70.6% ↑	1017 ↑	0.07 ↑↑	C- ↑
Gap	-25%	-19.7%	-25.1%	-49pts	-0.70	1 Grade
2015 PP	31%	59.6%	48.2%	963	-0.81	E+
2015 Non PP	50.8%	74.1%	60.4%	982	-0.42	D+
Gap	-19.8%	-14.5%	-12.2%	-19pts	-0.39	1 Grade
2015 National Gap	-27%	-17%	-23%	-33pts	-0.62	

2017-18 Projected Spend

Area of Spend/ Provision and Owner	Total Budgeted Cost	Description of Intervention	Intended Outcomes	How impact is to be measured/ Expected Impact
<p>College leaders and Mentors.</p> <p>Owner: NMU</p>	<p>£231,247</p>	<p>Pastoral support has a wide and deep impact on students, particularly our FSM and LAC students. College Teams focus not just on removing barriers to learning, but on tracking and improving the achievement of students. Close links with families and outside agencies ensure any disadvantage for PPI students is reduced.</p> <p><i>Sutton Trust: Mentoring +1 month and social and emotional learning +4 months</i></p>	<p>To ensure all students are supported to attend and achieve their full potential. PPI students are supported to make greater levels of progress and to ensure that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>Levels of expected and good progress across the curriculum will be tracked</p> <p>Ready to Learn will be tracked.</p> <p>Increase in levels of expected and good progress across the curriculum when compared with 2017.</p>
<p>Careers Advisor</p> <p>Owner: MLE</p>	<p>£7,245</p>	<p>Careers advisor will support students in Years 10 and 11 to have and realise future aspirations. They will provide targeted and specific support for students to secure pathways and reduce numbers of NEETs. FSM and LAC students will have enhanced CEIAG support within this provision to increase PPI progression.</p> <p><i>Sutton Trust: Mentoring +1 month</i></p>	<p>Enable more FSM and LAC pupils with to realise the enabling power of education and that what they do now directly impacts on their future.</p>	<p>Destinations are supported and tracked.</p> <p>No NEET students.</p>

<p>Raising Standards Leaders</p> <p>Owner: HJO/ SHO</p>	<p>£164,447</p>	<p>To deliver more rigour in tracking and intervening with students, especially PPI students, who are not achieving predicted grades that indicate that they are on track to make expected/ good progress from KS2-4. To ensure a range of strategies are used in subjects and with individuals to catch up.</p> <p><i>Sutton Trust: Feedback +8 months and homework +5 months.</i></p>	<p>More PPI students make expected/good levels of progress; predicted and actual grades improve; achievement & attainment</p>	<p>Numbers of PPI students making expected and good levels of progress.</p> <p>Student progress to be accelerated where identified and for pupils to make at least expected progress. The PPI gap is reduced compared with 2016.</p>
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<p>Child Protection and Attendance Worker/ Family Support Worker</p> <p>Owner: NMU</p>	<p>£32,043</p>	<p>Full Time member of staff employed to work with vulnerable individuals and families, a proportion of which are PPI students.</p> <p><i>Sutton Trust: Social and emotional learning +4 months</i></p>	<p>A number of vulnerable students, including PPI are supported to overcome personal difficulties.</p>	<p>Anonymous case studies of success with a number of students.</p> <p>Students continue to attend/ make progress. Reduced persistence absence in this cohort compared with 2016.</p>
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<p>Engage Centre Provision</p> <p>Owner: NMU/SBR</p>	<p>£73,726</p>	<p>An alternative provision for students who find Mainstream more difficult and display challenging behaviours. This provides more appropriate support for a few, some of whom are PPI students.</p> <p>Sutton Trust: Behaviour Interventions +4 months and <i>small group tuition +4 months</i></p>	<p>To enable a few students to access a revolving door provision that provides small group support in order to support students to remain in mainstream.</p>	<p>Number of students who are successfully supported to return to the Academy and achieve good qualifications.</p> <p>Very successful examples of where alternative provision has been successful</p> <ul style="list-style-type: none"> - Individual case studies will be available.
<p>Breakfast Club</p> <p>Owner: CCR/SHO</p>	<p>£5,384</p>	<p>Breakfast provided to all PPI students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PPI, are encouraged to attend. College Teams to direct students toward the provision.</p> <p><i>Not evidenced by Sutton Trust</i></p>	<p>Ensure the availability of breakfast for PPI students so that they are ready to learn and eating healthy food at the start of each Academy Day.</p>	<p>Number of breakfasts served to increase over time</p> <ul style="list-style-type: none"> - securing as many PPI students as possible. <p>PPI students will access the free breakfast. These students make progress at the same rate as their peers and more progress than those not eating breakfast.</p>
<p>Uniform</p> <p>Owner: NMU</p>	<p>£1,250</p>	<p>Students in need, who have financial difficulties are given uniform where appropriate. A number of PPI students benefit from this opportunity that increases inclusion and removes a barrier to learning.</p> <p><i>Sutton Trust: Uniform 0 Months.</i></p>	<p>PPI students who do not have full uniform are given item free of charge.</p>	<p>Number of students receiving free uniform. Less students sent home or in seclusion for poor uniform.</p> <p>Uniform given out, removing a barrier to students learning and inclusion.</p>

<p>Exam Revision classes Period 7 and preparation</p> <p>Owner: CLE</p>	<p>£4,400</p>	<p>Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. PPI students will be a focus of this provision. Cost of staffing.</p> <p><i>Sutton Trust: Small group tuition +4 months and homework +5 months.</i></p>	<p>PPI students with others supported to attend the Academy in holidays to revise and perform better in exams.</p>	<p>Number of students attending and performance within exams.</p> <p>Good attendance of PPI students across a range of subjects in the holidays. Improved exam results with a decreased gap between non PPI and PPI in mocks and real exams.</p>
<p>Attendance Officer</p> <p>Owner: NMU</p>	<p>£36,005</p>	<p>To deliver more rigour in tracking and intervening with students, including PPI students with attendance below 96%</p> <p><i>Sutton Trust: Mentoring +1 month</i></p>	<p>Attendance of PPI cohort matches the non PPI cohort</p>	<p>Attendance data by key groups.</p> <p>Attendance of PPI cohort gets closer to/ matches the non PPI cohort.</p>
<p>PPI Maths Intervention teacher</p> <p>Owner: TPO/ SHO</p>	<p>£10,000</p>	<p>To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PPI students will be given priority access using a filter of need.</p> <p><i>Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.</i></p>	<p>PPI students catch up where they have fallen behind.</p>	<p>Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE.</p> <p>PPI students make at least expected progress.</p>

<p>PPI English Intervention teacher</p> <p>Owner: SPR/ SHO</p>	<p>£8, 000</p>	<p>To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PPI students will be given priority access using a filter of need.</p> <p><i>Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.</i></p> <p><i>Education Endowment Foundation: Reading comprehension strategies +5 months</i></p>	<p>PPI students catch up where they have fallen behind.</p>	<p>Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE.</p> <p>PPI students make at least expected progress.</p>
<p>Revision guides</p> <p>Owner: CLE/ AES</p>	<p>£2000</p>	<p>Provision of revision guides for PPI students in Year 11.</p>	<p>Students achieve positive P8 scores in those subjects.</p>	<p>Students achieve positive P8 scores in those subjects.</p>
<p>FSM Bid Pot</p> <p>Owner: SHO/ CCR</p>	<p>£4,000</p>	<p>A bid pot for teachers and college leaders to fund initiatives that will have a demonstrable impact on a PPI student or a group of PPI students.</p>	<p>To support individual students with opportunities within and beyond the curriculum.</p>	<p>Intended impact and how this will be measured must be named within the bid.</p> <p>Varied, but based around removing a barrier to learning or aspirations.</p>
<p>Boomsatsuma</p> <p>Owner: SHO/ CSK</p>	<p>£27,000</p>	<p>Photography teaching to give improve student's school experience through learning new skills and interacting with the local community/ landscape.</p> <p><i>Sutton Trust: Reduced class size +3 months</i></p>	<p>Students look forward to this lesson and have the opportunity to gain another GCSE grade.</p>	<p>Student's attainment 8 score is enhanced.</p> <p>All Photography students have a positive progress 8 score in bucket 3.</p> <p>Yr 9 boys recidivists reduce their recidivism when compared with 2016-17 and develop portfolios that will see them hit their target grades.</p>

<p>School Counsellor</p> <p>Owner: NMU</p>	£14, 798	<p>1:1 therapy for students that need are finding the demands of school/ life challenging.</p> <p><i>Sutton Trust: Social and emotional learning +4 months</i></p>	Improvement in student's mood.	<p>Student voice through questionnaires.</p> <p>Students exit questionnaire compared with their entry questionnaire shows an improvement in student's wellbeing.</p>
<p>Dark Angels</p> <p>Owner: CSK/ SHO</p>	£3,000	<p>Dance Enrichment</p> <p><i>Education Endowment Foundation: Arts Participation +2 months</i></p>	<p>Improvement in Dance outcomes</p> <p>Improvement in students confidence when performing</p> <p>Improvements in attendance of students benefiting from this experience.</p>	<p>Dance outcomes improved at Distinction and Distinction*.</p> <p>Increased quality of dance shows.</p>
<p>Raising attainment Residential</p> <p>Owner: CLE/ SHO</p>	£1,000	<p>Residential focused on developing student's confidence and exam skill with Maths and English. The weekend also seeks to develop students all round resilience and build relation shops with staff.</p> <p><i>Education Endowment Foundation: Outdoor Adventure Learning +4 months</i></p>	Improvement in Maths/ English outcomes in terms of basics and P8.	Improved attainment/ progress outcomes in 2018 English and Maths outcomes. The gap to Non PP National is reduced.
<p>Theatre Trip</p> <p>Owner: SPR</p>	£1500	<p>All Year 10/11 PP students attend the theatre for a show that directly impacts on their studies.</p> <p><i>Education Endowment Foundation: Arts Participation +2 months</i></p>	<p>Increased cultural capital</p> <p>Increased outcomes in English literature.</p>	English PP 2018 P8 score improves on 2017.
<p>Motivational speakers/ parental engagement sessions</p> <p>Owner: SHO</p>	£1500	<p>All of KS4 experience outside speakers who have knowledge and life experiences that 'add value' to the expertise offered by staff. This service to also be used to upskill parents and aid parental engagement.</p> <p><i>Education Endowment Foundation: Parental involvement +4 months</i></p>	<p>Positive student voice.</p> <p>Improving parental attendance at events when compared with previous years.</p> <p>Greater attendance at Nightclub than in 2017.</p>	<p>100% of year parents attend academy events in 2017-18.</p> <p>Parents have a better understanding of how to support GCSE preparation.</p>

<p>Tassomai</p> <p>Owner: SWH/ AES</p>	£1500	<p>All year 9-11 students have access to this online low stakes testing science learning platform.</p> <p><i>Education Endowment Foundation: Mastery Learning +5 months</i></p>	<p>Increased science support from the wider HPA community. Parents, tutors, college leaders and extended leadership team all having the opportunity to support and track science progress.</p> <p>Increased testing from all 3 year groups compared with 2016-17 year 11's,</p>	<p>Hans Price PP students attain well in comparison to their CLF counterparts in year 9, 10 and 11 exams.</p> <p>2018 PP science outcomes are 'best ever'.</p>
<p>Alumni</p> <p>Owner: SHO</p>	£1000	<p>Ex-students working at HPA in a voluntary capacity with a specific focus on supporting PP under performers.</p> <p>Extra support is given for school events.</p>	<p>Student voice of those receiving support is positive.</p> <p>Grades of students receiving support improve in that particular subject area.</p>	<p>Increased capacity for key tasks and school events.</p> <p>Grades of students receiving support improve in that particular subject area.</p>
<p>Nightclub</p> <p>Owner: SHO</p>	£1000	<p>A safe, quiet space for year 11 to study until 5.30pm 4 nights a week with SLT support.</p> <p>Catering support ensuring that students are well fed and acting as a motivator for attendance.</p> <p><i>Education Endowment Foundation: Homework +5 months, Meta Cognition and Self-regulation +8 months</i></p>	<p>Student attendance is high and students develop an ability to revise independently for PPE's and real GCSE exams.</p>	<p>Attendance is increased when compared with 2016-17.</p> <p>Less PP students 'Opt out' when compared with 2016-17.</p> <p>Improvements from PPE 1 to PPE 2 and from PPE 2 to the real exams at a greater rate than 2016-17.</p>
<p>Raised profile of PP through Line management, Grap profiles and briefings</p> <p>Owner:</p>	£0	<p>PPI is a standing item on the agenda of all line management agendas.</p> <p>All teachers make GRAP comments on their class data sheets outlining what they are doing differently in class to personalise learning for PP underperformers.</p>	<p>PP gap to National non PP is predicted to continually reduce year on year.</p>	<p>PP predicted performance closes the gap to National non PP in years 9-11 at every data entry point.</p> <p>KS3 gap on entry does not widen.</p>

SHO/ RSL's		Staff briefings highlight PP actions on a weekly basis.		
Year 9-11 Outside mentors from the community and trips through Future Quest Owner: CLE	£0	PP students gain access to aspirational trips and in school mentoring. Their progress is tracked over a 5 year period until they are of University age.	Students access more aspirational destinations. Students involved in the program have a greater knowledge of post 16 choices. Students involved have and increased confidence.	Destinations including % attending Russel group universities increases. Positive student voice from the initiative.
Aspirational leadership roles Owner: MLE	£0	PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, digital leader, restorative justice champion, college captain.	% PP students in these positions is in line with non PP.	% PP students in these positions is in line with non PP. Increase in PP students supporting school events.
Timetabled additional literacy Owner: EST	£0	Additional literacy for year 7/8 students who are yet to meet Age related expectations. A high proportion of these are PP. <i>Education Endowment Foundation: Phonics +4 months, Reading comprehension strategies +5 months</i>	Students reach age related expectations before finishing their GCSE studies.	Reading ages improve at a faster rate than their peers and this is tracked on accelerated reader. Students 'At an earlier stage' in their learning move to 'yet to be on track'. Students 'Yet to be on track' in their learning move to 'on track'.

2017/2018 Attributable Costs

Provision	Total Cost	Cohort Caseload (%)	Attributable
College Leaders and mentors	£191,644	50	£95,822
Careers Advisor	£8,190	50	£4,095
Raising Standards Leaders	£184,336	50	£92,168
Engagement Worker	£33,190	50	£16,595
Engage	£43,517	50	£21,589
Breakfast Club	£5,384	50	£2,692
Uniform	£1,500	100	£1,500
Exam Revision classes	£4,400	50	£2,200
Attendance Officer	£36,664	50	£18,332
FSM Maths Intervention teacher	£10,000	100	£10,000
FSM English Intervention teacher	£8,000	100	£8,000
Revision Guides	£2,000	100	£2,000
PPI Bid Pot	£4,000	100	£4,000
Boomsatsuma	£28,644	50	£14,322
School Councilor	£18,025	50	£9,013

Dark Angels	£3000	50	£1500
Residential	£1000	100	£1000
Theatre trip	£1500	100	£1500
Motivational speakers/ Parental engagement sessions	£1500	50	£750
Tassomai (Year 9-11)	£3000	50	£1500
Nightclub evening revision/ work space	£1000	50	£500
Raised PP profile (LM, Graps, Briefings)	£0	0	£0
Future Quest	£0	0	£0
Leadership roles (Year 7-11)	£0	0	£0
KS3 Timetabled additional literacy	£0	0	£0
TOTAL HPA Spend			£309,078
PPI Funding 2017-18			£289,305

Appendices

Appendix 1 - End of Year 10 current and predicted Progress 8 by Bucket.

Current:

Pupil Premium	KS2 Eng/Mat Avg	English Prog 8	Maths Prog 8	EBacc Prog 8	Open Prog 8	Progress 8
ALL	4.4	-2.12	-2.44	-0.12	-0.69	-1.158
No	4.6	-2.03	-2.47	0	-0.4	-1.018
Yes	4.3	-2.2	-2.42	-0.22	-0.95	-1.276

Predicted:

Pupil Premium	KS2 Eng/Mat Avg	English Prog 8	Maths Prog 8	EBacc Prog 8	Open Prog 8	Progress 8
ALL	4.4	-0.58	0.23	0.58	0.83	0.351
No	4.6	-0.37	0.41	0.71	1.01	0.523
Yes	4.3	-0.77	0.08	0.47	0.68	0.206

2016/2017 Impact Analysis

Area of Spend/ Provision and Owner	Total Budgeted Cost	Description of Intervention	Intended Outcomes	How impact is to be measured/ Expected Impact	Impact of the Intervention (Summer 2017)

<p>College leaders and Mentors.</p> <p>Owner: NMU</p>	<p>£231,247</p>	<p>Pastoral support has a wide and deep impact on students, particularly our FSM and LAC students. College Teams focus not just on removing barriers to learning, but on tracking and improving the achievement of students. Close links with families and outside agencies ensure any disadvantage for PPI students is reduced.</p> <p><i>Sutton Trust: Mentoring +1 month and social and emotional learning +4 months</i></p>	<p>To ensure all students are supported to attend and achieve their full potential. PPI students are supported to make greater levels of progress and to ensure that they do not have any barriers to learning or attendance caused by deprivation.</p>	<p>Levels of expected and good progress across the curriculum will be tracked.</p> <p>Ready to Learn will be tracked.</p> <p>Increase in levels of expected and good progress across the curriculum when compared with 2016.</p>	<p>Improved outcomes for PPI students (see table on page 1). Further improvements especially in reducing the gap in cohorts further down the school (see appendix 1).</p> <p>Student voice has revealed a reduction in low level disruption in lessons.</p>
<p>Careers Advisor</p> <p>Owner: MLE</p>	<p>£7,245</p>	<p>Careers advisor will support students in Years 10 and 11 to have and realise future aspirations. They will provide targeted and specific support for students to secure pathways and reduce numbers of NEETs. FSM and LAC students will have enhanced CEIAG support within this provision to increase PPI progression.</p> <p><i>Sutton Trust: Mentoring +1 month</i></p>	<p>Enable more FSM and LAC pupils with to realise the enabling power of education and that what they do now directly impacts on their future.</p>	<p>Destinations are supported and tracked.</p> <p>No NEET students.</p>	<p>The careers advisor coupled with strong links with Weston College and Bridgwater College meant that all of the 2016/17 PPI cohort have intended destinations for moving onto further education or employment with training.</p>

<p>Raising Standards Leaders</p> <p>Owner: MRA/SHO</p>	<p>£164,447</p>	<p>To deliver more rigour in tracking and intervening with students, especially PPI students, who are not achieving predicted grades that indicate that they are on track to make expected/ good progress from KS2-4. To ensuring a range of strategies are used in subjects and with individuals to catch up.</p> <p><i>Sutton Trust: Feedback +8 months and homework +5 months.</i></p>	<p>More PPI students make expected/good levels of progress; predicted and actual grades improve; achievement & attainment</p>	<p>Numbers of PPI students making expected and good levels of progress.</p> <p>Student progress to be accelerated where identified and for pupils to make at least expected progress. The PPI gap is reduced compared with 2016.</p>	<p>The Raising standards leader for year 11 along with the college leaders and KS4 mentor has ensured that PPI Basics outcomes/ progress 8 have improved on 2016.</p> <p>The Raising standards leader for year 10 used the support of the college leaders and year 10 mentor to ensure that PPI students perform as well or better than non PPI students in Maths. Open bucket predictions are above 0. P8 predictions for PP students are close to National non PP.</p> <p>The Raising standards leader for year 9 used the support of the college leaders and year 9 mentor to ensure that PPI students are predicted to perform as well or better than National non PP students.</p> <p>The Raising standard leader for KS3 has contributed to some PP gaps that emerged at assessment point 2 to be reduced by assessment point 4.</p>
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<p>Child Protection and Attendance Worker/ Family Support Worker</p> <p>Owner: NMU</p>	<p>£32,043</p>	<p>Full Time member of staff employed to work with vulnerable individuals and families, a proportion of which are PPI students.</p> <p><i>Sutton Trust: Social and emotional learning +4 months</i></p>	<p>A number of vulnerable students, including PPI are supported to overcome personal difficulties.</p>	<p>Anonymous case studies of success with a number of students.</p> <p>Students continue to attend/ make progress. Reduced persistence absence in this cohort compared with 2016.</p>	<p>72% of the 'students in need' are PPI. Case studies available showing significant improvements in attendance of members of this cohort.</p> <p>Whole Academy PP attendance rose by 2.5% in 2016-17. The highest the Academy has ever achieved. Persistent absence of PP was also a record either on the 90% threshold or for the old 85% threshold.</p>
<p>Engage Centre Provision</p> <p>Owner: NMU/ SBR</p>	<p>£73,726</p>	<p>An alternative provision for students who find Mainstream more difficult and display challenging behaviours. This provides more appropriate support for a few, some of whom are PPI students.</p> <p><i>Sutton Trust: Behaviour Interventions +4 months and small group tuition +4 months</i></p>	<p>To enable a few students to access a revolving door provision that provides small group support in order to support students to remain in mainstream.</p>	<p>Number of students who are successfully supported to return to the Academy and achieve good qualifications.</p> <p>Very successful examples of where alternative provision has been successful - Individual case studies will be available.</p>	<p>79.5% of 2016/17 students accessing support in the engage centre are PPI. Case studies are available showing a positive impact of successful reintegration back into the Academy, students saved from permanent exclusion (improving their life chances) and students successfully moving on to aspirational post 16 courses.</p>
<p>Breakfast Club</p> <p>Owner: CCR/ SHO</p>	<p>£5,384</p>	<p>Breakfast provided to all PPI students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PPI, are encouraged to attend. College Teams to direct students toward the provision.</p>	<p>Ensure the availability of breakfast for PPI students so that they are ready to learn and eating healthy food at the start of each Academy Day.</p>	<p>Number of breakfasts served to increase over time - securing as many PPI students as possible.</p> <p>PPI students will access the free breakfast. These students make progress at the same</p>	<p>Students have met energy requirements ensuring full access to lessons.</p>

		<i>Not evidenced by Sutton Trust</i>		rate as their peers and more progress than those not eating breakfast.	
Uniform Owner: NMU	£1,250	Students in need, who have financial difficulties are given uniform where appropriate. A number of PPI students benefit from this opportunity that increases inclusion and removes a barrier to learning. <i>Sutton Trust: Uniform 0 Months.</i>	PPI students who do not have full uniform are given item free of charge.	Number of students receiving free uniform. Less students sent home or in seclusion for poor uniform. Uniform given out, removing a barrier to students learning and inclusion.	Students have met uniform requirements ensuring full access to lessons.
Exam Revision classes Period 7 and preparation Owner: AES	£4,400	Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. PPI students will be a focus of this provision. Cost of staffing. <i>Sutton Trust: Small group tuition +4 months and homework +5 months.</i>	PPI students with others supported to attend the Academy in holidays to revise and perform better in exams.	Number of students attending and performance within exams. Good attendance of PPI students across a range of subjects in the holidays. Improved exam results with a decreased gap between non PPI and PPI in mocks and real exams.	Progress 8 outcomes for the 2017 cohort are the best in the history of HPA.

<p>Attendance Officer</p> <p>Owner: NMU</p>	<p>£36,005</p>	<p>To deliver more rigour in tracking and intervening with students, including PPI students with attendance below</p>	<p>Attendance of PPI cohort matches the non PPI cohort</p>	<p>Attendance data by key groups.</p> <p>Attendance of PPI</p>	<p>Attendance of PPI students rose by just under 4% in 2016-17. 3 year trend of improving PPI attendance.</p>
		<p>96%</p> <p><i>Sutton Trust: Mentoring +1 month</i></p>		<p>cohort gets closer to/ matches the non PPI cohort.</p>	
<p>PPI Maths Intervention teacher</p> <p>Owner: ABU/ SHO</p>	<p>£10,000</p>	<p>To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PPI students will be given priority access using a filter of need.</p> <p><i>Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.</i></p>	<p>PPI students catch up where they have fallen behind.</p>	<p>Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE.</p> <p>PPI students make at least expected progress.</p>	<p>17/27 PP students who were not on track to gain a grade 4 went on to achieve at least a grade 4.</p> <p>25/27 achieved a grade 3 or above.</p> <p>A greater % of PPI students made 3LOP than Non PPI.</p> <p>PPI P8 was within 0.05 of Non PPI.</p>
<p>Revision guides</p> <p>Owner: AES</p>	<p>£2,000</p>	<p>Provision of revision guides for PPI students in Year 11.</p>	<p>Students make at least 3LOP in those subject areas.</p>	<p>Levels of progress.</p> <p>Students make at least 3LOP in those subject areas.</p>	<p>All PPI students were equipped with revision guides in English, Maths, Core Science, Additional Science, Geography, BTEC Sport and Religious Education.</p> <p>This made a contribution to the school achieving a positive P8 score for the first time.</p>

<p>FSM Bid Pot</p> <p>Owner: SHO/CCR</p>	<p>£4,000</p>	<p>A bid pot for teachers and college leaders to fund initiatives that will have a demonstrable impact on a PPI student or a group of PPI students.</p>	<p>To support individual students with opportunities within and beyond the curriculum.</p>	<p>Intended impact and how this will be measured must be named within the bid.</p> <p>Varied, but based around removing a barrier to learning or aspirations.</p>	<ul style="list-style-type: none"> -All PPI year 11 students were equipped with a scientific calculator. PPI students being as equipped as their NON PPI peers contributed to a negligible GAP in maths P8. -100 KS3 PPI students were funded to attend the 'Big Bang' STEM event. -Year 11 PPI Maths & English residential. -Year 10/11 English literature theatre trip. -1st Story young writers. -Nightclub -Tassomai science learning platform. This supported PPI student's revision and supported all members of the school staff with science delivery (notably in seclusion, tutor time and nightclub). Tassomai contributed to PPI A-C rising by 30% in both Core and Additional.
<p>Boomsatsuma</p> <p>Owner: SHO</p>	<p>£27,000</p>	<p>Photography teaching to give improve students school experience through learning</p>	<p>Students look forward to this lesson and have the opportunity to gain</p>	<p>Student's attainment 8 score is enhanced.</p>	<p>35 of the 51 PPI students in the cohort studied photography. 20% of these students gained an A/A* with 71% gaining A*-C. Average grade was C+ for PP students.</p> <p>Photography made a huge contribution to Bucket 3 scoring an impressive +0.84. Residuals for photography 4.8.</p>

		<p>new skills and interacting with the local community/ landscape.</p> <p>Sutton Trust: Reduced class size +3 months</p>	<p>another GCSE grade.</p>	<p>All Photography students have a positive progress 8 score in bucket 3.</p>	
<p>School Counsellor</p> <p>Owner: NMU</p>	<p>£14, 798</p>	<p>1:1 therapy for students that need are finding the demands of school/ life challenging.</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<p>Improvement in student's mood.</p>	<p>Student voice through questionnaires.</p> <p>Students exit questionnaire compared with their entry questionnaire shows an improvement in student's wellbeing.</p>	<p>100% of the 29 PPI students who received 1:1 counselling in 2016-17 scored an improvement in mood on their exit questionnaire when compared with their entry questionnaire. This has allowed them to better access the demands of learning. The in-year recruitment of 2 volunteer counsellors has mean support for more students than in 2015-16 and reduced waiting times between referral and appointment.</p>
<p>SEN Timetabled classes</p> <p>Owner: EST</p>		<p>Timetabled intervention (Not part of the 2016/17 projected spend).</p> <p>Levels of progress in Year 7 Nurture group show a positive impact. Residual scores for this group across all subjects are strong. All of these students have progressed into mainstream classes for year 8.</p>			<p>1) Students reading ages went up on average by 1 year 4 months over the year.</p> <p>2) Of the 15 students, 11 went from A to Y in Maths, 2 went from A to O in maths, 2 remained on A the whole year.</p> <p>3) Of the 15 all improved in the read write assessment, many doubling their score (this is not comparable to ages but shows improvement of literacy over the time it was used).</p>