

Humberston Academy Pupil Premium Plan 2018/19

A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the allocation of the Pupil Premium for Humberston Academy and its students.

What is the Pupil Premium?

Introduced in 2011, **the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged students.** This is based on research showing that students from low income families perform less well at school than their peers. Research showed that often, students who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium students. The Pupil Premium is intended to directly benefit the students who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a Pupil Premium for:

- Students who have qualified for free school meals at any point in the past six years. The school receives £935 for each of these students.
- Students who have been looked after under local authority care for more than one day. These school is awarded a premium of £2300.

How is it spent at Humberston Academy?

Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the students who are eligible. Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for students within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for students who need extra help with particular skills.
- Providing extra tuition for able students who receive the Pupil Premium.
- Funding educational trips and visits.



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At Humberston Academy, Pupil Premium money will be used to support the following areas identified as barriers to success for Pupil Premium students:

- Ensuring the outcomes of PP students in English and Maths reach the nationally expected standard of grade 4 or higher
- Ensuring PP students make the same level of progress from KS2 to KS4 as their peers
- Reducing absence and exclusions to ensure PP students are in school as much as possible
- Ensure PP students have same resources and opportunities as the rest of the year group
- Raising the aspirations of PP students by giving them early and regular access to careers advice and guidance to broaden horizons

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by students who are eligible for Pupil Premium. In Humberston Academy **the Pupil Premium Plan 2018/19** (shown below), shows how much money has been allocated, how the academy intends to spend it, how the previous year's allocation was spent and how it is making a difference to the attainment of disadvantaged students.

If your child qualifies for free school meals, it's important that you tell us – even if they take a packed lunch – as this enables them to claim Pupil Premium.

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1. Summary information					
Academy	Humberston Academy				
Academic Year	2018-19	Total PP budget received 18/19	£164,500	Date of most recent PP Review	Nov 2018
		Total Planned PP spend 18/19	£164,500		
Total number of students	868	Proportion of students eligible for PP = [number]/[number on roll] = [percent]	Year 7: 13% Year 8: 21% Year 9: 17% Year 10: 22% Year 11: 11%	Date for next internal review of this strategy	Jan 2019
Year 11 achievement targets					
		<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>national average 2018 (based on FFT data)</i>	
Progress 8		0.722	0.827	0	
Attainment 8		53.31	56.03	45	
Basics 9-7		11.1%	15.0	N/A	
Basics 9-5		61.1%	74.8	42	
Basic 9-4		88.9%	95.9	63	
EBacc strong pass		55.6%	66.0	16	
EBacc standard pass		77.8%	86.4	23	
Academy attendance targets					
		<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>national average 2018</i>	
Attendance		96.0	96.0		
Persistent absence		9.6%	9.6%		

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Year 11 Achievement Review (Jan 19)			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>Distance from national average 2018</i>
Progress 8	0.351	0.308	+0.371 (NA= -0.02)
Attainment 8	49.50	51.63	+5.25 (NA= 44.26)
Basics 9-7	11.8	9.5	
Basics 9-5	47.1	45.6	+7.1 (NA= 40%)
Basic 9-4	76.5	87.1	
EBacc strong pass	17.6	28.6	
EBacc standard pass	29.4	61.2	
Year 11 Achievement Review (Apr 19)			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>Distance from national average 2018</i>
Progress 8			
Attainment 8			
Basics 9-7			
Basics 9-5			
Basic 9-4			
EBacc strong pass			
EBacc standard pass			
July 2018 GCSE results (for benchmarking purposes)			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>All Pupils Nationally 2018</i>
Progress 8	-0.188	0.435	0

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Attainment 8	41.42	53.06	45
Basics 9-7	10.5	9.9	N/A
Basics 9-5	31.6	55.6	42
Basic 9-4	52.6	85.9	63
EBacc strong pass	10.5	31.7	16
EBacc standard pass	10.5	43.7	23
Attendance of disadvantaged students (Jan 19)			
	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	<i>All Pupils Nationally 2018</i>
Attendance	93.48%	95.97%	94.8%
Persistent absence	22%	11.96%	11.16%
Achievement targets in other year groups			
Year 10	<i>Disadvantaged students</i>	<i>Non-disadvantaged students</i>	
Progress 8	0.375	0.349	
Attainment 8	48.64	52.00	
Basics 9-7	11.1	4.8	
Basics 9-5	33.3	51.0	
Basic 9-4	61.1	85.0	
EBacc strong pass	0	13.6	
EBacc standard pass	11.1	30.6	

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2. Disadvantaged students' barriers to achievement		
In-school barriers (<i>issues to be addressed at the academy</i>)		
A.	PP students attain less in English and Maths than their peers	
B.	PP students have less access to resources, support and educational opportunities	
C.	PP students have lower aspirations about their future educational pathways	
External barriers (<i>issues which also require action outside the academy, such as low attendance rates</i>)		
D.	PP students have higher absence rates and more exclusions than the rest of their year group	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP students make the same level of progress in each subject as their peers. This will be measured at each AP by calculation the % of students on target to reach FFT5.	PP students achieve 60% on/above FFT5 and within 5% of non-PP students. Average progress 8 of PP students is above 0.3.
B.	PP students have the resources they need to prepare thoroughly for examinations and experience all the educational opportunities on offer to them. This will be measured at each AP via a departmental audit and each student receives a bespoke response.	All PP students have access to subject specific resources, support and visits.
C.	All PP students have early access to careers information, advice and guidance to broaden their horizons.	All PP students enter higher education or employment post-16.
D.	PP students achieve the same level of absence and exclusions as non-PP students	All students achieve 96% attendance. There is no gap between the exclusion of PP and non-PP students.
4. Planned expenditure		
Academic year	2018/19	
The three headings below enable schools to demonstrate how they intend to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		



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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	COST
All staff are aware of who the PP students are and target support.	PP students are identified on class marksheets, seating plans, AP reviews and on a staffroom display	Ensure the names of PP students remain high profile. Class teachers are accountable for the monitoring and progress of PP students. Progress is reported each half term.	Data checking exercise as information is pulled through from SIMS to Bromcom. PP students named on each AP review and an audit conducted each half term.	RC RC	Each AP	£2 000 (Proportion of salary)
Staff are trained in the latest provision intended to support vulnerable students.	Deliver whole staff CPD on engagement and supporting underachieving students	Ensure staff are appropriately trained to deliver lessons to engage students.	Lesson observations target PP students, identified through a seating plan. Book scrutiny focus on PP students	LMS	Twice a year	£1 000 (Proportion of salary)
Provide additional opportunities to extend literacy and numeracy skills	Appoint a literacy and numeracy co-ordinator	Lead teachers provide tutor time challenges to develop literacy and numeracy, whole staff training, 1 to 1 support, inter-house competitions and educational visits	Monitoring of tutor time by SLT	MCS	Weekly	£ 5 526
Provide additional support for the most vulnerable students.	Timetable an additional class Y7 and Y11 English and Maths class	Reduce class sizes and allocated vulnerable students to the additional group	Monitor the attainment and progress of these students at each AP	RC	July 2019	£17 416



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Departments to have allocated amount to spend on subject specific resources	Resources purchased to meet DAS students specific needs in specific subjects.	Ensuring all students have access to the right resources to achieve regardless of background.	Each department budget is checked monthly and all orders require authorisation from DSE.	CL, DSE	July 2019	£16 400
Provide additional support for students with complex needs.	Support payment of a Level 4 Assistant Senco (2 days)	Students receive appropriate care, guidance and support with access to multi-agency teams. Students develop as resilient learners.	Monitor the impact of support through attendance, behaviour, attainment and progress each half term	JRR	Each AP	£5 001
	Support payment of a level 1 unqualified teacher (2 days)					£7 668
	Support payment of 2 level 1 teaching assistants					£21 165
	Support payment of SEN lead (1day)					£8 135
	Support payment of a student guidance manager (2.5day)					£12 506
	Support payment of an Assistant Principal for Wellbeing (1 day)					£13 674
	Support payment of a UPS3 teacher (2.5 days)					£19 000



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Provide additional support in Literacy to develop the reading ages of KS3 students	Allocate 1 English lesson a week in Y7 and Y8 to the Accelerated Reader programme. Support payment of AR programme (20%)	Accelerated Reader has improved the reading age of students to allow them to access the wider curriculum	AR scores are reported each half term. Students are awarded in assembly.	TRN/JDI	Each half term	£1 000
Provide additional after school support for students to complete homework	Support payment (10%) to create an after school homework club to run from 3-4pm	Provide additional support and guidance to students who need to develop effective organisational skills or do not have the capacity to complete tasks at home.	Monitor attendance and effective use.	TRS	Each half term	£1 500
Increase effective careers information, advice and guidance	Offer all Y11 students an impartial careers interview in Sep-Dec	Ensure all students have a clear route mapped for their further education and the qualifications needed to successfully access the course.	Interview attendance recorded.	THD	Sep-Dec 18	£3 200
Ensure students have high aspirations	Allocate work experience, a higher education visit or an apprenticeship workshop to the most vulnerable students	Ensure each student has an appreciation of the opportunities available and the requirements to enter a particular field.	Map future plans for vulnerable students	THD	Nov 18	£500 (Proportion of TLR)



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To expose students to a wide range of opportunities and broaden horizons	Subsidise the cost of educational visits to ensure all students can access the opportunities on offer.	Students enjoy new experiences and may broaden horizons. KS4 students experience field studies to support GCSE courses	Ensure PP students have a priority place	AIL	Ongoing	£4 000
Total budgeted cost					£137,891	
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Provide additional support in Literacy to develop the reading and writing of vulnerable students	Support the payment of Lexia (20%) for 20 students to develop literacy skills in key learners Support the payment of ReadWriteInc (20%) for identified students	Lexia boosts the reading skills of students to allow them to access the wider curriculum ReadWriteInc develops students to become confident readers and fluent writers.	Report are produced the reviewed each half term.	JRR	Each half term	£500 £1 500



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Provide additional support in Numeracy to develop the mathematical skills in vulnerable students	Support the payment of Dynamo (20%)	Dynamo supports the development of mathematical skills in students performing below that of their peers.	Report are produced the reviewed each half term.	JRR	Each half term	£1 500
Provide underachieving students with individual pastoral and academic support	Allocate a personal mentor to underachieving Y11 students to support their progress through school.	Students have daily support from an experienced member of staff to support, encourage and challenge them in the final few months of school	Feedback from mentors each half term. Recorded on RAP plan	THD	Each half term	£500 (Proportion of TLR)
Provide underachieving or disengaged students with the opportunity of a school counsellor	Opportunity to meet with the school counsellor to offer guidance and support.	One to one support and guidance that is bespoke can offer the nurture required to overcome challenging barriers to learning.	Clear schedule of meetings from external and qualified counsellor.	LMS	Each term	£5 000
Total budgeted cost					£9000	

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iii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When to review implementation ?	COST
Departments provide bespoke resources, equipment and educational opportunities for PP students	Allocate departments a PP budget to support the teaching of students within each subject area.	PP students receive access to bespoke support	AILs report on the progress of PP students each half term. Support put in place after each assessment point.	AILs	Each AP	£ 11 640
Prepare Y11 students for GCSE examinations	Provide PP students with after school, weekend and holiday revision courses	Students receive intense support prior to each examination	Attendance at each session monitored	AILs	After each session	£500
Raise the aspirations of male students	Enter 20 boys in to the Marginal Gains programme	Boys reflect on the aspirations they have, the choices they make and plan to for a more successful future	Collect student feedback after the programme is completed	THD	Dec 18	£250 (Proportion of TLR)
Raise the aspirations of able students	Allocate Y7-10 students to the Shine programme (York University)	Aims to inspire, motivate and encourage pupils to achieve academic success and raise their aspirations towards higher education.	Collect student feedback after the programme is completed	THD	Apr 19	£250 (Proportion of TLR)
Music services	Allocated to Y7-11 student to raise engagement and self-esteem.	Several research suggests learning a musical instrument allows a student to enhance their creativity skills as well as be engaged in learning and improve the ability to perform with growth in confidence.	Measure attendance and attainment.	RKS	July 19	£2000

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Subsidised trips	Allocated to DAS Y7 - 11 to ensure receive similar educational opportunities to others				£3000
Total budgeted cost					£14 640
Total Proposed 2018/19 cost					£164 531
Ongoing costs carried forward					Nil
Total					£164 531
5. Review of expenditure					
Previous Academic Year		2017/18			£141 860
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Evaluation (and whether you will continue with this approach)	Cost	

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PP students make the same level of progress as their peers

2017-18 Y10 PP students made better progress than their peers, whilst the gap for Y9 students is closing.

Year	PP Progress 8	Non-PP Progress 8	Diff
11	-0.188	0.435	-0.623
10	0.375	0.349	+0.026
9	0.317	0.435	-0.118

Year 11 Students

Individual Y11 Progress 8 scores for 2018 leavers were above 0 for 9 of the 19 students.

Student	P8	Student	P8
1	-1.376	11	0.227
2	-0.676	12	0.607
3	0.088	13	-2.812
4	0.149	14	-0.09
5	-0.101	15	0.927
6	0.238	16	-1.18
7	-1.257	17	-0.943
8	0.849	18	1.038
9	-0.171	19	1.37
10	-0.462		

The % of Y11 students who achieved their target grade is shown below. In Finance, Leisure & Tourism, Media, Chemistry and Spanish there was no difference or a stronger performance by PP students.

4 Y11 PP students significantly underachieved. Case studies were carried out to establish lessons learnt

Tracking of PP students now incorporated in to Assessment Point reviews each half term.

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Subject	All	Disadvantaged
ART	85.2	66.7
DRAMA	70.6	33.3
ENGLISH LANGUAGE	67.3	63.2
ENGLISH LITERATURE	64.8	57.9
FINANCE	16.7	25.0
FRENCH	43.9	25.0
GEOGRAPHY	45.1	25.0
HEALTH & SOCIAL CARE	0	
HISTORY	30.2	14.3
ITQ	84.7	82.4
LEISURE AND TOURISM	66.7	80.0
MATHS	54.3	47.4
MEDIA	100	100
MUSIC	60.0	
PE	45.8	0
RESISTANT MATERIALS	86.5	85.7
SCIENCE BIOLOGY	38.9	33.3
SCIENCE CHEMISTRY	33.3	33.3
SCIENCE PHYSICS	38.9	33.3
SCIENCE TRILOGY	65.7	62.5
SPANISH	66.0	100
Summary	59.8	56.1

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Year 10 Students

The % of Year 10 students who achieved their target grade is shown below. In English Language, English Literature, Hospitality, Maths, Media, Resistant Materials Trilogy Science there was no difference or a stronger performance by PP students.

Subject	All	PP
ART	31	20
DRAMA	36.4	50
ENGLISH LANGUAGE	24.4	38.9
ENGLISH LITERATURE	17.8	22.2
GEOGRAPHY	36.5	28.6
GERMAN	40	
HISTORY	36	22.2
HOSPITALITY	100	100
MATHS	28.5	33.3
MEDIA	84	85.7
RESISTANT MATERIALS	59.2	85.7
SCIENCE BIOLOGY	32.6	27.3
SCIENCE CHEMISTRY	31.5	18.2
SCIENCE PHYSICS	20.2	18.2
SCIENCE TRILOGY	42.7	57.1

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Y9 Students

The % of Year 9 students who achieved their target grade is shown below. In Art, Computer Science, Drama, English Language, French, Geography and Spanish there was no difference or a stronger performance by PP students.

Subject	All	PP
ART	22.9	30.8
COMPUTER SCIENCE	26.3	50
DRAMA	23.1	50
ENGLISH LANGUAGE	62.1	62.5
ENGLISH LITERATURE	38.6	34.4
FRENCH	25	25
GEOGRAPHY	25.3	31.3
GERMAN	69.2	60
HISTORY	18.1	8.3
MEDIA BTEC	50.7	31.3
PE	7.4	0
RESISTANT MATERIALS	52.3	30.8
SCIENCE BIOLOGY	14.3	0
SCIENCE CHEMISTRY	4.8	0
SCIENCE PHYSICS	7.9	7.1
SCIENCE TRILOGY	12.2	0
SPANISH	76.4	80

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Number of pupils and PPG received	
Total number of pupils on roll	854
Total number of pupils eligible for PPG	138
Total amount of PPG received	£141,860.00
Total PPG expenditure	£141,733.36

BARRIERS

The following barriers have been identified for current students	
Internal factors	<ul style="list-style-type: none"> • Progress of pupil premium students' progress in English and Maths is below national average. • Meeting the complex medical needs of individual pupils • Behaviour issues for a small group of pupils can have a negative impact on their academic progress and that of their peers
External factors	<ul style="list-style-type: none"> • Attendance rates of Pupil Premium students are below national average and Academy expectations. A low attendance rate significantly impacts on progress and attainment.

Humberston Academy Pupil Premium Plan 2018/19 SUMMARY OF SPEND

Summary of PPG spending

Objectives in spending PPG:

1. Raising staff profile and attainment of PP-eligible students.
2. Closing the attainment and progress gap between PP students and non PP at Humberston Academy.
3. Improving attendance and reducing exclusions.
4. Increasing the engagement of parents in their children's education and HA life.
5. Increasing opportunities for PP-eligible students and broadening their horizons.

Summary of spending and actions taken:

Spending has been allocated to staffing and resources in an attempt to improve objectives listed above. As Humberston continues to try and narrow the gap, resources have been targeted to supporting the 5 objectives with

RECORD OF SPEND

RECORD OF PPG SPENDING STAFFING

Item/project	Objective (Summary of PPG spending)	Aim	Cost
1:1 and small group Literacy & Numeracy Intervention	1, 2	To increase engagement and reduce class size for the most vulnerable students.	£20,741.56
Staff CPD	1, 2	To increase knowledge and understanding of all members of staff, ensuring that provision stays abreast of national developments to support our most vulnerable students.	£5,000
Maths/Eng Teachers UPS3 @ 2 days	1, 2, 3, 4, 5	To increase engagement, provision and reduce class size for the most vulnerable students.	£17,416.26
L4 (Ass SENCOs) @ 2 days	1, 2, 3	Create extra support for pupils with complex needs, providing greater care and support where needed.	£5,001.12
UNQ L1 @ 2 days	1, 2	Create extra support for pupils with complex needs, providing greater care and support where needed.	£7,668.52

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Careers guidance and support	1, 2, 3, 4, 5	Increase exposure to CEIAG to develop more aspirations, monitoring and supporting students with their ambitions.	£3,200
2 x TA L1 Full time	1, 2	Create extra support for pupils with complex needs, providing greater care and support where needed.	£21,165.90
SEN Lead (20% of salary)	1, 2, 3, 4, 5	Support our most vulnerable students, providing care and support and intervention for pupils with SEND.	£6,200
Student Guidance Manager (20% of salary)	1, 2, 3, 4, 5	Support students with their well-being and growth and Humberston. Offering pastoral care and access to multi agencies to develop resilient learners.	£4,000
Assistant Principal for Wellbeing (20%)	1, 2, 3, 4, 5	Support students with their well-being and growth and Humberston. Offering pastoral care and access to multi agencies to develop resilient learners.	£10,000
Homework Club support (10%)	2, 4	Create extra support for pupils with complex needs, providing greater care and support where needed.	£1,500
0.5 of a teacher based on UPS3	1, 2, 3, 4, 5	To increase engagement, provision and reduce class size for the most vulnerable students.	£19,000
Total:			£120,893.36

RECORD OF PPG SPENDING RESOURCES

Item/project	Objective (Summary of PPG spending)	Aim	Cost
Trips and visits	3, 4, 5	To expose students to a wide range of opportunities that broaden horizons, develop the learner and assist with their educational journey. Some trips and visits will be compulsory components of the examination courses.	£4,000
Departmental budgets	1, 2, 5	To support departments in creating bespoke learning that maximises engagement and outcomes for learners.	£11,640.00
Examination provision for Year 11 students	1, 2, 3, 4, 5	To support departments in creating bespoke learning that maximises engagement and outcomes for learners, including the crucial support needed in Y11.	£500
Accelerated Reader (20%)	1, 2, 4	Additional support in Literacy to develop reading ages and competency of students in key stage 3.	£1,000



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Lexia (20%)	1, 2, 4	Additional support in Literacy for our most vulnerable students. This looks to develop literacy skills and competency of students in key stage 3.	£500
ReadWriteInc (20%)	1, 2, 4	Additional support in Literacy for our most vulnerable students. This looks to develop phonics and access to literature in year 7 (and other students who require support).	£1,500
Dynamo (20%)	1, 2, 4	Additional support in Numeracy for students, providing more support and exposure to Maths.	£1,500
Total:			£20,840