

# Pupil premium strategy statement

## School overview

School name	HOUGHTON REGIS ACADEMY
Pupils in school	302
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£124,355
Academic year or years covered by statement	2019-20
Publish date	October 2019
Review date	July 2020
Statement authorised by	Steve White
Pupil premium lead	Michelle Balach Ali
Governor lead	Annette Montague

## Disadvantaged pupil performance overview for last academic year 2018-19

Progress 8	-1.20
Ebacc entry	6.9%
Attainment 8	31.18
Percentage of Grade 5+ in English and maths	10.3%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Improve Year 11 PP Progress 8	PP achieve significantly improved P8 above previous govt benchmark of -0.5	August 2020
Improve Year 11 PP A8	PP achieve A8 score in line with Prior Attainment data of 32.1	August 2020
Improve the Percentage of students who achieve Grade 4+ / 5+ Basics	PP students achieve in line with PA attainment data of 6% 5+ / 13% 4+	August 2020
Improve overall PP Attendance	Attendance of PP students is at 95% Reduce PP PA% in line with National Average	July 2020
Secure post 16 places for all PP students	100% of PP students successfully enrol in college course / apprenticeship post 16	July 2020

## Teaching priorities for current academic year

Measure	Activity
<p>Priority 1; Improve teaching in English and embed Literacy across the curriculum;</p> <p>Link to AIP Priority 1 (3.3) and Priority 2 and 4</p>	<ul style="list-style-type: none"> <li>Recruit Lead Teacher of English to develop Whole school Literacy Across the Curriculum</li> </ul>
<p>Priority 2; Improve teaching in Maths;</p> <p>Link to AIP Priority 2 and 4</p>	<ul style="list-style-type: none"> <li>Recruit Maths Intervention Tutor</li> <li>Recruit Part Time SLE from Redbourne Teaching Alliance</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Recruitment and retention of high quality English and Maths staff at HRA</li> <li>Lack of Middle Leadership in Maths from Dec 31<sup>st</sup></li> <li>Poor Year 11 outcomes in English and Maths 2018-19</li> </ul>
<p>Projected spending</p>	<p>£75,000</p>

## Targeted academic support for current academic year

Measure	Activity
<p>Priority 1; The Lead teacher in English will</p>	<ul style="list-style-type: none"> <li>Introduce and embed Accelerated Reader across KS3 English</li> <li>Deliver 1:1 / SGT / Year 11 English Interventions across the curriculum for all students</li> </ul>
<p>Priority 2; The Maths intervention tutor and SLE will</p>	<ul style="list-style-type: none"> <li>Deliver 1:1 / SGT / Maths Interventions across the curriculum for all students</li> <li>Provide Leadership support, development and capacity to the Maths faculty</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>Low Literacy levels and reading ages of students</li> <li>Addressing the gaps students have in their knowledge due to legacy of poor teaching in English and Maths</li> <li>Confidence of learners in English and Maths</li> <li>Accessibility to the curriculum due to large volumes of supply</li> </ul>
<p>Projected spending</p>	<p>£15,000</p>

## Wider strategies for current academic year

Measure	Activity
Priority 1; Improve Attendance of PP students across all Year groups	<ul style="list-style-type: none"> <li>• Purchase the services of Nicola Griggs from the Local Authority to act as an Attendance Officer to support tracking and intervention of poor attending students</li> </ul>
Priority 2; Provide mentoring and study support for all year groups, particularly Year 11	<ul style="list-style-type: none"> <li>• Implement Breakfast and after school study club for students led by TA's</li> <li>• All Year 11 students receive mentor from local business / community</li> </ul>
Priority 3; Provide a suitable curriculum for all	<ul style="list-style-type: none"> <li>• Secure places from external providers to deliver vocational courses</li> <li>• Run courses that are relevant and meaningful to students whilst providing opportunities to achieve better outcomes.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• PP attendance is currently below that of their non PP peers</li> <li>• Support all students to develop good study habits</li> <li>• Tackle poor aspirational goals often demonstrated by PP students who either fail to identify a plan or have plans in place lower than their attainment indicates</li> <li>• Ensure all PP students attending breakfast / after school club receive free breakfast / after school snack</li> <li>• Ensuring that students have a suitable curriculum is vital to their engagement in school life</li> </ul>
Projected spending	£35,000

## Monitoring and implementation

Area	Monitoring	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• PDR of Lead English teacher indicates teaching at least good or better.</li> <li>• Literacy across the curriculum is signposted in SOW and is evident through work scrutiny and Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Over recruitment of English staffing to give additional capacity to Literacy lead to embed work. Direct working link to VP English specialist for guidance and support</li> </ul>

Targeted support	<ul style="list-style-type: none"> <li>• Half Termly tracking of AR scores by Literacy lead at KS3 indicates improvements for students particularly PP</li> <li>• Each intervention group is tracked Half termly for impact in English and Maths</li> </ul>	Click or tap here to enter text.
Wider strategies	<ul style="list-style-type: none"> <li>• Weekly analysis of Attendance data produced for all PP students across the school</li> <li>• Robust tracking leads to identification of concern triggers resulting in swift intervention</li> <li>• Intervention is tracked and monitored for impact</li> <li>• Attendance at study clubs increases</li> <li>• Qualitative evaluation indicates mentoring supports Year 11 with revision planning</li> <li>• Engagement in curriculum pathways leads to improved attendance and reduction in behaviour concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Create time protected capacity to allow school staff to meet with Attendance officer; AP/KS4</li> </ul>

### Review: last year's aims and outcomes

Aim	Outcome
Improved teaching and knowledge of PP students	Not achieved
Targeted support for PP pupils	Gap negligible put respective outcomes of PP and non PP in bottom 1% nationally
Improve attendance of PP pupils	Achieved
Raise aspirations through support for enrichment activities	Not achieved
Parent engagement and communication	Not achieved