

## Pupil Premium Report 2017/18

At The High Weald Academy we share the vision that students' progress and attainment should be determined by hard work, ability and merit and not by parental wealth or family background. We are committed to closing the gap in attainment that exist between Pupil Premium and non-Pupil Premium students.

In the academic year 2017/18 The High Weald Academy estimates it will receive £86,467 in funding for Pupil Premium, of which £9k is the Year 7 Catch-up premium. Below is a summary of how this money was spent and the impact it had on our students.

Strand	Objective	Actions	Investment	Impact measure	Impact 2017		Impact 2018	
					PP students	Non-PP students	PP students	Non-PP students
Attendance	Increase attendance among PP students and reduce the number of persistent absences	<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>- Inclusion meeting held every two weeks (AP, AO, HoC SEN-co, SMS) to identify and discuss students who require intervention and highlight all ongoing actions.</li> <li>- AO monitor all students' attendance daily and raise any concerns as a priority.</li> <li>- HoC and AO review students within their cohort weekly</li> <li>- Red report analysed by HoC for priority response to PP concerns</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>- SLO, early help, HNES, School nursing team are external agencies accessed to provide appropriate support</li> <li>- 'Back on track' reports issued for students below 94%</li> <li>- Parent meetings with AO and appropriate staff to identify any additional issues around attendance.</li> <li>- Weekly attendance data of all PP sent to SLT, HoC, tutors.</li> <li>- Attendance Friday – tutors and students discuss all aspects of attendance, generally</li> </ul>	<p>£2,945</p> <p>£2,850</p> <p>£1,900</p> <p>£608</p> <p>£1,950</p> <p>£5,70</p> <p>£7,980</p>	<p>% attendance</p> <p>% of persistent absences</p>	<p>88.7%</p> <p>20.1</p>	<p>94.3%</p> <p>15.7</p>	<p>87.9%</p> <p>22.2</p>	<p>94.5%</p> <p>16.9%</p>

		<p>and individually with excellent attendance being the key message in every tutor group.</p> <ul style="list-style-type: none"><li>- Appropriate attendance data displayed on specific boards.</li><li>- Ensure parental engagement regarding attendance via letters, news bulletin, and social media as appropriate.</li></ul>	£1,750						
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Attainment	Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students	<b><u>Identification and intervention</u></b>							
		- Exam analysis conducted by lead teachers in September with VP.	£900						
		- Raising Standards meeting between VP/Principal following PPEs to scrutinise performance of groups.	£540						
		- Fortnightly line management between teaching staff and SLT line manager, with PP progress/attainment as a standing agenda.	£380						
		- After school revision and intervention sessions for all subjects.	£3,000						
		- All PP students in Year 11 purchased revision guides for core subjects.	£360	% 5+ English	8%	31%	16.7	29.5%	
		- All PP students in Year 11 purchased revision stationary and equipment including a USB of revision materials.	£50	% 4+ English	25%	57%	50%	50%	
		- English/maths/science intervention in tutor time depending on need.	£1,520	% 5+ Maths	18%	31%	0%	29.5%	
		- Additional English/maths/science after Easter in PSHE/core PE time.		% 4+ Maths	18%	63%	16.7%	68.2%	
				P8	-1.2	-0.27			
	<b><u>Embedding good practice in class teaching at KS4</u></b>								
- PP focussed learning walks in which the practice of having seating plans with PP students identified and strategies for supporting/monitoring/stretching PP students being pre planned and acted upon was quality assured.									
- PP books marked first									
- PP students 'checked in' on as a priority to ensure understanding and progression through tasks.									
- PP focussed CPD (2 hours) over the year, when best practice and strategies were shared.	£2,006								

Progress	Ensure all students in KS3 have a reading age at or above their chronological age	<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>- Reading ages tested for whole school twice yearly.</li> </ul> <p><b>Intervention (Year 7 catch up and PP funding)</b></p> <ul style="list-style-type: none"> <li>- Literacy classes twice a week for all students in Years 7 and 8.</li> <li>- All students read once a week in tutor time for 30 minutes with this being closely monitored by teachers.</li> <li>- Reading intervention for PP students with low reading ages in the 'East Wing' - Lexia, Wordshark or with volunteers.</li> </ul>	<p>£660</p> <p>£11,400</p> <p>£7,980</p> <p>£5,700</p>	<p>% of students below chronological reading age</p>		<p>43%</p>	<p>38%</p>
	Increase and sustain rate of progress in KS3 English, maths and science	<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>- Analysis by class teachers following data input of students not making enough progress.</li> <li>- Fortnightly line management between teaching staff and SLT line manager, with PP progress/attainment as a standing agenda.</li> </ul> <p><b>Intervention (Year 7 catch up and PP funding)</b></p> <ul style="list-style-type: none"> <li>- Students receive 2 hours of additional literacy/numeracy lesson in KS3, each week.</li> <li>- Use of curriculum plans to identify students in need of support/monitoring or stretch and challenge, with strategies pre planned and implemented in lessons.</li> </ul> <p><b>Embedding good practice in class teaching at KS4</b></p> <ul style="list-style-type: none"> <li>- PP books marked first</li> </ul>	<p>£11,400</p>	<p>% students 7/8 making Expected progress in:</p> <p>English</p> <p>maths</p> <p>and science</p>		<p>60%/91%</p> <p>45%/66%</p> <p>95%/100%</p>	<p>68%/89%</p> <p>68%/62%</p> <p>94%/97%</p>

		<ul style="list-style-type: none"> <li>- PP students 'checked in' on as a priority to ensure understanding and progression through tasks.</li> <li>- Focus on strategies for KS3 PP students in CPD (1 hour)</li> </ul>	£763						
Culture, ethos and engagement	Improve engagement among difficult to reach students	<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>- Use of the 'red report' to identify poor engagement or potential vulnerability.</li> <li>- Support managers have in depth knowledge of our students.</li> <li>- Weekly inclusion meeting with AP, cohort leads and support managers.</li> </ul> <p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>- The academy employs 2 support managers (KS3/KS4) to work closely with year groups, providing pastoral support, making referrals where necessary and liaising with hard to reach families.</li> <li>- Staged reports used to monitor engagement</li> <li>- External councillor employed for 1 day a week</li> <li>- Programme of after school activities</li> <li>- Academy days when cultural trips, careers workshops and visits from other outside agencies are organised (Kenward Trust, Barclays, The British Army, Fire Service, Kent Police etc.)</li> <li>- Humanutopia</li> </ul>	£6,840	no. of FT exclusions	23	33	25	32	
				no of days of exclusions	42.5	60	32	21	
				no of students excluded	12	15	20	12	
				% of cohort	16%	5%	26%	4%	
			£2,000	Av positive conduct points/student			22	27	
			£4,560						
			£2,590	Av negative conduct points/student			21	8	
			£3,800						
			£80,022						