

PUPIL PREMIUM STRATEGY STATEMENT

1. SUMMARY INFORMATION					
School	Jack Hunt School (Trust)				
Academic year	18/19	Total PP budget	£478,072	Date of most recent PP Review	June 2019
NOR Y7-11	1483 / 1800	Pupils eligible for PP	485 / 1483	Date of next internal review	Oct 2019

2. ATTAINMENT snapshot	2017-2018		CURRENT Y11 (Spring 2) 2019
	Pupils eligible for PP (school)	NONPP pupils (national average)	Pupils eligible for PP (school)
% achieving EM 4+	36%	71.5%	50%
% achieving EM 5+	16%	50.1%	25%
Progress 8 English	-0.38	+0.11	-0.26
Progress 8 Maths	-0.45	+0.12	-0.16
Progress 8 score average	-0.28	+0.13	-0.15
Attainment 8 score average	35.7	50.1	

3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A.	Higher order literacy skills – in oracy, reading and extended writing – such as inference, synthesis, evaluation and explanation
B.	Reasoning and problem-solving skills in numeracy - esp. around use of number relationships, ratio and proportion, algebraic and graphical methods
C.	Study skills to support class work, homework & examinations – incl. resilience, motivation, extended engagement in learning - plus access to ICT
D.	Progress of students who are also identified as SEND (including HI & PI students)
E.	Some students, especially LPA, progress is inhibited by lack of fluency in basic literacy and numeracy skills
External barriers (issues which also require action outside of school, such as low attendance rates)	
F.	Attendance, including persistent absentees and persistent lateness
G.	Poverty, including those who are JAM (just about managing)
H.	Emotional, mental health and wellbeing

4. DESIRED OUTCOMES (desired outcomes and how they will be measured)		Success criteria
A.	Improvement in pupils use of higher-order literacy skills across all subjects to support good progress during KS3 and into KS4 - especially for those pupils who have middle (MPA) and high (HPA) attaining starting points.	Progress scores improve over time. Measured by teacher assessment, Bedrock and GL assessment. Evidence clearly seen in pupils work.
B.	Improvement in pupils reasoning and problem-solving skills in maths and across other subjects to support good progress during KS3 and into KS4 - especially for those who have middle (MPA) and high (HPA) attaining starting points.	Progress scores improve over time. Measured by teacher assessment, Bedrock and GL assessment. Evidence clearly seen in pupils work.

C.	Sharing of best practice within and across subject departments, use of CPD and EFF research on what makes key differences to student's learning. Improvement in study techniques, resilience and ability to make connections with prior knowledge, to support areas such as problem solving. Good student attendance at weekly subject specific revision sessions. External partners and (peer) mentors support engagement of students in their learning. Students are provided with access to ICT programs that support studies.	Internal and external reviews see improvement in overall quality of teaching and engagement. Students can self-diagnose what they wish to work on further, to move their learning on. Engagement with 'Positively Mad Exam Busters' session for Year 11 (March 2019). ICT tracking & monitoring shows improvement.
D.	Targeted support is provided, to improve the progress and attainment of SEND students that are also Pupil Premium. Improved staff expertise due to CPD investment.	SEND funding adds value to results (also via HUBS HI and PI). Staff expertise (internal & external).
E.	Address basics & fluency issues alongside the appropriate Year group curriculum.	Over time fluency improves to age-related.
F.	To support improved attendance of targeted disadvantaged students. Improved attendance across all year groups, particularly those who are PA and PP. Eradicate 'period poverty' at Jack Hunt School by supplying necessary items for girls who remain at home during these times.	(PP lead is now also the attendance lead.) Targeted intervention for PA students and funding from external agencies, including use of incentives and rigorous support for families, reports positive results. Attendance areas improve.
G.	Investigate ways to improve poverty disadvantage for groups and individuals within our school community. Use PP funding to support those in greatest need. Purchase items, such as school resources, uniform, IT equipment, food hampers to support learning and attendance. Reduce the impact of 'period poverty' by supporting girls to have items supplied to them.	Measures identified, prioritised and successful in making a difference – pupil and parent feedback, better attendance, improved confidence and progress.
H.	Increase funding to support emotional, mental health and wellbeing issues. Provide a school counsellor for 4 days/week from Sept 2019, or earlier if possible - from the current 2 days/week. Run the Triple P parenting intervention accredited programme.	Accredited Counselling Course training will take place, during summer term 2019. Positive results and feedback Triple P programme.

5. PLANNED EXPENDITURE

Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review this?
Introduce during 2018-19 A. Improved use of higher-order literacy skills by MPA and HPA pupils. B. Improved reasoning and problem-solving skills of MPA and HPA pupils.	PP lead has looked in depth – at progress, attainment, behaviour, mental health and attendance. Priorities have been identified for each year group, for H, M and L pupils from their KS3 starting points (inclusive of any impacting barriers, SEND, CP).	<i>Whole school focus upon precision teaching around improved use of high-order skills by pupils to remove barriers for PP MPA and HPA making good progress and doing well in examinations.</i>	As well as evaluating the areas that will support good progress in terms of challenge, higher-order, fluency and study skills, PP lead and subject leads to continue to identify pupils	PP lead, subject leads, CALs, CPD providers, SLT	Initial reviews to take place during departmental meetings Then, half termly during any PP, SIP, RAG meetings

<p>C. Best practice and EFF research shared, on what makes key differences to students long-term learning. Leading to students improved study techniques, resilience, and ability to make connections with prior knowledge.</p> <p>D. Teachers are made aware of targeted priority needs of SEND students that are also Pupil Premium and are supported in addressing these during every day lessons.</p> <p>E. Basics and fluency issues in literacy and maths, esp. for LPA pupils, are addressed alongside appropriate the Year group curriculum, during everyday lessons.</p>	<p>Information has been shared with staff / CALs, with the expectation that data is monitored, and adaptations are made within everyday teaching.</p> <p>Further proactive conversions and actions should occur by those involved with students.</p> <p>Departments to identify what higher-order literacy and numeracy skills will be pushed within the context of each subject and year group.</p> <p>Departments to identify how to address fluency in basic literacy and numeracy skills, alongside teaching the appropriate content of each subject and year group.</p> <p>Leads to liaise and find common ground with other departments. Subject teachers plan to address and implement areas.</p> <p>Provide staff CPD and share best practice research, on what makes the key differences to PP students long-term learning.</p> <p>Continue to revisit strategies for PP students in staff meetings</p> <p>Make PP the first part of progress and attainment meetings.</p> <p>Regularly evaluate the data system to identify any slowing in the progress of PP pupils.</p> <p>Feature the progress of PP students in any appraisals.</p>	<p>EEF paper on metacognition and self-regulated learning 2018</p> <p>Ofsted's 2014 report on PP progress</p> <p>Ofsted: <i>Staff are made aware of the achievement data surrounding PP pupils and the research driven responses that are possible. Because a strategic approach is taken, staff have professional respect for the school's PP project and its outcomes.</i></p>	<p>where progress is slowing and respond quickly.</p> <p>Use NONPP pupils with similar starting points to make comparisons and diagnose what will help to get pupils back on track.</p> <p>Class teaching to be adjusted to support and scaffold pupils to achieve as well as their peers during every day lessons.</p> <p>Plan milestones across the year to support the application of higher-order skills and fluency in everyday lessons</p> <p>Provide regular contact, whilst this information is being embedded and acted upon.</p> <p>Teachers to make direct contact and feedback to their CAL (curriculum area leader), who will in turn feedback to the PP lead.</p> <p>ICT programs to improve fluency in the basics to be used and new options explored.</p>		
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<p>Continued from 2017-18 A & B. Increase PP expected and good progress levels for English and maths.</p>	<p>Smaller class sizes, to support accelerated progress, increase intervention opportunities and improve teacher continuity. 7 instead of 6 groups in KS4</p>	<p>Sutton Trust: Small group tuition +4 months reduced class size +3 months</p>	<p>Quality teaching and continuity of timetable. Improve on the % 3/4 levels progress. Embed the Bedrock program.</p>	<p>2 x English HLTAs 2 x maths HLTAs</p>	<p>Half termly</p>
<p>D & E. FSM students to make good progress in Year 7, close gaps and be supported in their transition from Primary.</p>	<p>Nurture and Breakthrough groups in Year 7 are formed to support LPA students transition into secondary education - greater teacher continuity; designated classroom; targeted numeracy and literacy support. Forest School is run as part of this scheme.</p>	<p>Sutton Trust: Small Group Tuition +4 months. Outdoor education +2 months</p>	<p>Data evaluated regarding age progression and improvement in social and emotional wellbeing. Support movement, when appropriate, into other classes.</p>	<p>New SENDCO Jan 2019</p>	<p>Half termly</p>
<p>C. Improved knowledge and training amongst all staff. A good understanding of intervention methods and identification of key pupils needing intervention</p>	<p>SLT and core subject CALs are encouraged to attend PIXL training, ensuring cutting edge teaching and intervention methods are introduced in the classroom, and identified students receive support. Use of Pupil Premium 'Pathways' (new) to ensure these students are supported.</p>	<p>Sutton Trust: Feedback +8m, Learning Styles +2m</p>	<p>PIXL courses attended by members of staff, both at SLT and ML level. Monitor and evaluate the effectiveness of the training and its impact. Feedback results.</p>	<p>PP lead and CALs</p>	<p>Termly/Yearly</p>
<p>G. Increased expected and good progress levels achieved in KS4.</p>	<p>All DP students in Year 11 receive revision books and essential study materials for all GCSE subjects they are studying at the beginning of the academic year. Tutors use these packs to mentor students.</p>	<p>Sutton Trust: Mentoring +1m, Homework +5m</p>	<p>Monitoring and rewards system – purchase of the products as a web-based scheme, where possible. Student feedback. Also include Y10 in the scheme.</p>	<p>PP lead and CALs</p>	<p>Half termly</p>
<p>A. Improved reading levels in Year 7 and 8 leading to better progress</p>	<p>All students in year 7 and 8 to undertake Bedrock for one English lesson per week, in order to address the low literacy levels many students have on</p>	<p>Sutton Trust: Phonics +4 months</p>	<p>Monitoring system. Improvements in fluency and reading age. Improvements in vocabulary acquirement, understanding</p>	<p>PP lead and CALs</p>	<p>Half termly</p>

	entry, especially with vocabulary development.		and competent use of more sophisticated language.		
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action / approach	Evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review this?
C. Good attendance at core subject revision and support sessions.	Students receive after-school subject support and mentoring against targets, from relevant subject areas, to ensure that those whose progress slows can keep up with their peers.	Sutton Trust: Small Group Tuition +4 months Mentoring +1 Month Feedback +8m, Learning Styles +2m	Weekly designated sessions for core subjects, specifically designed for acceleration and to review the past weeks learning, ran by subject specialists.	PP leads and core subject CALs	Half termly
C. Use of external partners and (Y12 peer) mentors to support student engagement, and good levels of progress in English and Maths	Subject revision/study sessions used to support engagement and resilience Students receive 1-1 support and mentoring against targets, to ensure those whose progress slows keep up with peers. Mentoring/ coaching supports engagement and resilience.	EEF 1-1 tuition can be effective in delivering approx. 5+ months progress on average Sutton Trust: Behaviour interventions +4 months, one to one tuition +5 months, peer tutoring +6 months Feedback +8m, Learning Styles +2m	Designated sessions, specifically designed for acceleration, using experienced staff and peer mentors, ensuring that what pupils receive out of class is of the same quality and links with the subject matter being studied in class. Support reviewed and redirected when appropriate	PP lead Line manager meetings (SLT and CALs)	Via regular proforma attendance, reports and work scrutiny. Regularly over short periods – such as 4/6-week blocks
C. Students provided with access to ICT study support programs.	Opportunities for precise and bespoke coaching, 1-1 via ICT, support with revision practice and homework	Sutton Trust: Mentoring +1m, Homework +5m Feedback +8m, Learning Styles +2m	Reporting mechanism provided by the ICT programs	PP lead	Half termly
D. Provision of targeted support to improve the progress and attainment of SEND students that are also Pupil Premium.	Nurture and Breakthrough groups in Year 7 with targeted numeracy and literacy support, also SENDCO support/or advice for class teachers. Use of Pupil Premium 'Pathways' (new) and liaison with SENDCO to ensure these students are supported.	Sutton Trust: Small Group Tuition +4 months Feedback +8m, Learning Styles +2m	Monitoring of individual pupils' progress from various starting points. PP lead and SENDCO contact	PP lead and SENDCO	Regularly

D. Improved staff SEND expertise with PP pupils due to CPD investment.	Appointment of a new SENDCO Jan 2019. Work to support pupils being in classrooms as much as possible	Sutton Trust: Small Group Tuition +4 months. Feedback +8m, Learning Styles +2m	Monitoring of individual pupils' progress from their various starting points. PP lead and SENDCO.	PP lead and SENDCO	Regularly
E. Where necessary, basics & fluency issues in literacy & maths are supported outside of lessons.	Use of quick proven catch up and fluency programs, alongside everyday lessons, especially and including ICT based ones.	Sutton Trust: Small Group Tuition +4 months, Feedback +8m, Learning Styles +2m	Use of programs that have worked at Jack Hunt in the past plus recommendations from PKAT primaries.	PP lead and SENDCO	Regularly
C. Students supported to attend evening schools and extra classes on Saturdays, to improve confidence, outcomes, get help with homework and revision, perform well in exams	Revision and coursework classes ran periodically on Saturday mornings and timetabled evenings across the year.	Sutton Trust: Extended school time +2 months	Monitor attendance Use student voice. Make the sessions different to school lessons. Plan workshops that are specific to groups e.g. PP boys and improving writing.	PP lead and CALs	Periodically
C. H. Provide opportunities for PP students to take part in 'non-school' motivational and aspirational activities	Plan for extra-curricular activities such as trip to Wimbledon, Duke of Edinburgh and x8 weeks golf/rowing/tennis	Behaviour interventions +4 months,	Case studies, visits, feedback Student voice	PP lead	Periodically
C. H. Enable all PP students to experience a good work placement	All PP students supported to attend a 2-week Work Experience Placement in Y10 to provide them with experience of the work and improve motivation	Sutton Trust: Aspiration 0+ months Social and emotional learning +4 months	Case studies, visits, reports, feedback. Student voice	PP lead Work experience Lead	Periodically
C. H. Ensure progress and inclusion of all Children in Care (CiC/ LAC) students	Ring-fenced funding spent specifically on students' needs and aspirations	Whatever is perceived as required.	Funding spent Child support PEP meetings Feedback. Liaison.	PP lead CiC Lead	Periodically
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	Evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff lead	When will you review this?
F. Support improved attendance of targeted disadvantaged students, especially with PA and persistent lateness (<i>Girls – period poverty</i>)	Make comparisons across periods, ask questions of trends. Work with Student Support officers, Heads of House and LA To monitor and act if attendance falls below targets.	Sutton Trust: Social and emotional learning +4 months	A multi-layered coded response system heightens awareness and supports consistent action. <i>PP lead is now also the Attendance lead.</i>	PP lead Attendance lead Attendance Officer	Periodically Weekly meetings with attendance officer and attendance Lead

	Use £25 restaurant vouchers as incentives to improve persistent absence and U codes (late after registration closes) focus on PP/ disadvantaged students				monitoring attendance and meeting with students
G. Improve poverty disadvantage. Use PP funding to purchase items that support learning and attendance.	Provide funding for a £50 uniform bursary, Day trips, a novel for each child at Christmas, 2 for Y6 transition and engagement in activities through the 50 th anniversary celebrations.	Sutton Trust: Social and emotional learning +4 months	Promote and monitor uptake of bursaries and other items. Record student involvement in extra-curricular activities.	PP lead	Periodically
G. Use PP funding to support, inclusion and participation of PP students in music	GCSE Music students funded to attend peripatetic music and singing lessons weekly to ensure good outcomes at GCSE Also include CiC (children in care) who would also like to attend music/ singing lessons.	Sutton Trust: Arts participation +2 months	Participation, enjoyment levels. Progress of students in GCSE or peripatetic lessons (including grading).	PP lead Music dept.	Periodically
G. Improve poverty disadvantage. Use PP funding to purchase items that support learning and attendance.	Purchase online revision and study resources, such as Doodle, in order to extend homework opportunities. Ensure that iPads and laptops can be borrowed for study use.	Sutton Trust: Social and emotional learning +4 months	Monitor use of equipment. Invest in Kindle Fire rewards to improve engagement Issue Pearson tablets for home.	PP lead	Periodically
H. Support emotional, mental health and wellbeing issues	Employ a CP officer for 4 days a week from Sept 2019, to work with vulnerable pupils. This would be an increase from the current 3 days.	Sutton Trust: Social and emotional learning +4 months	Anonymous case studies. Training updated and CP officer inducts new staff asap. CP on the agenda at any staff meetings.	PP lead CP Lead CP officer's	Weekly
H. Support emotional, mental health and wellbeing issues.	Run the Triple P parenting intervention. Train school staff to run it, so that outside agencies do not have to be relied upon.	Sutton Trust: Social and emotional learning +4 months Parental involvement +2	Anonymous case studies. Successful Level 4 training. Parental (and student) engagement and feedback.	PP lead CP Lead CP officer's	Weekly???

H. Support emotional, mental health and wellbeing issues.	Use the audit facility of the Families First Award to assess the school's strengths when dealing with parents, and areas there needs to be intervention	Sutton Trust: Social and emotional learning +4 months Parental involvement +2	Continuing evaluation and reaccreditation of the Families First Award. Work with three groups of parents per year.	PP lead CP Lead	Periodically
F-H. Engagement and aspiration - support CiC students, reduce NEETS, more PP students moving to Higher Education	Provide targeted support to secure pathways. Provide opportunities to visit bodies such as Universities and FE related schemes	Sutton Trust: Social and emotional learning +4 months	Provide opportunities for careers advice. Provide opportunities to explore future possibilities. Aim for zero NEETS	PP lead CiC Lead	Periodically
A-E. CONTINUE to improve thorough tracking of attainment and progress, to inform effective actions which are varied and specific to the needs of the student/group of students; recording of use of PP funding; and evaluation of impact of funding.	<i>Embed and improve data systems. Create systematic layers of scrutiny. Effectively involve leaders at all levels.</i> <i>Influence staff and their choices of pedagogy, in order to improve the progress of PP pupils and close gaps on national results.</i>	<i>Keeping staff fully informed about their PP students, so that PP progress and provision is at the front of their mind when planning everyday lessons.</i>	<i>Constant drip feed of information. Feedback re tracking and monitoring. PP agenda driving meetings (as much as possible) as these are the students that make the most difference to outcomes. Results targets for PP students supported to be achieved.</i>	PP lead	Weekly
Total budgeted cost					

6. REVIEW OF EXPENDITURE

Previous academic year	2017-2018			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: success criteria met?	Lessons learned. Continue approach or other?	Costings
Increase expected and good progress levels. Improve continuity, class size and intervention possible. Improve PP progress and attainment.	Smaller class sizes and increased intervention, improved teacher continuity and a greater core subject resource to support all "non-moving" students and secure greater levels of expected progress Sutton Trust: Small group tuition +4 months, reduced class size +3 months.	Due to staffing constraints the HLTA intervention did not happen and were timetabled to teach, rather than the initial intended support. However, this meant that smaller class sizes enabled pupils to have more teacher intervention. Initially, HLTAs worked with key PP students across KS3 taking them out of lessons for one to one and small group work.	Improve on the % 3/4 levels progress. Increase progress 8 score. Increase progress at KS3. Embed Bedrock programme. Continue with English HLTA support. HLTA to be fully utilised as a set 7 teacher, to reduce class sizes, e.g. increase amount of Maths sets from 6 to 7.	2 x English HLTAs Maths HLTA, intervention tutor and extra staff member

FSM students to make good progress in Year 7, close gaps and be supported in their transition from Primary School.	Nurture and Breakthrough groups in Year 7 were formed to support our less able students' transition into secondary education; greater teacher continuity; designated classroom; targeted numeracy and literacy support. Forest School was also run as part of this scheme. Sutton Trust: Small Group Tuition +4 months. Outdoor education +2 months	Levels of progress planned for were achieved in Year 7, closing the gap between outcomes of Nurture/Breakthrough students and non-PP. Students made good progress in Nurture and Breakthrough; built confidence, gradually transitioning to mainstream classes. Data supplied regarding reading age progression and improvement in social and emotional wellbeing.	Some students will continue to be supported into Year 8 Altern8 programme to further support students who may have been in the KS3 groups into KS4.	Nurture and Breakthrough Year 7 Groups
Increased expected and good progress levels achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment.	All DP students in Year 11 receive revision books and essential study materials for GCSE subjects they are studying, beginning of the year. Tutors use these packs to mentor these students Sutton Trust: Mentoring +1m, Homework +5m	Quality and continuity of the timetable. Class sizes, amount of flexibility to intervene. Amount of expected and good progress achieved. Progress 8 and Attainment 8 are down on last year. See data at end of statement.	Improve monitoring and rewards for students use of these study packs, both at home and in lesson 5 by purchasing a web-based scheme - GCSEPod. Continue to supply books for Maths, English and Science Include Year 10 in the scheme.	Year 11 Revision study packs £10,512
Improved knowledge and training amongst all staff. A good understanding of intervention methods and good identification of the key students needing intervention	The school is a member of the PIXL group. SLT members and Curriculum Area Leaders for English, Maths and Science encouraged to attend PIXL training on cutting edge teaching and intervention methods for use in the classroom and identification of intervention needs. Sutton Trust: Feedback +8m, Learning Styles +2m	Greater levels of progress and attainment across curriculum areas. Quality of lessons through lesson observations PIXL courses were attended by members of staff, both at SLT and Middle Leader level. Progress 8 is 0.00 Attainment 8 is 41.6%, (Local authority average is 41.9% / National average is 44.3%)	Continue to work on improving Progress 8 figure and closing the gap between DP and non-DP students	Staff training £19,116
Improved reading levels in Year 7 leading to better progress	All students in year 7 undertook the Accelerated Reader scheme in Year 7, in one English lesson per week in order to address the low	Data from Accelerated Reader, Bedrock and library book loans Year 7 non-PP EOY reading age was 10.10 (up from 10.6 the previous year) and our PP EOY	Look to close the gap in the headline figure between PP and Non-PP students.	Accelerated Reader Scheme and Bedrock.

	literacy levels many students have on entry. Bedrock introduced in March 2018, Accelerated Reader withdrawn. Sutton Trust: Phonics +4 months	RA was 10.6 (the same figure as the previous year). The headline figure being gap widened between PP and Non-PP. On average, non-PP students made 7 months of progress over the year whilst our PP students made 5 months.		Bedrock cost for 5 months, signed up to Mar 2020 £1,646
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned and will you continue the approach?	Cost
Less disruption in lessons where key PP students are taught. Improved engagement of PP students. Improved attendance	A member of staff employed to support and mentor PP students in class and outside of lessons. Focus on Year 11 students. Sutton Trust: Behaviour Interventions +4 months Mentoring +1 month	Number of students supported. Mentor directed to Maths and English lessons to assisted with behaviour management ensuring better progress seen. Some students supported with home learning. Mentoring undertaken by all personal tutors and PP Year 11 students assigned to SLT/HOH/SSO for assertive academic mentoring. Individual case studies of success.	Students with low Progress 8 scores at the end of Year 10 identified. Liaised with Head of House's regarding PP being suitable candidates for the learning mentor to work with both in and outside of lessons. Look at employing a new Learning Mentor with focus on English and Maths, behaviour and mental health support.	KS3/4 Learning Mentor
To provide a safe and stimulating environment for small groups of students identified and requiring extra help in numeracy and literacy	Pizza and percentages/ cakes and Commas groups set up to provide intervention in Maths and English for Years 8 and 9 students. Sutton Trust: Small Group Tuition +4Months	Increased levels of progress amongst the students attending the Intervention groups Year 8 and year 9. Approx. 30 students from each invited Teacher assessment/judgement on those students who turned up regularly was improved skill and confidence with times table and basic number	Liaise with Curriculum Area Leaders for English and Maths to explore how we can improve these clubs and ensure the right students are being targeted for support. CALs to arrange joint projects between Maths and English that take place during the school day for PP students.	KS3 maths and English Intervention Clubs
Specifically target vulnerable students, often at risk of exclusion, to improve social skills and self esteem	Skills Force, who are part of the Prince's Trust engaged this year to run the Motivation project for small groups of students in Years 7, 8 and 9. The 'motivation groups' are identified as both under-	Attendance of targeted students, reduction in poor behaviour and exclusions, greater involvement in lessons Analysis of the Year 8 and 9 groups showed attendance	Skills Force, despite being successful has been dropped and a replacement scheme is being worked on to provide behavioural support for less money	Skills Force £11,250

	achieving students and those who need to build their self-esteem and resilience Sutton Trust: Behaviour Interventions +4 months, Outdoor education +2m	improvement. English and maths predicted steps also increased. Student voice overwhelmingly positive.		
Students supported to attend extra classes on Saturdays and in evenings to improve coursework outcomes and to allow them to perform better in exams	Revision and coursework classes run on Saturday morning, in the evening and in school holidays Sutton Trust: Extended School time +2 months	Number of PP students attending and exam outcomes Saturday schools, holiday revision sessions and evening schools run throughout the year in many GCSE subjects. Attendance recorded for each session. School progress 8 held at average.	More workshops specific to PP boys and improving writing. Still some hard to reach students not attending sessions. Student voice indicated that staff need to look at making Saturday and evening sessions different to usual lessons.	Saturday School and Evening school revision £18,044
To allow students to remain at school for up to 3 hours after normal school hours to get support with revision, coursework and homework. This will be particularly directed at PP/ FSM students	Extending the school day and providing dedicated a staffed ICT area targeted particularly at PP/ FSM students supporting them to make greater progress Sutton Trust: Extended School time +2 months	Number of students attending on a nightly basis. Improved progress of students who attend Started the scheme but encountered problems with attendance and Year 13 helpers. Discontinued the scheme in Feb.	Use student voice with Year 10 and review Year 13 commitment to the scheme to decide on the best way of supporting the extended school day scheme	Supported Study/Homework £0
Increased expected and good progress levels achieved. Improved continuity, class size and intervention possible. Improved PP progress and attainment.	Year 12 students employed to work 1 to 1 with Year 11 students in English and Maths to improve levels of progress and achievement in these subjects Sutton Trust: One to one tuition +5months, Peer Tutoring +6 months	Data for those individuals who attended tutoring compared to not. Several students mentored by Year 12 students in Maths or English. Some students exceeded GCSE target grades (case studies and figures for available) in these subjects; as a result, the Year 12 mentor received a bonus.	Improve the bonus payments to 50% for all mentors	Year 12 Mentoring and tutoring £11,974
Students enjoy a smooth transition from Primary school to Jack Hunt School	Year 6 students attend a Transition week summer school to support transition and secure early progress esp. in literacy and numeracy Sutton Trust: Summer Schools +3 months	180 students registered to attend and 163 attended. Just over 50% of the PP students attended. This is a further improvement from last Summer	Continue to improve attendance of students to capacity of 180 per day and continue to increase the % PP students attending.	Transition week Summer School (Summer 2017 only) £3,936

Enable all PP students to experience a good work placement	All Y10 PP students supported with a 2-week Work Experience placement to provide experience of work places and improve motivation Sutton Trust: Aspiration Interventions +0months	Many extremely successful Work experience placements. Case studies of individuals available	Continue to fund Work experience for Year 10 students	Work experience £7,911
Ensure progress and inclusion of all Children in Care (CiC/ LAC) students	LAC student funding ring-fenced and spent on their needs	CiC/ LAC funding report providing spending details and outcomes. AHT reports on spending to LAC Virtual Head at two LA authorities, Peterborough and Cambridgeshire All CiC students have been given one-to-one tuition in English and Maths, revision materials, school trips paid, extra-curricular trips and opportunities given and paid. CiC students have music and singing lessons paid. 2 x CiC students were taken on a Gliding trip with Peterborough and Spalding Gliding Club	Ensure all funding entitled to LC students is spent. Choose a DP student to go to the China Exchange overseas trip which is paid for by an anonymous sponsor. Give all CiC students a Pearson Education tablet with Nimbl resources to support KS3 and KS4 work at home.	Children in Care (CiC/ LAC) students £13,929

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned and will you continue the approach?	Cost
Thorough monitoring/tracking of student attainment and progress. Achieved through regular data collections covering academic achievement. This tracking can then form effective interventions which are varied and specific to the needs of the student/group of students.	To deliver more rigor in tracking the progress of PP/ FSM students who are not moving or making expected levels of progress. To track and initialise PP spending, analyse the impact and evaluate what is happening at a classroom level. Ensure more accountability for each member of staff and use CPD to impart knowledge on	Increased applications from PP students for the uniform allowance in Summer 2017. More students supported with uniform and other items of clothing throughout the academic year. All Year 10 and 11 DP students have been surveyed regarding their needs and spoken to regarding what we have been able to offer Year 11 in past years. Surveys analysed.	Provide more resources for PP by introducing more materials to use at home. Introduce a Pearson Education pre-populated tablet for all children in care (CiC) and all House offices and SLT offices, to ensure that if students are out of the classroom, they are still able to quickly use the resources which are up to date and relevant for new exam specifications.	Assistant Headteacher to oversee PP spending

<p>Improved recording of use of Disadvantaged Pupils (PP) funding. Improved evaluation of PP funding. As a result of this, outcomes for PP students should improve.</p>	<p>the importance of narrowing the gaps and supporting disadvantaged pupils (PP)</p> <p>Not evidenced by Sutton or Hattie</p>	<p>KS3 students tracked and intervention groups set up in Maths English and Science across Year groups. Positive progress achieved by DP students at GCSE. Progress 8 is 0.00 DP students' progress was -0.26.</p>	<p>Support more disadvantaged families through creative uses of the bursary. Encourage families to take up uniform bursary in the Summer for the next academic year. Encourage families to sign up for free school meals (FSM) so that we can support those students who are entitled to the bursary. Tackle 'period poverty' for girls to improve attendance. Explore how we can improve literacy for students. Focus on ensuring 'quality first teaching' in all lessons and a focus on middle and higher prior learners progress.</p>	
<p>Vulnerable students are supported to overcome difficulties</p>	<p>A part-time CP Officer employed part time working with vulnerable individuals.</p> <p>Sutton Trust: Social and Emotional learning +4m</p>	<p>Anonymous case studies with several students Students on CP and CIN Plans supported by AHT with responsibility for safeguarding and 2 CP officers.</p>	<p>Continue the work supporting vulnerable students. Increase the hours working for one of the part-time CP officers and train her to support CiC students and writing PEPs.</p>	<p>CP officers</p>
<p>An increased focus on dealing with hard to reach parents, particularly those of disadvantaged students.</p>	<p>Families First award provides an audit facility assessing the school's strengths when dealing with parents, and areas in which there needs to be more intervention</p> <p>Sutton Trust: Parental Involvement+2months</p>	<p>Successful achievement of the Families First Award, continuing evaluation and reaccreditation. Stronger links with hard to reach parents, particularly of PP students, with the aim of contributing to improved outcomes</p>	<p>Continue with Achievement of the Families First Quality Award.</p>	<p>Families First Quality Award £0</p>
<p>School attendance to be maintained at the expected figure of 95% for all students. There should be no gap between the attendance of PP and Non-PP students</p>	<p>To work with all Student Support Officers and Heads of House to ensure attendance of students is monitored and actions are taken in conjunction with the Local Authority if attendance falls</p>	<p>Early morning telephone calls made to families whose attendance causes concern, and calls are also made to all families where the reason for absences has not been reported to us. Weekly checks on individual</p>	<p>Continue to work to close the gap between PP/ FSM and Non-PP students to 0.00 Ensure PP/ FSM absence remains lower than National.</p>	<p>Attendance officer</p>

percentages are being carried out, and families whose attendance is causing concern are requested to attend meetings with school staff, attendance officer and local authority

The **national average for overall attendance is 94.6%**. Jack Hunt School overall attendance is **94%**. This is just below the NA. Overall attendance for PP students was 93.7%; shown below; this figure increased from the previous year; however, the whole school target is 95% and there is a gap of 1.4% between DP and non-DP

2017/18	2016/17
93.7	92.8

Level of unauthorised absence for PP students dropped from the previous academic year

2017/18	2016/17
505	555

Level of persistent absence for PP students significantly lower than last academic year, by 21 students.

2017/18	2016/17
85	106

100% attendance figures have dropped. This is a focus for 2018 – 2019.

2017-18	2016-17
594	673

Continue to decrease the levels persistent absence, lateness and unauthorised absence for PP.

Improve the amount of 100% attendance for PP.

		Persistent absence rate for Jack Hunt School is 13.6% and NA 13.5%		
Better progress, inclusion and participation of PP students in music	All GCSE Music students offered funding to attend peripatetic music and singing lessons weekly to ensure good outcomes at GCSE Sutton Trust: Arts participation +2 months	Levels of progress and attainment made by PP students taking music GCSE. PP students funded through peripatetic music lessons. Reports available.	PP students in GCSE music to be funded. Continue to look for opportunities to fund students at KS3 for music and singing	Music Bursary £4,400
Increased use of online study materials and increased progress and attainment	Online revision and study resources made available to all students in order to extend homework opportunities for students at home. iPads made available to loan for PP GCSE students who do not have access to ICT at home. Laptops provided to all HOH and to seclusion unit to help support students out of lessons Sutton Trust: Homework +5 months, Digital Technology +4 months	Number of students accessing online study materials and accessing GCSEPod on their mobile and tablet devices. Doddle was introduced in Science again and Computer Science Kindle Fires used as rewards and support in literacy Approx. 20 students supplied with an iPad in Year 11. Some supplied with one in Year 10 and others loaned throughout the year due to broken arms and mental health issues. Review of Doddle use and student voice indicated that we needed to review the system being used. ICT, Science and Business still showed an interest in the use of the system.	Purchase more iPads. Research GCSE based web-based study pack for home learning. Following research, GCSEPod invested in and rolled out to all GCSE students. Invest in 20 Kindle Fires to improve reading and engagement. Issue a student with mental health issues with a Pearson tablet to use at home.	GCSEPod, Renaissance and ICT equipment £7,665
Ensure all PP students can attend Curriculum and Celebration Day trips if they so wish	PP students attending Curriculum and Celebration Day trips funded if the funding is required to ensure inclusion Not evidenced Sutton/Hattie	Attendance of PP students on Curricular & Celebration Day trips. Pastoral staff now able to encourage students to attend trips regardless of finances	Work to ensure full PP student involvement in extra-curricular trips in school.	Student Extra Curricular trip funding £8,185

Providing learning resources for new courses at GCSE	New resources purchased to aid study of new GCSE courses. Third paid for to reflect % of PP students. Not evidenced Sutton/Hattie	Positive progress achieved overall at 0.00, a drop in Maths and English new GCSE in 2018, other subject courses examined for first time in Summer 2018.	Funding any further GCSE courses and resources that come online	Supporting New Curriculum changes £13,448
Providing resources to celebrate successes for PP students Ensure smooth running and organisation of deployment of resources for PP	Engage students in whole school life by celebrating successes and using a positive reward scheme	More engaged students Improved attendance See attendance figures which have improved	Look at further ways to improve attendance by offering incentives for students who are persistent absentees. Offer Prom tickets and restaurant vouchers. How can we be more efficient in this area?	Rewards £2,338 Admin costs £2,673
PP/ FSM issued with planners without charge	Planners funded for PP students in the school Sutton Trust: Hmwk +5m	Amount of homework completed	Review use of planner, source and content within.	Study Planners 1,289
Increased uptake of bursary. Improved attendance, behaviour and engagement of PP students	All students in receipt of PP funding are provided with a £50 bursary to spend on new uniform for the new academic year. This increases inclusion and removes barriers to learning Sutton Trust: School Uniform +0 months	Uptake of bursary improved from when it was introduced in 2013. Uptake of bursary fell to 40% of students in summer 2016. In 2017-18, this has not increased. However, students continued to be supported with uniform throughout the year through SSO support.	Increase the uptake of the uniform bursary and introduce a 'Learning bursary' to increase uptake of FSM applications.	Uniform Bursary £6,605
Increased literacy levels throughout the age ranges. Increased frequency of reading	All students in the school receive a novel which is reading age, age and gender appropriate at Christmas. In addition, all Year 6 students receive 2 novels to read over the summer in preparation for the new academic year. Sutton Trust: Social and Emotional learning +4 months	Library book loan figures. Reading scores Difficult to evidence as books can be accessed online as well as through the library. Student, parent and staff feedback from the Christmas books overwhelmingly positive. Also, positive feedback from Year 6 students. Sponsorship for this scheme received from Amazon who featured the scheme in some of their promotional material and visited the school to find out more.	Continue to seek further sponsorship from companies this year.	Christmas and Transition books £13,633

Enable more PP/ FSM students to realise the enabling power of education. Support CiC students. Reduce number of NEETs	To support students to have and realise future aspirations; providing targeted and specific support for students to secure pathways and reduce numbers of NEETS Not evidenced Sutton/Hattie	Number of NEETs over time. Expected and good progress of PP/ FSM students All PP students received a one to one career interview. 6 NEETs students in 2018	Aim for zero NEETs.	Careers Advisor £13,453
Better engagement of PP students in their studies. Less NEETS. More PP students going into Higher Education	PP students provided with opportunities to visit University open days and take part in various FE related schemes Sutton Trust: Aspiration Interventions +0months	Number of NEETS. Destinations of PP students into Higher Education Several trips and activities were carried out throughout the year with a high proportion of disadvantaged students included. These included: Stretch and Challenge Master Classes, NHS Day, ARU HEG, Master Classes at Loughborough University, visit to Law Courts, Lunchtime Lectures with Lincoln Uni. Destination data for Year 11 and Year 13 students held in school.	All approaches successful and pertinent to the individual students. Continue to look for opportunities that match particular student interest and needs.	Aim Higher Scheme £1,964

7. ADDITIONAL DETAIL

Here you can annex information or refer to additional information which you have used to inform the statement above

	Progress 8	Attainment 8
2015 DP	0.34	40.09
2015 Non-DP	0.28	50.05
Gap	+0.06	-9.96
2016 DP	0.4	44.62

2016 Non-DP		0.54		52.05			
Gap		-0.14		-7.43			
2018 DP	Progress 8	All	0.25	Gap	Attainment 8	All	Gap
2017 Non-DP	Disadvantaged		0.36		Disadvantaged		
English	-0.28	-0.04	0.11	-0.24	8.34	-6.39	8.99
Maths	-0.37	-0.07	0.21	-0.30	7.03	36.67	7.78
English BSL	0.25	0.49	0.00	-0.24	11.18	41.98	12.63
Open Slots	-0.58	-0.44	0.21	-0.11	12.26	-5.31	12.58

Pupil Premium Impact Jack Hunt School Academic Year 2017-2018 (Updated October 2018)

	5ACEM %	3L English %	4L English %	3L Maths %	4L Maths %
2014 DP	30.49	68.06	29.17	31.08	12.16
2014 Non-DP	54.19	86.11	49.44	56.45	20.43
Gap	23.7	18.05	20.27	25.37	8.27
2015 DP	42.86	70.11	35.65	50.57	16.09
2015 Non-DP	59.16	83.98	47.51	69.32	28.98
Gap	16.3	13.87	11.86	18.75	12.89
2016 DP	40.35	79.44	42.99	50.0	19.44
2016 Non-DP	58.33	89.09	53.33	63.31	31.36
Gap	17.98	9.65	10.34	13.31	11.92
2017 DP	46.88	73.03	32.58	52.87	20.69
2017 Non-DP	59.79	81.87	39.56	66.30	32.04
Gap	12.91	8.84	6.98	13.43	11.35
2018 DP	33.33	65.63	22.92	37.89	9.47
2018 Non-DP	48.61	70.63	31.97	51.87	16.04
Gap	15.28	5.00	9.05	13.98	6.57

Between 01 April 2017 and 31 August 2018 (last LA year, first 5 months as an Academy) we have received or were entitled to a total of £708,043 broken down as follows:

Pupil Premium Allocation = £684,127
 Children in Care (CIC) Grant = £22,766
 Service Pupils = £1,150

Other information

Pupils eligible for free school meals at any point during the past 6 years (PP) for Jack Hunt School: **36%**. National average: **29.1%**

Pupils who have English as an additional language (EAL) at Jack Hunt School: **58.3%**. National average: **16.1%**

	Year totals	Pupil Premium	% of Cohort
Year 7	305	66	22%
Year 8	297	102	34%
Year 9	295	103	35%
Year 10	285	123	43%
Year 11	295	104	35%

Pupil Premium Funding 2017/2018: Total spend was £723,560 (this was for 01 April 2017 and up to 31 August 2018 (the last LA year and first 5 months as an Academy))