

Pupil Premium Spending | Hans Price Academy | Academic Year 2018- 19 | Percent PP at Hans Price Academy: 50% The PP 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.

	Standard Basics %	Progress 8	Attainment 8 average grade						
				↑	Improved on last year or above national				
2018 PP	46 ↑	0 ↑↑	3+	↑↑	Improved on last year and above national				
2018 Non	56	0.41 ↑	4=						
Gap	10 ↑	-0.41 ↑↑	3/4 of a grade ↑						
2017 PP	47 ↑↑	-0.08 ↑↑	4- ↑						
2017 Non	61 ↑	0.53 ↑	4+ ↑						
Gap	14 ↑	-0.61 ↑↑	1/2 of a grade ↑						
2016 PP	33 ↑	-0.63 ↑	D- ↑						
2016 Non	58 ↑	0.07 ↑	C-						
Gap	25 ↑	-0.7	1 grade						
2015 PP	31	-0.81	E+						
2015 Non	51	-0.42	D+						
Gap	20 ↑	-0.39 ↑	1 grade						
National PP	44	-0.4	4=						
National Non	71	0.3	4+						

2018 - 2019 Projected Spend

Area of Spend/ Provision and Owner	Total Budgeted Cost	Description of Intervention	Intended Outcomes	How impact is to be measured/ Expected Impact
College leaders and Mentors. Owner: NMU	£14,1662	<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 PP students is reduced.</p> <p>Sutton Trust: Mentoring +1 month and social and emotional learning +4 months</p>	To ensure all students are supported to attend and achieve their full potential. PP 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.	Progress 8 across the curriculum will be tracked (Especially bucket 1). Ready to Learn will be tracked. Increase in levels of expected and good progress across the curriculum when compared with 2018.
Raising Standards Leaders Owner:SHO	£97,166	<p>To deliver more rigour in tracking and intervening with students, especially PP 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>Sutton Trust: Feedback +8 months and Homework +5 months.</p>	More PP students make expected/good progress; predicted and actual grades improve; achievement & attainment	Numbers of PP students making expected and good progress. Student progress to be accelerated where identified and for pupils to make at least expected progress. The PP gap to National Non PP is reduced compared with 2018.
Engage Centre Provision Owner: SBR	£22,759	<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 PP students.</p> <p>Sutton Trust: Behaviour Interventions +4 months and small group tuition +4 months</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.	Number of students who are successfully supported to return to the Academy and achieve good qualifications. Individual case studies will be available
Attendance Officer Owner: NMU	£28,871	<p>To deliver more rigour in tracking and intervening with students, including PP students with attendance below 97%</p> <p>Sutton Trust: Mentoring +1 month</p>	Attendance of PP cohort matches the non PP cohort	Attendance data by key groups. Attendance of PP cohort gets closer to/ matches the non PP cohort.

Child Protection and Attendance Worker/ Family Support Worker Owner: NMU	£17,367	Full Time member of staff employed to work with vulnerable individuals and families, a proportion of which are PP students. Sutton Trust: Social and emotional learning +4 months	A number of vulnerable students, including PP are supported to overcome personal difficulties.	Anonymous case studies of success with a number of students. Students continue to attend/ make progress. Reduced persistence absence in this cohort compared with 2018.
Boomsatsuma Owner: CSK	£29,503	Photography teaching to give improve student's school experience through learning new skills and interacting with the local community/ landscape. Sutton Trust: Reduced class size +3 months	Student satisfaction is high in this lesson and have the opportunity to gain another GCSE grade which helps them progress onto level 3 post 16 study.	Student's attainment 8 score is enhanced. All Photography students have a positive progress 8 score in bucket 3. Yr 9 boys recidivists reduce their recidivism when compared with 2016-17 and develop portfolios that will see them hit their target grades.
School Counsellor Owner: EST/NHO	£8,668	1:1 therapy for students that need are finding the demands of school/ life challenging. Sutton Trust: Social and emotional learning +4 months	Improvement in student's mood.	Student voice through questionnaires. Students exit questionnaire compared with their entry questionnaire shows an improvement in student's wellbeing.
PP Maths Intervention teacher Owner: TPO	£10,000	To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need. Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.	PP students catch up where they have fallen behind.	Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE. PP students make at least expected progress.
PP English Intervention teacher Owner: SPR	£8,000	To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need. Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months. Education Endowment Foundation: Reading comprehension strategies +5	PP students catch up where they have fallen behind.	Progress, impact of specific intervention measured. E.g. Improvement from Mock exam to PPE. PP students make at least expected progress.

Careers Advisor Owner: SAN	£4,095	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 PP progression. Sutton Trust: Mentoring +1 month	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.	Destinations are supported and tracked. No NEET students.
Breakfast Club Owner: CCR	£2,714.40	Breakfast provided to all PP students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend. College Teams to direct students toward the provision. Not evidenced by Sutton Trust	Ensure the availability of breakfast for PP students so that they are ready to learn and eating healthy food at the start of each Academy Day.	Number of breakfasts served to increase over time – securing as many PP students as possible. PP 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.
Exam Revision classes Period 7 and preparation Owner: AES	£2,783	Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. PP students will be a focus of this provision. Cost of staffing. Sutton Trust: Small group tuition +4 months and homework +5 months.	PP 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 PP students across a range of subjects in the holidays. Improved exam results with a decreased gap between non PP and PP in mocks and real exams.
FSM Bid Pot Owner: SHO/ CCR	£1,200	A bid pot for teachers and college leaders to fund initiatives that will have a demonstrable impact on a PP student or a group of PP students.	To support individual students with opportunities within and beyond the curriculum.	Intended impact and how this will be measured must be named within the bid. Varied, but based around removing a barrier to learning or aspirations.
Tassomai Owner: SWH	£1,604	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months	To close the knowledge gap within science through online recall questions. To allow teachers more time in lessons to teach application and evaluation skills by 'pre-teaching' key knowledge.	Student completion rate and %progress through the course. P8 scores and attainment in science.

Dark Angels Owner: CSK/ SAN	£1,500	Dance Enrichment Education Endowment Foundation: Arts Participation +2 months Hattie: Extra curricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning	Improvement in Dance outcomes Improvement in students confidence when performing Improvements in attendance of students benefiting from this experience.	Dance outcomes improved at Distinction and Distinction*. Increased quality of dance shows.
Hegarty Maths Owner: TPO	£500	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months		
Literacy Planet Owner: FEL	£1,400	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months		
Revision guides Owner: CLE/ AES	£1,343	Provision of revision guides for PP students in Year 10 & 11.	Provision of revision guides for PP students in Year 11.	Students achieve positive P8 scores in those subjects.
Theatre Trip Owner: SPR	£1,500	All Year 10/11 PP students attend the theatre for a show that directly impacts on their studies. Education Endowment Foundation: Arts Participation +2 months	Increased cultural capital Increased outcomes in English literature.	English PP 2019 P8 score improves on 2018.
Motivational speakers/ parental engagement sessions Owner: SHO	£1,500	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. Education Endowment Foundation: Parental involvement +4 months		100% of year parents attend academy events in 2017-18. Parents have a better understanding of how to support GCSE preparation.
Music Tuition Owner: CHO	£1,500	PP BTEC music students receive heavily discounted small group tuition on their chosen instruments. Education Endowment Foundation: Arts Participation +2 months Hattie: Extra curricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and happiness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning	Increased P8 of PP students in BTEC music	More PP students taking music in KS4. Increase in quality of musical performances in school shows.

Uniform Owner: NMU	£1,200	Students in need, who have financial difficulties are given uniform where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning. Sutton Trust: Uniform 0 Months.	PP 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.
Raising attainment Residential Owner: SHO	£1,000	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. Endowment Foundation: Outdoor Adventure Learning +4 months Hattie: Extra currouclar activities are powerful in terms of helping children learn. The best predictor of health, wealth and haPPness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning	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.
Nightclub Owner: SHO	£1,000	SLT providing a study space for yr 11 4 x 90 minutes per week in the evenings.	Improved PP P8 score	Improved PP P8 score
Raised profile of PP through Line management, Grap profiles and briefings Owner: SHO	£0	PP is a standing item on the agenda of all line management agendas. All teachers make GRAP comments on their class data sheets outlining what they are doing differently in class to personalise learning for PP underperformers. Staff briefings highlight PP actions on a weekly basis.	PP gap to National non PP is predicted to continually reduce year on year.	PP predicted performance closes the gap to National non PP in years 9-11 at every data entry point. KS3 gap on entry does not widen.
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: CLE	£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: NHO/ EST	£0 (Paid with catch up funding)	Additional literacy for year 7/8 students who are yet to meet Age related expectations. A high proportion of these are PP. Education Endowment Foundation: Phonics +4 months, Reading comprehension strategies +5 months	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'.
Into University Owner: SHO	£0	Charitable organisation providing homework support, workshops and aspirational trips to PP students. The provision is based on site at HPA.	Students access the centre for IS support.	Volumes of students accessing study support. Student voice of workshops

Provision	Total Cost	Cohort Caseload (%)	Attributable
College Leaders and mentors	£283,323	50	£141,662
Careers Advisor	£8,190	50	£4,095
RSLs	£194,331	50	£97,166
Engagement Worker (JFA)	£34,734	50	£17,367
Engage (SBR)	£45,517	50	£22,659
Breakfast Club	£2,714	50	£1,357
Uniform	£1,200	100	£1,200
Exam Revision classes	£5,566	50	£2,783
Attendance Officer (LST not AST)	£37,503	50	£18,752
Maths Intervention teacher	£10,000	100	£10,000
English Intervention teacher	£8,000	100	£8,000
Revision Guides	£1,343	100	£1,343
PP Bid Pot	£1,200	100	
Boomsatsuma	£29,503	50	£14,752
School Councillor	£17,335	50	£8,668
Dark Angels	£3000	50	£1500
Residential	£1000	100	£1000

Theatre trip	£1500	100	£1500
Motivational speakers/ Parental engagement sessions	£1500	50	£750
Tassomai Science (Year 9-11)	£3,200	50	£1,604
Literacy Planet	£1,400	100	£1,400
Hegarty Maths	£999	50	£500
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	335 000 (projected budget)		

2017 - 2018 Impact Report			
Area of Spend/ Provision and Owner	Total Budgeted Cost	Description of Intervention	Actual 2017-18 impact
College leaders and Mentors. Owner: NMU	£141662	<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 PP students is reduced.</p> <p>Sutton Trust: Mentoring +1 month and social and emotional learning +4 months</p>	<p>Improved outcomes for PP students (see table on page 1).PP P8 as follows: Acer 0.55, Clarus -0.26, Fortis 0.36 and Mando -0.38. All PP students identified for priority in various areas. College Leaders actively encourage attendance at Parents' evening by notifying PP parents in advance and allowing PP pupils to make appointments before the rest of the cohort. They follow up any students who has not made appointments and co-ordinate visits for those PP parents unable to attend on the evening.</p> <p>College Leaders also seek to encourage PP parents in at least two forms of engagement with the school in a school year. This can either be through telephone calls, invitation to events, parents' evening or progress meetings. ents especially in reducing the gap in cohorts further down the school. Student voice has revealed a reduction in low level disruption in lessons.</p> <p>KS4 mentor had little impact and the mentored cohort P8 decreased from the point of commencing mentoring to final exam grade. 2 new mentors have been appointed for 2018-19 and another member of staff has returned to her substantive mentoring post from being a college leader.</p>
Raising Standards Leaders Owner:SHO	£97,166	<p>To deliver more rigour in tracking and intervening with students, especially PP 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>Sutton Trust: Feedback +8 months and Homework +5 months.</p>	<p>Yr 11 RSL: Weekly College Laser meeting focusing on closing the progress gap between PP and non-PP, with each College Leader having 3 key PP students to focus on. Regular feedback back from College Leader PDCs in maths and English lessons, actioning any issues identified. Support for College Leaders in understanding PP data from data trawls and from the Blackbox. Coordinating and leading with College Leaders to prepare students for exams and PPE assessments, including minibus collection for at risk PP students, walking planning from entering the building to sitting the exam for students with anxiety, systems for checking and contacting students who are not in pre-exam sessions, coordinating on emerging issues from students in the exam window with the appropriate staff in school, student mentoring meetings at the start of year 11. Collecting feedback from RSL who was focused on Teaching and Learning in maths and English and actioning emerging issues, feeding back to PLs for maths and English. Coordinating with Exam Officer to ensure that students where effective in their exams and PPEs. Including creating two realistic PPE experiences prior to the real exams, effectively matching staff to students with access arrangements, coordinating on exam intelligence on students in PPEs and feeding this back to the student/parents/College Leader/teacher/Program Leader, booster sweet in exams, students seating and expectations going in to an exam. Coordinating with the SENCo on students who might need access arrangements, getting students use to using their access arrangements in lessons and in PPEs, and working with the SENCo to train students how to use a Reader and or scribe. Centralised coordination of intervention, including P6, P7 and holiday sessions. Ensuring that staff had registers and that truancy was properly dealt with. Working with parents to support the program in place for their child. Coordinating on staffing and letters for these sessions, including checking attendance and making phone calls to PP students to make sure the right students were in. Leading on whole school year 11 briefings and year 11 tutor activities, including keeping the progress and attainment of PP students high on the agenda for staff. Working with the attendance office to do home visits for PP students with below 96% attendance.</p> <p>Yr 10 RSL: Developed rigorous tracking for independent study in order to reduce pupil premium gap for completion rates through targeting key students for intervention such as homework club. Providing tracking for tutors to support improvement of homework completion. Pre Public Examinations developed to ensure that students have opportunities to retake and "graduate" from year 10 into year 11. Pre Public Examinations developed to ensure that students have opportunities to retake and "graduate" from year 10 into year 11.</p> <p>Yr 9 RSL: Initial development of a stable careers programme to ensure all pupil premium students have numerous employer encounters throughout their school experience.</p> <p>Collaborating with Into University for year 8&9 students to work closely with the FE charity including small group workshop days and University visits.</p> <p>Working alongside the KS3 mentor to support progress for PP students.</p> <p>Enrichment programme advertised to all supporting PP students engaging in a holistic school involvement"</p>
Engage Centre Provision Owner: SBR	£22,759	<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 PP students.</p> <p>Sutton Trust: Behaviour Interventions +4 months and small group tuition +4 months</p>	<p>Number of students accessing the Engage Centre: 33 students. 22 students were pupil premium which makes up 66% of the cohort. The distribution over year groups was as follows: Year 7:5, Year 8: 3, Year 9: 6, Year 10: 3 and Year 11 : 5. Of these 22 students, 16 returned to mainstream lessons which is 68%of the pupil premium cohort. case studies are available showing a positive impact of successful reintegration into the academy, students saved from permanent exclusion (improving their life chances) and students successfully moving on to aspirational post 16 courses. 24% of PP cohort weere school refusers. Of this 24%, 21% have much improved attendance and are now regularly in school. All of the Year 11 students have gone on topost 16 courses at college.</p>

Attendance Officer		To deliver more rigour in tracking and intervening with students, including PP students with attendance below 97%	
Owner: NMU	£28,871	Sutton Trust: Mentoring +1 month	PP attendance stabilised in 2017-18.
Child Protection and Attendance Worker/ Family Support Worker		Full Time member of staff employed to work with vulnerable individuals and families, a proportion of which are PP students.	
Owner: NMU	£17,367	Sutton Trust: Social and emotional learning +4 months	72% of the 'students in need' are PP. Case studies available showing significant improvements in attendance of members of this cohort. 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. PP attendance stabilised in 2017-18.
Boomsatsuma		Photography teaching to give improve student's school experience through learning new skills and interacting with the local community/ landscape.	
Owner: CSK	£29,503	Sutton Trust: Reduced class size +3 months	Yr 9 boys reduced their recidevism and these 2 groups are now timetabled as one larger group. They are predicted reasonable outcomes in photography in 2020. 2018 Yr 11 photograpy results were poor in comparison to other bucket 3 subjects at HPA and in comparison to the excellent outcomes that Boomsatsuma have achieved working with HPA in 2015, 2016 and 2017. Adjustments have and are being made so that the new photography spec is delibvered more effectivey for 2019 leavers.
School Counsellor		1:1 therapy for students that need are finding the demands of school/ life challenging.	
Owner: EST/NHO	£8,668	Sutton Trust: Social and emotional learning +4 months	100% of exit questionares real an impvdedment in mood comapred with entry questionnaire.
PP Maths Intervention teacher		To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need.	
Owner: TPO	£10,000	Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months.	Students with intervention improved by 34 raw marks throughout yr 11. Students without intervention improved by 47 raw marks. On abverage the students recieving intervention had a worse appioach to learning so this must be taken into account. Theremore 4 of the biggest improvers are not included in this data due to them changing planned tiers of entry rendering their end of yr 10 and end of yr 11 marks incomparable. 8/24 achieved standard basics.
PP English Intervention teacher		To deliver intervention to small groups of students not making expected progress or who are behind age related expectations. PP students will be given priority access using a filter of need.	
Owner: SPR	£8,000	Sutton Trust: Small group tuition +4 months and 1:1 tuition +5 months. Education Endowment Foundation: Reading comprehension strategies +5	Students with intervention improved by 28 marks in yr 11 in English langauge. 2/15 achieved standard basics through English langauge so the impact was not as large as expected however a further 3 did achieve Englilhs lit.
Careers Advisor		Careers advisor will support students in Years 10 and 11 to have and realise future aspirations. They will provide targetted 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 PP progression.	
Owner: SAN	£4,095	Sutton Trust: Mentoring +1 month	All year 11 students had at least one 1:1 careers meeting. All LAC students had a minimum of 2. Careers advisor supported our students in FE appliations and even attended with some students. Currently no NEET students.
Breakfast Club		Breakfast provided to all PP students free of charge to ensure access to food at the start of the Academy Day. Students, particularly PP, are encouraged to attend. College Teams to direct students toward the provision.	
Owner: CCR	£2,714.40	Not evidenced by Sutton Trust	This supported PP students in being well fed so that they were ready to learn. The % of students who accessed this provision was below our target.
Exam Revision classes Period 7 and preparation		Revision classes run during Half Term and the Easter break to ensure all students prepare for external examinations. PP students will be a focus of this provision. Cost of staffing.	
Owner: AES	£2,783	Sutton Trust: Small group tuition +4 months and homework +5 months.	Holiday revision sessions totaled 2558 hours, with PP students totaling 1023 hours. P7s ran for maths and English on a Thursday and all students attended. P7s and P8s were run by history, geography, Spanish, drama, art, dance, Sport, DT, computing, health and social care, science and business. HAP focused sessions ran for maths and English.
FSM Bid Pot		A bid pot for teachers and college leaders to fund initiatives that will have a demonstrable impact on a PP student or a group of PP students.	
Owner: SHO/ CCR	£1,200		This was utilised by college leaders for minor suoport for day to day issues that PP students faced. This is to be alangamated into the uniform budget for 2018-19
Tassomai		Hattie: 'Homework does make more of a difference to secondary school children'	
Owner: SWH	£1,604	Sutton Trust: Homework +5 months	On average, students completed 33% of the tassomai course within a year, ranging up to over 80% for some students before their first exam. Science results improved, particularly PP P8, up to -0.03.

Dark Angels Owner: CSK/ SAN	£1,500	Dance Enrichment Education Endowment Foundation: Arts Participation +2 months Hattie: Extra curricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and haPPness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning	Dark Angels gave HPA students professional training outside of the curriculum, confidence within dancing in general and the hip hop style. Also extra performance opportunities in Bristol improved students confidence. highly improved quality of the dance show offering a broad range of styles. Uptake of BTEC dance at HPA has increased to 107 students with 2 staff. It also gave our students another option for Post 16 eg Double BTEC Urban Dance Diploma at JCA.
Revision guides Owner: CLE/ AES	£1,343	Provision of revision guides for PP students in Year 10 & 11.	PP students were given revision guides in maths, science and English. Students recieved acheivement points if they had their revision guides out and used them in lessons.
Theatre Trip Owner: SPR	£1,500	All Year 10/11 PP students attend the theatre for a show that directly impacts on their studies. Education Endowment Foundation: Arts Participation +2 months	English literature PP P8 scores improved in 2018 compared with 2017. This can in part be attributed to the cultural capital of every student having seen Blood Brothers at the theatre. All 2019 leavers have also seen the play and there are signs of further incremental improvements.
Motivational speakers/ parental engagement sessions Owner: SHO	£1,500	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. Education Endowment Foundation: Parental involvement +4 months	Made Education delivered 2 days of revision support to yr 11 in October 2017. The parent session was attended by 20% of yr 11 parents. Impact of the parental session on PP was less than hoped with the majority being parents of non PP students. TSE and SHO delivered short 20 minute revision sessions to a larger percentage of parents at yr 9,10 and 11 parents evening. This spend will be reviewed for 2018-19. 90% of parents attended academy events in 2017-18.
Uniform Owner: NMU	£1,200	Students in need, who have financial difficulties are given uniform where appropriate. A number of PP students benefit from this opportunity that increases inclusion and removes a barrier to learning. Sutton Trust: Uniform 0 Months.	A college leader budget of £250 each reduced this barrier to being Ready to learn where appropriate.
Raising attainment Residential Owner: SHO	£1,000	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. Endowment Foundation: Outdoor Adventure Learning +4 months Hattie: Extra curricular activities are powerful in terms of helping children learn. The best predictor of health, wealth and haPPness in adult life is not academic achievement at school, but the number of years schooled. Extra-curricular activities can be a fun and inviting way to get children to enjoy school and want to spend more time there learning	P8 scores for students who attended this residential were an impressive 0.36 however they were predicted to be better before going on the trip. Standard basics was 63% and strong basics was 32% which was in line with their pre trip predictions. It may well be that students who put themselves forward and are organised to go on the residential are those who are typically already showing good study habits.
Nightclub Owner: SHO	£1,000	SLT providing a study space for yr 11 4 x 90 minutes per week in the evenings.	Night club attendance exceeded 3009 hours, with PP students everaging 42.8 hrs
Raised profile of PP through Line management, Grap profiles and briefings Owner: SHO	£0	PP is a standing item on the agenda of all line management agendas. All teachers make GRAP comments on their class data sheets outlining what they are doing differently in class to personalise learning for PP underperformers. Staff briefings highlight PP actions on a weekly basis.	Yr 11 PP P8 was 0 for the first time and their are positive predictions of PP P8 in year 9. QA of Grap commnets was less robust than in the previous year and this will be improved in 2018-19. Key PP yr 11 students well communicated regularly through yr 11 briefings to staff which happened every other week. This undoubtably helped their visibility to all staff and meant that no PP student was a significant outlier in terms of P8 score.
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.	93.3% of the cohort had more than two applications in to a post 16 provider. 100% of the cohort have gone on to level 3 courses.
Aspirational leadership roles Owner: CLE	£0	PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, digital leader, restorative justice champion, college captain.	32% of the prefects were PP students. However 47% of support at school events was from PP students.
Timetabled additional literacy Owner: NHO/ EST	£0 (Paid with catch up funding)	Additional literacy for year 7/8 students who are yet to meet Age related expectations. A high proportion of these are PP. Education Endowment Foundation: Phonics +4 months, Reading comprehension strategies +5 months	The English % of PP yr 7 students 'on track' in their learning rose 14% and the 'yet to be on track' rose by 14% from Oct 2017 to July 2018. Its difficuluy to deduce if this was from the literacy intervention lessons or normal English lessons. The lack of specialist English teachers teaching the intervention and a coherent literacy programme are areas for improvement.