



Pupil Premium STRATEGY STATEMENT

Total Pupil Premium (PP) Monies received in the academic year 2017/18 equalled £197,973.45 plus £5,745.50 carried forward from 2017/18 – TOTAL £203,719.25. The following provides a breakdown of how we have committed PP funding along with a summary as to its impact

- £20,000 contribution to the costs of the Senior Leadership Structure and the additional capacity built in for the Senior Assistant Principal / Assistant Principal to undertake responsibility for the strategic Leadership of Cohorts

Provision of senior leadership capacity has been critical so as to provide whole school leadership for this critical cohort of students.

- £60,000 contribution to the costs of additional teaching staff in English & mathematics to meet the curriculum / timetable / setting arrangements established for these crucial core subjects

With regards to the basics measure 9-4 our PP students performed almost as well as non PP students nationally with just over 70% of PP students achieving this level. Recruitment and retention of teachers in these core subjects is always critical and ensuring that sufficient curriculum time is devoted to all students remains a key focus.

Pupil Premium GCSE Performance 2018

	Hodgson PP %	Hodgson Non-PP %	National Non-PP %*	Hodgson Gap	Gap to National Non-PP
Basics 9-5	35.1	58.5	49.4	- 23.4	- 14.3
Basics 9-4	70.3	78.1	71.2	- 7.8	- 0.9
Attainment 8	42.47	52.48	49.8	- 10.01	- 7.33
Ebacc 9-4	8.1	20.8	28.2	- 12.7	- 20.1

Pupil Premium 2018 outcomes

Year	Hodgson Gap for 5 A*-C/4+ including Maths and English %	Basics Gap at 4+ %
2013	-19	N/A
2014	-17	N/A
2015	-39	N/A
2016	-14	N/A
2017	-18	-11
2018	-10	-7

There remains work to be done to narrow the gap at the Basics 9-5 measure which will be a high priority in the coming year.

- £60,000 towards meeting the costs of additional Pastoral Staffing and Attendance Staffing capacity as part of the schools House structure – to support the monitoring, mentoring and early intervention of students to further meet their pastoral needs and improve attendance rates

Overall Attendance:

% Attendance	% Whole School 2016/17	% Whole School 2017/18	% Diff	% PP Attendance 2017/18	% Non-PP Attendance 2017/18	% PP/Non-PP Gap
Whole School	96.38	95.97	-0.41	92.89	96.55	-3.66
Year 7	96.61	96.99	+0.38	97.13	96.99	+0.14
Year 8	96.68	95.24	-1.44	92.15	96.32	-4.17
Year 9	96.87	95.85	-1.02	92.35	96.47	-4.12
Year 10	95.90	95.61	-0.29	93.21	96.12	-2.91
Year 11	95.45	96.18	+0.73	93.72	96.75	-3.03
National 2016/2017	95.3					

National (2016-17) overall attendance	95.3%
Hodgson overall attendance	95.97%
National (2016-17) Persistent Absence	10.8% (State Funded) 13.5% (All Secondary)
Hodgson Persistent Absence	7.2%
National (2016-17) overall PP attendance	91.2%
Hodgson overall PP attendance	92.89%
National (2016-17) overall PP Persistent Absence	20.9%
Hodgson overall PP Persistent Absence	17.3%

National figures 2017-18 to be released March 2019

The attendance for non PP v PP gap last year was -3.66% (2016/17 National non PP v PP gap was -4% and LCC non PP v PP gap was -3.8%). PP attendance dropped overall due to key students whose attendance remained below 80%

The gap between PP and Non PP in respect of persistent absence rose from 2016/17 but still remained below levels seen in years prior to 2016/17. We are fully convinced that the work of our Attendance Officer is bearing dividends.

Exclusions

Group	Total Number of Students in cohort	Number of student exclusions	% of cohort	Total number of days
PP	219	18	8	30
Non PP	875	50	6	124.5

Fixed Term Exclusions have decreased from 2016/2017 albeit those for PP students are a little higher than for non PP. We strongly believe that our House / Pastoral structure has had a significant impact upon behaviour within Hodgson.

- £10,000 towards meeting the cost of a Level 3 Teaching Assistant to support the early intervention in English and mathematics

This new position commenced last academic year but we believe that we are already seeing the dividends of this appointment within the key areas of English and maths.

- £20,000 contributed towards the costs of intervention programmes, text books / curriculum guides, revision and holiday school classes throughout the academic year across all subjects

We will always review the impact of intervention on an annual and indeed ongoing basis. A summary of interventions that have taken place in addition to the revision / holiday classes is detailed in the Principal's report. It is not always easy to measure the impact of some of these strategies as sometimes it works well with one but not the other. Notwithstanding this as we move forward into a new academic year we will continue to target identified students to provide them with personalised intervention programme that can make the difference.

- £20,000 ICT resources to further support Pupil Premium students – including the provision of PIXL and Tassomai programmes, the upgrade of Learning Centre and MFL ICT Intervention facilities

Last year saw the introduction of PIXL and Tassomai and feedback has been excellent. The continual upgrading out ICT facilities is always welcomed. This year has seen ICT enhanced within the LRC and MFL. The LRC is now a study zone with students having access to the facility at unstructured times for revision and homework purposes. These investments will bear increasing returns over the longer term

- £3,500 contribution towards the continued CPD / training of all teaching and associated staff in relation to Pupil Premium students – including for example PIXL training

See above re IXL and Tassomai – significant numbers of staff have being able to take advantage of CPD in these areas to support teaching and learning.

- £8,761.39 support towards enabling identified pupils to fully participate in school activities by providing financial support towards amongst other things school trips / uniform costs / transportation

The impact of the above is difficult to address but it is crucial to supporting PP students and their families in ensuring that the academy is inclusive to all. We are firmly of the opinion that this targeted support makes a difference to the student's 'Hodgson Experience'

Total £202,262.39

Projected Carry Forward - £1,456.86

How have these strategies and allocations of funding had an impact on the attainment and progress of our Pupil Premium students?

It is our belief that attendance and quality teaching and learning are the absolute priority in ensuring our disadvantaged students make excellent progress.

The Attendance Improvement Officer and Pastoral Support Officers have been proactively working with the families of our disadvantaged students to ensure they attend school. Parent support meetings and home visits are done regularly with poor attenders and staged letters are issued where necessary. The attendance of pupil premium students in 2017/18 was 92.89. This is still a key priority for our school and our Attendance Improvement Officer will continue to work full time in a bid to improve the attendance of our disadvantaged pupils further.

Having the key staff, such HLTAs, available within English and Mathematics with responsibility for Pupil Premium has allowed key intervention sessions with Year 11 last year and extra capacity within the core subjects for PP focused provision. This has allowed staff to spend more time working with students on an individual or small group basis to narrow our in school gap. They have provided updates on the progress and current position of our disadvantaged students to department staff, share strategies and provide support to improve the attainment of these students. The Lead Teachers are responsible for ensuring that subject specific before and after school intervention takes place across all year groups throughout the year.

The expanded leadership has allowed key strategies to be driven forward such as an effective mentoring program, a focus on quality of marking and feedback for our disadvantaged students and after school catch up sessions. The progress of our disadvantaged students is a standing item on the agenda of extended leadership meetings where student progress and strategies are discussed.

The main barriers to educational achievement faced by our disadvantaged students are:

Disengagement, lack of parental support (though of course many have excellent parental support), financial difficulties in paying for educational resources / educational trips and a lower starting point at the end of Key Stage 2. In order to overcome these barriers we will use a wide variety of effective strategies.

We categorise in 3 areas: Pastoral, Academic and Awareness.

A by no means exhaustive list of these strategies is:

Pastoral Strategies 2018/2019

- Pupil Premium breakfast initiative is used and allows students to take advantage of support available at the start of the day.
- Breakfast bars and free drinks have been reintroduced for key students. Key staff within the student services team, in particular our Attendance Improvement Officer, are now responsible for tracking which students are in need.
- SLT and key staff in school are now assigned a Y11 PP student and will follow a new, personalised Mentoring scheme, to ensure students are prepared for key date within the calendar year.
- SLT also mentor key year 7 PP students in a similar way to the year 11s but are hoping for even more success as we are targeting these students early in their career at Hodgson Academy.
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- Duke of Edinburgh scheme is used to build confidence and self-esteem (Years 8/9)
- Pastoral officers are used to support PP students in Y7 to engage in the Hodgson Family.

Academic Strategies 2018/2019

- After school sessions with PP students ran by key department staff.
- The academic mentoring ran by SLT/HOH will be used to create action plans in Year 11.
- Morning skills sessions in maths and science will run for younger students in Years 8 and 9.

Awareness Strategies 2018/2019

- Attendance gap becomes whole school focus this year.
- Attendance league will highlight key PP students.
- Work scrutiny will ensure students adopt a consistently high standard of work across subject areas.
- Staff briefings will identify key students and their current progress/attendance.

Our initial funding will be targeted as follows but reviews will be undertaken throughout the year to ensure that funding continues to be directed to where it is necessary to ensure that maximum value is achieved. Our strategies / direction of funding will be closely monitored and the progress being made by all Pupil Premium students towards their target levels will determine continuation of said strategies or their amendment as is deemed necessary.

Initial budget for 2018/19 of £ 202,456.86

Budgeted Expenditure 2018/2019

Pupil Premium	Leadership at SLT Level	20000
Monies allocated as follows within the above	English and Maths Staffing	60000
	Pastoral Support / Attendance	65000
	L3 TA English & Maths	14000
	Intervention	20000
	Hardship / Resources	10000
	Staff CPD re PP students	5000

	ICT Support	7000
BUDGET	Total	201000
PLUS	To be determined	1,456.86

The next full review of our strategies will take place in January 2019

December, 2018