



High Weald Academy

Pupil Premium Plan Review 2019/20

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Pupil Premium Plan Review 2019-20

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 2020/19 academic year, High Weald Academy received £76,325 in funding for Pupil Premium, of which £6,667 was the Year 7 Catch-up premium. Below is a summary of how this money was spent and the impact it had on our students.

The barriers to success for our pupil premium students had been identified as being:

- Attendance
- Attainment
- Progress
- Culture, ethos and engagement

The table below identified the actions undertaken last year to reduce the impact of the identified barriers and the impact this work had.

Strand	Objective	Actions Bullet point the actions you took	Investment	Impact Measure	Base position 2019		Impact 2020	
					PP students	Non-PP students	PP students	Non-PP students
Attendance	Increase attendance among PP students and reduce the number of persistent absences	1.1 Contract with SEAS to support the school in reducing PA and improving attendance.	£18,550	% attendance	85.3%	91.9%	84.1%	91.1%
				% of persistent absences	24.6%	24.5%	27.58%	11.39%
				% attendance with SEAS support			37% of SEAS list are PP 97.5% of those were still considered to be PA by the end of the year (2 students made an	63% of SEAS list are non-PP 84% still considered to be PA by the end of the year (8 students

		<p>1.2 Spot rewards for good attendance.</p> <p>1.3 Build on successful group work and mentoring with poor attendees via the school attendance officer.</p>		<p>% rewarded for good attendance</p> <p>% of PP students in mentoring groups</p>			<p>improvement of 10%+ since term 1)</p> <p>19%PP rewarded for good attendance</p> <p>47% of students being mentored were PP – no sustained improvement</p>	<p>made and improvement of 10%+ since term 1) Most effective with Year 11</p> <p>45% of non-PP awarded for good attendance</p> <p>53% in group work/mentoring some evidence of improved attendance with those who are considered PA</p>
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		1.4 Introduction of breakfast club and new academy mentoring role.		% of attendance of those attending BC			38% of attendees PP 40% of the PP that attended had an increase of 10% or more in attendance from term 1-5 Most effective with year 7-11	1.4 62% of attendees were non-PP
		1.5 CPD delivery by Sue Beauchamp on positive behaviour and de-escalation of difficult situations.		% decline in those getting FTE			FTE Term 1: 11PP students Term 4: 3	FTE Term 1: 13 non-PP students Term 4: 13
		1.6 Introduction of conduct cards across the school.		% of positive and negative points			Positive points Term 1:1,846 Term 4: 645	Positive points Term 1: 2,940 Term 4: 1,297
		1.7 Use of reward points and trips		% of PP selected for rewards trips			45% PP registered on reward trips (30% of all PP went on a trip)	54% of non-PP registered on trips (28% of all non-PP went on a reward trip)
							40% of list is PP engaged in mentoring/Anti-	60% non-PP make up the

		1.8 Development of peer mentoring and anti-bullying leads across the school.		% of those engaging in peer mentoring/trained as anti-bullying leads			bullying 26% of all PP	list engaged in mentoring/Anti-bullying 29% of all non-PP included in group
Attainment	Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students	<p>2.1 Delivery of CPD sessions and coaching across the team by SSJ and LHU</p> <p>2.2 Development of pedagogy via whole staff wider reading – purchase of pedagogical texts for staff (SSJ)</p> <p>2.3 Use of key staff for to run after school revision sessions and holiday catch up sessions</p>	£42,312	<p>% of 5A*-C (+EM) or equivalent grades</p> <p>Increased % of lessons graded Good or Better</p> <p>% of staff engaged in reading/CPD contributions/attendance</p> <p>% of students attendance to afterschool revisions</p>	8%	32%	8%	59%
					63%		85%	
							All available staff attended online CPD reading session/discussion	
							36% of the year 11 PP Students (4 out of 11) attendance to English and Maths intervention	46% of non-PP (21 out of 34) students attendance to English and Maths intervention
Progress	Ensure all students in KS3 have a reading age at or above their	3.1 Roll out Bedrock to all KS3 students	£17,049	% of students below chronological reading age			57% of PP students have reading age lower than chronological age	42% of non-pp students who have reading age lower than

	<p>chronological age</p>	<p>3.2 Develop whole school reading program during tutor time</p> <p>3.3 Literacy intervention provided by student support team (Wordshark, Lexia 1:1 reading)</p> <p>3,4 Reading volunteer programme using Tonbridge Grammar School outreach.</p> <p>3.5 Membership of PIXL resources to</p>					<p>100% PP engaged in whole school programme QA of programme showed high engagement and excellent delivery</p> <p>8.3% of total PP in engaged in outreach reading programme making up 50% of the group (4 students in a group of 8)</p> <p>15% Build up attendance from PP 4% of all on PP list</p>	<p>chronological age 100% Non-PP engaged in whole school programme. QA of programme showed high engagement and excellent delivery</p> <p>3.6 % non-PP engaged in outreach reading programme making up 50% of the group (4 students in a group of 8)</p> <p>85% Build up attendance is non-PP 15% of</p>
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		<p>support student development</p> <p>3.6 Weald Family Hub Mentoring to support vulnerable students</p> <p>3.7 Use of lead teacher in Maths to support with Numeracy small group intervention</p> <p>3.8 Extra Curricular clubs at break time, lunch time and after school for all to attend</p>					<p>2.4% of PP students engaged with WFH mentoring (2 of 9 students making up 22.2% of the group)</p>	<p>all non-PP on list</p> <p>5.4% of non-PP engaged with WFH mentoring (7 of the 9 students making up 77.7% of the group)</p>
	<p>Increase and sustain rate of progress in KS3 English, maths and science</p>			<p>% students making ELOP in English, maths and science</p>			<p>% of PP Secure or above KS3 Maths 4.7% English 47.6% Science 11.9%</p>	<p>% non-PP Secure or above KS3 Maths 20.7% English 58.5% Science 18.0% (lowest with year 9)</p>

<p>Culture, ethos and engagement</p>	<p>Improve engagement among difficult to reach students</p>			<p>Average % ATL PP Year 7 2.13 Year 8 2.30 Year 9: 2.51 Year 10:1.9 Year 11: 2.8</p> <p>Average % ATL non-PP Year 7: 2.6 Year 8: 2.31 Year 9: 2.31 Year 10: 2.9 Year 11: 2.1</p>	<p>Work that has gone in to building culture and ethos has taken place using tutor times which have reviewed expectations, attitudes to learning attendance, motivation and revision strategies. This has also been tied into weekly assemblies and attitudes to learning and attended are discussed and actions weekly by SLT and pastoral leaders. More opportunities for students to take leadership initiatives have been productive and a growing culture of confident students who are resilient, engaged and focussed has emerged.</p>
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Commentary

Total of all pupils below CRA 50% (Year 11 not tested)

Total of all KS3 pupils at secure or above ENG 50.2% MA%14.3 SCI 14.8%

40% of all students involved with SEAS

4.6% of all students engaged with WFH mentoring

4.1% of all students took part in GRI

approx 75% of Year 11 students frequently attended afterschool intervention for either English/Maths

Grammar School Reading intervention and Weald Family Hub group is relatively small too difficult to extrapolate data from, but anecdotally have been very impactful to the students that took part.