

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hodgson Academy
Number of pupils in school	1123
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Iain Siddall
Pupil premium lead	Julia Aionesei
Governor / Trustee lead	Nadine Galloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223,345
Recovery premium funding allocation this academic year	£ 30,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 10,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 263,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across the curriculum.

The focus of our pupil premium strategy is to eliminate the inequalities which are impeding the progress of disadvantaged students, alongside supporting more opportunities to access to a greater variety of 'cultural capital'. PASS survey is used to identify students' barriers to learning. The results are analysed on individual bases and effective intervention is put in place to remove the obstacles created by their social circumstances. We aim to facilitate each student's access to our full Hodgson curriculum, by striving to improve their attendance to lessons and increase students' participation to co-curricular activities.

By consistently providing excellent teaching, pastoral care and ample opportunities to explore pathways, we aim to inspire our disadvantaged students to achieve a P8 figure of 0+, regardless of their ability or Hodgson starting point. Academic gaps are identified through thorough assessment and effective strategies are implemented across the school to ensure that the attainment gaps between disadvantaged students and their peers are narrowed and all students are provided with equal opportunities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The analysis of GCSE results shows that on average disadvantaged students' attainment is at least a grade lower than their peers. (P8 figure – 0.64 pp vs + 0.19 non pp)
2	CATs data analysis show that disadvantaged students have a lower score than their peers (95 pp vs 101 non pp), with the greatest gap being in the 2021 intake, where the gap is 10. This cohorts' average scores are also lower than others. Reading and Spelling tests show that on average disadvantaged students have lower levels of reading comprehension than their peers. The greatest gap is again in the 2021 intake. This impacts on students' progress in all subjects.
3	Analysis of the behaviour records show that a high percentage of disadvantaged students that are subject to fixed term exclusions and inclusions.
4	Our attendance records show that pupils in receipt of pupil premium funding have a lower attendance figure than their peers. Pupil premium students have a greater percentage on persistent non-attenders than non-pupil premium students.
5	CPOMS data analysis shows an increase in the numbers of mental health referrals since Covid 19.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the progress of disadvantaged students	Achieve a P8 figure of at least 0+
Raise students' cultural capital by increasing the number of disadvantaged students taking part in co-curricular activities	Enhance the percentage of disadvantage students participating in extra-curricular activities is at least in line with the academy's demographic.
Identify and remove the barriers that are impeding the progress of pupil premium students. Act on PASS survey data.	Students' self-regard, confidence, attendance, behaviour, attitude to learning and attainment is improved as a result of barriers to learning being identified and removed.
Develop and implement effective strategies that will have a positive impact on the disadvantaged students' behaviour, attendance and engagement in lessons	Reduce the number of pupil premium students that are subject to inclusions and exclusions

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on high quality teaching first. Target passive learners, punctuality and attendance, behaviour, presentation.	Special consideration given to disadvantaged students when allocating teachers to classes Lead Learning mentors recruited to work with disadvantaged students. CPD focus on the implementation of the 6 teaching strands. Collaborative Curriculum Planning sessions within the department are used for the development of teaching practice. Recruitment of an academic mentor for LAC students	All
Set high aspirations and devolve the responsibility for raising attainment to all staff, rather than accepting low aspirations and inconstant performance. Pupils setting should be done with disadvantaged students in mind to stop them drifting to the bottom sets due to underachievement.	Minutes and agendas from meetings show that the progress of each of the disadvantaged students is discussed regularly. Implemented strategies are evaluated for impact. <u>EEF Toolkit - Feedback approaches and educational attainment in children and young people</u> Set changes for disadvantaged students are subject to approval by senior leaders and/ or line manager <u>EEF toolkit Setting and Streaming</u>	All
Improving literacy in all subject areas in line with recommendations in the <i>EEF</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <i>Improving Literacy in Secondary Schools</i> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects <u>Improving Literacy in Secondary Schools</u>	Challenges 1, 2,3 and 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 59, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the National Tutoring and Catch up Programme school tuition to close the knowledge gaps in disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <u>Small group tuition / Toolkit Strand / Education Endowment Foundation / EEF</u>	Challenges 1 and 2
Improve the data system to facilitate tracking and monitoring of underachieving students	Data collection and analysis is use to use and identify students in need of intervention. Data system allows for better communication with parents.	All challenges
Administrate CATs, Spelling and Reading test to year 7. Analyse data and organise appropriate intervention	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests / Assessing and Monitoring Pupil Progress / Education Endowment Foundation / EEF</u>	Challenges 1, 2 and 3
Reading strategy	Development of the library and the implementation of reading strategy increase students' vocabulary and cultural capital. <u>Improving Literacy in Secondary Schools</u> guidance	Challenges 1, 2 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 102,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote and increase the participation of disadvantaged students to extra-curricular activities, including trips	Students take upon opportunities to enrich their cultural capital by engaging in co-curricular activities <u>EEF Toolkit – extending school time and Aspirations.</u>	All
Act on the analysis of Pass data. Counselling offered to address social and emotional barriers to learning. Self-regulation and anger management sessions offered to students	Deploy Lead Learning mentors and pastoral officers to improve the wellbeing and attainment of small cohorts across all year groups Provide in house counselling through the deployment of the 4 pastoral officers and a range of external agencies <u>EEF Toolkit – Social and Emotional learning</u>	Challenge 3, 4 and 5
External agencies working with pupils at risk of exclusion – such as behaviour plans, manage moves, respite and a range	Referrals to Women's Aid, ACE, Butterfly/ Phoenix / Parachute Projects/ CEED/ CASHES/ CAHMS as well as behaviour plans and use of alternative provisions <u>EEF Toolkit – Social and Emotional learning</u>	Challenge 3 and 5

of alternative provision providers.		
CEIAG provision and guidance with in-school careers advisor	The event takes place during the school day to ensure all students have equal opportunities. <u>EEF Toolkit – Aspiration interventions</u>	Challenge 3, 4 and 5
Educational psychologist assessments and recommendations where appropriate.	<u>The EEF Guide to the Pupil Premium</u> guidance indicates the importance of Diagnosing your students’ needs. Where learning concerns are raised, pupil premium students prioritised for further testing to support any barriers to their learning.	Challenges 3, 4 and 5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Attainment/Progress 8 Summary			
Measure	PP Students	Non PP Students	Difference Non PP - PP
Average Total Attainment 8	35.41	59.83	24.42
Average Attainment 8 Grade	3.54	5.98	2.44
Average KS2 Prior Attainment	104	107	3
Average Estimated A8	48.1	54.72	6.62
Average Total Progress 8	-1	0.49	1.49
Pupils achieving a Positive Overall Progress 8 score	7	112	105
Pupils achieving a Positive Progress 8 score in ALL 4 baskets	1	76	75
Pupils achieving a Positive Progress 8 score in English	8	119	111
Pupils achieving a Positive Progress 8 score in Maths	12	99	87
Pupils achieving a Positive Progress 8 score in EBacc	9	111	102
Pupils achieving a Positive Progress 8 score in Open	6	108	102
Students Achieving 9-7 in English and Maths	0	49	49
Students Achieving 9-5 in English and Maths	13	128	115
Students Achieving 9-4 in English and Maths	20	160	140
Students Entered For the 2 x Sciences Element	37	177	140
Average Points Score For The 2 x Sciences Element	3.5	5.92	2.42
Students ENTERED and Achieving the 2 x Sciences Element (Standard Pass)	18	160	142
Students ENTERED and Achieving the 2 x Sciences Element (Strong Pass)	9	125	116
Students Entered For the Languages Element	12	61	49
Average Points Score For The Languages Element	0.93	2.03	1.1
Students ENTERED and Achieving the Languages Element (Standard Pass)	4	57	53
Students ENTERED and Achieving the Languages Element (Strong Pass)	2	53	51
Students Entered For the Humanities Element	25	132	107
Average Points Score For The Humanities Element	2.13	4.35	2.22
Students ENTERED and Achieving the Humanities Element (Standard Pass)	14	114	100
Students ENTERED and Achieving the Humanities Element (Strong Pass)	9	102	93

*Data collated from SISRA – updated P8 and A8 figures to be added when released

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Pearson
Tower learning	Kate Towers
Mentoring	Maria Stefani, Pastoral team
Mental health support	Doherty's Destiny, Trinity Hospice, Women's Aid, ACE, CEED, CAHMS, CASHES, Youth Therapy
Educational Psychologist	David Wasilewski
Mckee College House	Fortech programmes of mechanics Army support programmes

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

