

Pupil Premium Spending | Hans Price Academy | Academic Year 2019- 20 | Percent PP at Hans Price Academy: 43% 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					
				↑↑	Improved on last year and above national					
2019 PP	48 ↑↑	-0.05 ↑	4- ↑							
2019 Non	70 ↑	0.13 ↑	4+ ↑							
Gap	22	-0.18 ↑	3/4 of a grade ↑							
2018 PP	46 ↑	-0.02 ↑↑	3+							
2018 Non	56	0.41 ↑	4=							
Gap	10 ↑	-0.43 ↑↑	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 Impact Report		
Area of Spend/ Provision and Owner	Description of Intervention	Actual 2018-19 impact
College leaders and Mentors. Owner: NMU	<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>NMU: 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 ensure that all PP students whose parents cannot attend either have feedback from teachers by telephone or by arranging a meeting at a time to suit parents.</p> <p>College Leaders each have key PP students who attendance puts them into the persistent absence category to mentor and encourage to improve attendance. They also have protected time each day to chase absence and prioritise PP students. PP parents are also invited into progress meetings to discuss achievement and identify any issues and actioning them through liaison with teachers, mentors etc.</p> <p>All LAC students have weekly mentoring to support them with their core subjects and liaise with teachers to highlight gaps and set targets to improve attainment. KS3 and KS4 student cohorts identified for mentoring by raising Standards Leaders using PP and P8 data. Mentors use assertive mentoring techniques, setting targets and reviewing regularly with students.</p>
Raising Standards Leaders Owner:SHO	<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>AES: 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 were 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 session 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>CLE: 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>SAN: Yr 9 RSL: Initial development of a stable careers programme to ensure all pupil premium students have numerous employer encounters throughout their school experience. Collaborating with Into University for year 8&9 students to work closely with the FE charity including small group workshop days and University visits. Working alongside the KS3 mentor to support progress for PP students. Enrichment programme advertised to all supporting PP students engaging in a holistic school involvement"</p>
Engage Centre Provision Owner: SBR	<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>	

2018- 2019 Impact Report		
Area of Spend/ Provision and Owner	Description of Intervention	Actual 2018-19 impact
Attendance Officer Owner: NMU	To deliver more rigour in tracking and intervening with students, including PP students with attendance below 97% Sutton Trust: Mentoring +1 month	Whole school average attendance as at end of term 5 in 2019 was 0.3% lower than at the same time in 2018. The average attendance of the PP cohort had declined by 0.2% whereas the average attendance of non-PP students had declined by 0.7%. Among those students classed as persistent absentees, the proportion of pp students has remained at just under two thirds.
Child Protection and Attendance Worker/ Family Support Worker Owner: NMU	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	
Boomsatsuma Owner: CSK	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	2019 outcomes were poor as they were in 2018. 33% (16 learners) did at least leave with a grade 4 of above. Area of spend discontinued in 2019-20.
School Counsellor Owner: EST	1:1 therapy for students that need are finding the demands of school/ life challenging. Sutton Trust: Social and emotional learning +4 months	EST: 100% of exit questionares real an imprvedment in mood comapred with entry questionnaire.
PP Maths Intervention teacher Owner: TPO	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.	TPO: On average for students that sat the higher tier, students who recieved intervention increased their mark gain by 77%. On Foundation this increase in mark gain was 2% in one class and 120% in the other.
PP English Intervention teacher Owner: SPR	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	SPR: LAL PP students with intervention improved by 28.8 marks in yr 11 in English languauge (from Year 10 Term 6 PPE and Year 11 Term 2 PPE combined to the real thing). On average the whole cohort went up by 23 marks. This means that students with LAL on average gained an extra 5 marks. 13/25 (52%) of these students achieved a grade 4+ in English Language. One students achieved Literature over Language but LAL only focused on Language in these sessions.
Careers Advisor Owner: SAN	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	SAN: Majority of year 11 students had a 1:1 meeting. All key groups had a 1:1 and additional support was offered for the most vulnerable. NEET figures declining.
Breakfast Club Owner: LTI	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	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.

2018- 2019 Impact Report		
Area of Spend/ Provision and Owner	Description of Intervention	Actual 2018-19 impact
Holiday coursework & exam revision classes Owner: AES	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 attended over 1000 hours of holiday time and this contributed to HPA PP Progress 8 again being around 0.4 above National PP Progress 8. October and February half term focused on coursework completion with Easter and May half term on exam prep. The Academy was only open for half of each holiday to ensure that students had a balance of school work and rest.
Tassomai Owner: SWH	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months	SWH : Tassomai was used widely by students in Years 9-11. It has been a valuable resource for use by students in seclusion and directed study as well as for independent study. Completion rates increased in 2018-19 with an average of 47% completed (up from 33%). Completion rates were particularly high in the lead up to PPEs and final exams. PP P8 for science was -0.47.
Dark Angels Owner: CSK/ SAN	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	SAN: 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	Provision of revision guides for PP students in Year 10 & 11.	This helped contribute to students revision and HPA improving its progress 8 score in maths and English. Students were expected to have them out on their desk every lesson and gained achievement points for being organised.
Uniform Owner: NMU	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.
Nightclub Owner: SHO	SLT providing a study space for yr 11 3 x 90 minutes per week in the evenings.	Night club attendance exceeded 3000 hours, with PP students averaging over 40 hrs. This contributed to better P8 than they were predicted at the end of year 10 and the best basics in the Academics history.
Raised profile of PP through Line management, Grap profiles and briefings Owner: SHO	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.	Part of the expectations around teachers planning. A danger that these strategies were not reflected upon enough. Yr 10 RSL, Yr 10 mentor and yr 10 PP lead recognised this, collated strategies in term 5/6 and delivered excellent training in week 1 of 2019-20. Key PP yr 11 students well communicated regularly through yr 11 briefings to staff which happened every other week. This undoubtedly helped their visibility to all staff and meant that no PP student was an unexpected outlier in terms of P8 score.
Year 9-11 Outside mentors from the community and trips through Future Quest Owner: CLE	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.	CLE: 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. All students in cohort have progressed to a level 3 qualification P8 for PP students in the cohort was 0.108
Aspirational leadership roles Owner: CLE	PP students gain leadership positions such as: Head/ Deputy head of school, prefect, school council, digital leader, restorative justice champion, college captain.	CLE: 32% of the prefects were PP students. However 47% of support at school events was from PP students.
Timetabled additional literacy Owner: EST	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 lack of specialist English teachers teaching the intervention and a coherent literacy programme meant the spend lacked the impact expected. This has been put in place for 2019-20.
Hegarty Maths Owner: TPO	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months	TPO: On Average students completed over 20 hours each of additional maths through the Hegarty maths platform. There was a direct and strong correlation between the number of hours completed by students and their P8 score for maths.

2018- 2019 Impact Report		
Area of Spend/ Provision and Owner	Description of Intervention	Actual 2018-19 impact
Literacy Planet Owner: FEL	Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months	Student engagement in Literacy Planet was high and progress was tracked through leadership boards in both class and KS3. Students used Literacy Planet a great deal in seclusion. IS was set regularly using Literacy Planet. Problems arose with dual teachers and sharing students in Literacy groups, however this was ironed out over the year. Setting IS for Literacy Planet stopped in term 6 for year 7 due to new IS policy - only KOs and questions. It was not used in lessons as much as anticipated due to time - content of KS3 curriculum is heavy, along with Core Tasks so it wasn't felt there was sufficient time to use it in English lessons. It was used significantly in Literacy lessons throughout the year and regularly used for planned absence/cover. 2019/20 will see IS being set using LP again.
Music Tuition Owner: CHO	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 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	CHO: Increased intake for music for Year 9 (4x larger intake). Standard of practical ability is stronger on average than the previous year. Students who are having lessons are generally showing a want to be in school more often and are willing to make the effort. More students have performed in various shows and open evenings - higher number of PP students than previous year, showing an improved confidence.
Into University Owner: SHO/ RSL's	Charitable organisation providing homework support, workshops and aspirational trips to PP students. The provision is based on site at HPA.	

2019- 2020 Projected Spend

Area of Spend/ Provision and Owner		Description of Intervention	Intended Outcomes	How impact is to be measured/ Expected Impact
College leaders and Mentors. Owner: NMU		<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		<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		<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		<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		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.
School Counsellor Owner: EST		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		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		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		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.

<p>Breakfast Club</p> <p>Owner: LTI</p>		<p>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.</p> <p>Not evidenced by Sutton Trust</p>	<p>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.</p>	<p>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.</p>
<p>Exam Revision classes Period 7 and preparation</p> <p>Owner: AES</p>		<p>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.</p> <p>Sutton Trust: Small group tuition +4 months and homework +5 months.</p>	<p>PP 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. 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.</p>
<p>FSM Bid Pot</p> <p>Owner: SHO</p>		<p>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.</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. Varied, but based around removing a barrier to learning or aspirations.</p>
<p>Tassomai</p> <p>Owner: AMA</p>		<p>Hattie: 'Homework does make more of a difference to secondary school children'</p> <p>Sutton Trust: Homework +5 months</p>	<p>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.</p>	<p>Student completion rate and %progress through the course. P8 scores and attainment in science.</p>
<p>Dark Angels</p> <p>Owner: CSK/ SAN</p>		<p>Dance Enrichment</p> <p>Education Endowment Foundation: Arts Participation +2 months</p> <p>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</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>

Hegarty Maths Owner: TPO		Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months		
Literacy Planet Owner: FEL		Hattie: 'Homework does make more of a difference to secondary school children' Sutton Trust: Homework +5 months		
Revision guides Owner: CLE/ AES		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.
Music Tuition Owner: CHO		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		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.
Nightclub Owner: SHO		SLT providing a study space for yr 11 3 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		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		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 Russell group universities increases. Positive student voice from the initiative.

Aspirational leadership roles Owner: CLE		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		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/ RSL's		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		Cohort Caseload (%)	Attributable 2019-20
College Leaders and mentors	£180, 310	45	141,662
Learning Mentors	£98, 240	45	
Careers Advisor	£18, 174	45	4,095
RSLs	£203,323	45	97,166
Engagement Worker (LOP)	£34,349	45	17,367
Engage (SBR)	£46, 669	45	11,759
Attendance Officer (LST not AST)	£38, 565	45	18,752
Maths Intervention teacher	£18,622	100	10,000
English Intervention teacher	£12,000	100	8,000
School Councilor (0.6)	£22, 152	45	8,668
Dark Angels	£4000	100	1500
Uniform	£1200	100	1,200
Revision Guides	£2400	100	1,343

Exam Revision classes	£2780	45	2,783	
Tassomai Science (Year 9-11)	£3,200	45	£1,604	
Literacy Planet	£1,400	45	£1,400	
Hegarty Maths	£999	45	£500	
Nightclub evening revision/ work space	£1000	45	£500	
Music lessons	£2000	100	£2000	
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	Staffing cost	0	£0	
KS4 Pupil premium leads	£3335	4%		
English Teacher		Unable to appoint		
TOTAL HPA Spend	2019-20 projectd budget 338,022			