

Pupil Premium Funding Strategy 2019-2022

What is the Pupil Premium Grant?

The Pupil Premium is a government initiative introduced in April 2011. It targets additional funding for disadvantaged children in the following categories:

- Students who are, or who have been previously (in last 6 years), eligible for free school meals (FSM)
- Looked After Children (LAC)
- Service Child Premium (children with parents in the armed forces)

What barriers do pupils eligible for the Pupil Premium Grant face?

The barriers and challenges disadvantaged pupils face are complex and varied. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children:

- Reading and Writing
- Numeracy
- Low aspirations
- Low attendance
- Lack of cultural capital
- English as an Additional Language

We allocate our Pupil Premium Grant to resources that aim to close the gaps in these areas. We also allocate resources in line with the Inspiration Trust Pupil Premium Strategy.

How do we decide how to spend the Pupil Premium Grant?



In deciding how to use our Pupil Premium Grant, we draw upon the

following sources:

- Sutton Trust report: “The Pupil Premium: Next Steps” available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our professional experience of what works best.
- Our expert knowledge of our school’s context.

From these sources we have identified the following priority areas for spending:

- To continue to narrow the gap in attainment between PP students and Non-PP students in all subjects.
- A specific focus on narrowing the GCSE attainment gap in Maths and English.
- To build pupil motivation and ambition whilst at school and beyond.
- To establish a cultural entitlement of experiences that all PP students should have a right to experience.

Summary Information					
Academic Year	2020-21	Total number of pupils	304	Date of most recent PP review	September 2020
Total PP funding	£139 876	No of pupils eligible for PP	143	Date planned for next internal review	January 2021
Progress 8 score for previous year	+0.08	Attainment 8 score for previous year	45.28		

Overall aims of strategy i.e. *How will these barriers be overcome?*



Aims	Success Criteria (measurable)
<p><u>Minimum Guarantee</u></p> <p>Ensure the provision of the Minimum Guarantee as a mechanism for reducing the attainment gap in the short term across KS3 and 4.</p>	<p>All PP students assigned to a group on the Minimum Guarantee and actions tracked accordingly. The PP tracker will also record the summative assessment scores for each data drop. Improvements are not expected at every assessment point but a review of the data will be undertaken at each PP strategy review and consider whether changes in assessment outcomes are attributable to any particular action or change in circumstance.</p> <p>Improved overall outcomes for PP pupils. Improved English and Maths outcomes for PP pupils. Improved attendance for PP pupils in all year groups.</p>
<p><u>The Hewett Entitlement</u></p> <p>Ensure the provision of The Hewett Entitlement as a mechanism for reducing the attainment gap in the long term.</p>	<p>The Hewett Entitlement will be planned on the THA Annual Overview Calendar. A tracker for The Hewett Entitlement will be created with relevant activities logged along with those students participating. Student feedback will be collected together with assessment data over time. It is not expected that assessment data will reveal any changes in the short term. Instead it is expected that outcomes will have significantly improved in three years' time and aspirations for post-16 destinations improved.</p>
<p><u>The Knowledge Rich Curriculum</u></p> <p>Ensure the implementation of the knowledge-rich curriculum as a mechanism for reducing the attainment gap in the long term.</p>	<p>Data from the knowledge-rich curriculum summative assessments are collated and considered alongside national data from GL assessments and KS2 prior attainment. We have included a termly spelling bee in the assessment plan and expect to see students' vocabulary acquisition improve as the curriculum is rolled out year on year.</p>

Review of spending - previous year 19 / 20

Quality of education for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
VMT music lessons subsidised for all students.	Ensure music remains on the curriculum and has grounding on which to grow over coming years.	Expected to contribute to the growth of personal resilience whilst also underpinning depth of cultural capital through equality of opportunity.	Due to difficulties in sourcing an appropriate music teacher this project was scheduled to start later in the academic year. The subsequent school closure led to the project being suspended. However, the value of a program such as this is recognised and supported by the Academy and Music lessons will be part of the KS3 curriculum in 2020 / 2021	£0
Educational Visits that form an invaluable part of the knowledge-rich curriculum.	Support the delivery of the knowledge-rich curriculum and students' cultural capital.	Inclusion in quality of teaching for all ensures the curriculum can rely on all students having had such experiences thus enhancing their achievement. Further, additional support for students who have not had opportunities to visit attractions and experiences that develop their cultural capital underpins their personal development.	The support provided to the personal development of the individual through this type of activity has proved to be invaluable. It allows students to gain a deeper understanding of how time and place affect outcomes in real life, hence perspectives of real life too.	£185
Provision of educational resources to support the delivery of the curriculum.	Improve consistency of knowledge-rich teaching.	High quality teaching is a powerful approach to improving student attainment. (Having access to the right resources underpins equality of opportunity).	This strategy will continue in 2020 - 2021	£7 500
Targeted support				
Raising Achievement Assistant and Manager	Support students in targeted intervention sessions in order to	Additional support for those students who have fallen behind due to lack of support/opportunities to succeed outside school.	This approach to student engagement and progress is an invaluable resource. The Academy will continue with a Raising Achievement Manager in 2020 - 2021	£92000 (*)

	narrow the attainment gap.			
Educational Resources	Support Students independent learning and engagement in order to narrow the attainment gap.	Ensuring disadvantaged students have equal access to resources that students from more advantaged backgrounds have as standard addresses a variety of issues relating to equality of opportunity.	This strategy will continue in 2020 - 2021	£2500
<u>Other Approaches</u>				
Breakfast Club	Support student's attendance, punctuality and personal development.	This provision affects both attendance and student attitude to school, leading to a natural improvement in both.	This is a well researched strategy with a solid body of evidence to support its being of enormous benefit.	£1000
Educational Staffing Attendance Officer Behaviour Assistant Safeguarding Officer Student Welfare Officer	Gaps are identified, tracked and narrowed ensuring that PP pupils achieve and attend as well as non-PP pupils.	Safeguarding and attendance are pivotal to the wellbeing of our pupils. The Assistant Principals ensure all pupils are kept safe.	This measure did not have the full impact expected due to staff illness (long term sick) and the impact the Covid 19 lockdown had on attendance overall. However, the strategy is sound and similar will be used in the new academic year.	See above (*) Costs included.
Educational Staffing Beacon East Subscription Careers Officer	Raised aspiration among PP pupils, more apply for further and higher education.	The information and guidance provided was extremely helpful, the provision was held to be excellent by the NOA (Norwich Opportunities Area).	Impartial careers advice coupled with in-house coordination of careers activities was positively received by the students. A similar approach will be utilised this coming academic year.	See above (*) Costs included.
Professional Services	Translation services, external organisations for additional PP support.	To ensure that accurate and timely guidance is provided , thus enabling the PP students to make informed	Through VP and RAM liaising / engaging in professional dialogue with other professionals	£29500
Educational Visits that are non-essential to the curriculum but provide opportunities in line with those experienced by more advantaged peers e.g. DofE, science	Increase students' cultural capital such that their aspirations are improved and the attainment gap is narrowed.	Visits such as these add to the students' overall store of knowledge and builds their individual cultural capitalism.	Academy lockdown due to Covid 19 led to cancellation of trips and visits. This aspect of the PP spend and the raising achievement plan will be in the planning for the new academic year (Covid 19 restrictions allowing).	£0

museum visit, art gallery visit etc.				
Educational Resources that support the embedding of the behaviour policy, develop pupils' self-esteem and provide basic standards of provision e.g. transport and uniform.	Pupils participation in lessons is not hindered by lack of equipment/ failing to meet the basic expectations.	Supporting students' attendance and encouraging participation in lessons is crucial to their final outcomes.	This aspect of the plan will be incorporated in the plan for the new academic year.	£3800 (**)
Support the rewards policy.	Engage students in their independent learning through the use of extrinsic rewards.	Motivating students to be committed and dedicated to their own learning is one of the keys to progress and achievement. This aspect of the plan is successful in encouraging the students to engage with the curriculum.	This step will be included in the plan for the new academic year.	Costs embedded in item (**) above.
Total Cost 2019 - 2020				£136 485

Minimum Guarantee					
Actions	Intended outcome (including success criteria)	Rationale/Evidence Base	How will we ensure it is well implemented?	Staff Lead	When will we review?
Contribution towards staffing costs for Raising Achievement Manager (RAM) and VP Raising Achievement.	To narrow the attainment gap and support all PP students in accessing the curriculum. Further, to liaise with PP families and other professionals	This role is vital in narrowing the attainment gap and improving the quality of educational support provided here at Hewett. (Supporting Metacognition and self-regulation - EEF Toolkit)	Regular meetings to ensure consistency in application through Assess/Plan/Act/ Review.	VP Raising Achievement	Termly - Dec/Apr/May
Over staffing of timetable, primarily in Maths and English. (By 1 FTE).	To narrow the attainment gap and support all PP students in accessing the curriculum	Smaller classes in each year group allowing for a greater degree of individual attention. (Reducing class size - EEF Toolkit)	Regular meetings with HoD's to discuss pupil progress. This will run in concert with regular lesson drop-ins and feedback to teaching staff.	VP Raising Achievement	As required - ongoing throughout the year.
Student Uniform	Equality of outcome achieved through removal of barriers to attendance.	Low disposable incomes in the community can lead to lack of access to appropriate opportunities	There will be no barriers to Hewett students receiving a quality education.	VP Raising Achievement / AP Behaviour	On-going
Library set-up	To improve access to the written word via quality texts. A mixture of both classic literature alongside the work of more recent authors.	Reading comprehension strategies - focusing on the learners understanding and recognition of written text. (EEF toolkit - Reading Comprehension Strategies)	Accommodation identified, fixtures and fittings sourced. Books ordered / delivered. The Library will be managed / supervised by a Librarian and the Eng HoD.	Librarian / Head of English / Principal	October Half Term
Book-Buzz	To reinforce the link between library use and reading for pleasure.	Successful people read for pleasure on a regular basis - DfE, Research Evidence on Reading for Pleasure, Education Standards Research Team, May 2012	Through a well stocked library and a coherent strategy to improve the students reading ages alongside encouraging reading for pleasure.	VP Raising Achievement / Librarian . Head of English	Half-Termly
Intervention Mentors	Data driven identification of students for small group	High leverage activities that improve individual	Briefing and supervision of mentors by RAM / VP (RA)	VP Raising Achievement	Half termly.

	support	knowledge and understanding - de an atmosphere of greater individual attention. (EEF toolkit - Small group tuition)		
Budgeted costs				
2019-20	Total cost: £14090	Breakdown of costs: Music lessons (£0), Educational Visits (£185), Educational Resources (£13905)		
2020-21	Total cost: £80470	Breakdown of costs: RA £ 52,000 Over staffing (£16730), Uniform (£2000), Library set-up (£2500), Book-Buzz (£240), Intervention Mentors (£7000)		
2021-22	Total cost:	Breakdown of costs:		
Impact				
2019-20	Impact (was success criteria met?)	Yes, see detailed notes above in Review of Spending.	Lessons learned	See notes above in Review of Spending.
How/will the strategy be amended for the year ahead?	<ol style="list-style-type: none"> 1. Music is now part of the KS3 curriculum. 2. Appropriate visits will be sourced, planned and funded. 3. Educational resources will continue to be provided where it is appropriate. 			
2020-21	Impact (was success criteria met?)		Lessons learned	
How/will the strategy be amended for the year ahead?				
2021-22	Impact (was success criteria met?)		Lessons learned	
How/will the strategy be amended for the year ahead?				

The Hewett Entitlement					
Actions	Intended outcome (including success criteria)	Rationale/Evidence Base	How will we ensure it is well implemented?	Staff Lead	When will we review?
CEIAG Advisor	A planned programme which gives students the opportunity to examine a wide range of future careers options, learning about pathways, careers roles and Labour Market Information. We aim to support and inspire students with the decisions about their future.	The CEIAG programme is designed to help the Academy work towards the Gatsby Benchmarks and satisfy the statutory guidelines outlined in DFE guidance.	By adhering to the Gatsby Benchmarks and the statutory guidelines outlined in DFE guidance.	VP (Curriculum)	Half-termly
CEIAG (Beacon East)	A planned programme which gives students the opportunity to examine a wide range of future careers options, learning about pathways, careers roles and Labour Market Information. We aim to support and inspire students with the decisions about their future.	The CEIAG programme is designed to help the Academy work towards the Gatsby Benchmarks and satisfy the statutory guidelines outlined in DFE guidance.	By adhering to the Gatsby Benchmarks and the statutory guidelines outlined in DFE guidance.	VP (Curriculum)	Half-termly
Breakfast Club	Daily breakfast clubs to ensure all students but especially PP have access to a meal at the start of the day.	Research supports this provision. It is seen as tackling food poverty within the community. (EEF Toolkit - Mentoring)	Identification of and invitation to the target group. However, it is open to all students.	VP Raising Achievement	Termly
Rewards	To inspire and motivate	Allows equality of access and participation	Tangible rewards for commitment to studies and academy life	VP Raising Achievement / AP Behaviour	On-going
Extended School Day	To provide extra learning time and close the knowledge gap.	High leverage activities that improve individual knowledge and understanding - delivered in an atmosphere of greater	Briefing, supervision, implementation and review by subject HoDs	VP Raising Achievement	Post delivery of sessions / half termly

		individual attention toolkit - Summer 5 etc)			
D of E	To build resilience, foster a sense of independence and encourage both confidence and self awareness in the students who participate. Success is judged through the personal growth experienced by the participants.	Testimonials on the Dof E website,	A planned approach to its implementation and delivery.	DofE Supervisor	Termly
Budgeted costs					
2019-20	Total cost: £60411	Breakdown of costs: Staffing (£55131), Educational Resources (£5280)			
2020-21	Total cost: £25916	Breakdown of costs: CIEAG Advisor/ CIEAG Advisor (Beacon East) £6256, Breakfast Club (£8000), Rewards (£4000), Extended School Day (£6600), DofE (£1060)			
2021-22	Total cost:	Breakdown of costs:			
Impact					
2019-20	Impact (was success criteria met?)	Yes, see detailed notes above in Review of Spending	Lessons learned	Yes, see detailed notes above in Review of Spending	
How/will the strategy be amended for the year ahead?	1. Due to staff changes over the Covid 19 lockdown period the Academy has only one member of Raising Achievement staff - the Manager. This situation will be reviewed in due course. 2. The needs of individual students will be assessed and addressed as appropriate.				
2020-21	Impact (was success criteria met?)		Lessons learned		
How/will the strategy be amended for the year ahead?					
2021-22	Impact (was success criteria met?)		Lessons learned		

How/will the strategy be amended for the year ahead?				
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The Knowledge Rich Curriculum					
Actions	Intended outcome (including success criteria)	Rationale/Evidence Base	How will we ensure it is well implemented?	Staff Lead	When will we review?
Alternative Provision (AP)	Provide an alternative educational experience for students.	Specialist alternative provision is both remedial and therapeutic for particular individuals returning to education.(EEF toolkit - SEMH)	Through the resourcing of certified alternative provision	VP Raising Achievement / AP Behaviour	Termly
Educational Materials	Revision guides and other consumable materials required to enable full and active participation in lessons and other activities.	Low disposable incomes in the community can lead to lack of access to appropriate opportunities (EEF Toolkit - Parental engagement)	There will be no barriers to Hewett students receiving a quality education.	VP Raising Achievement	On-going
Transport	Students arrive and leave school safely. Trips and visits enhance cultural capital.	Low disposable incomes in the community can lead to lack of access to appropriate opportunities (EEF Toolkit - Extending School time & Sports participation)	Identification of and invitation to the target group.	VP Raising Achievement	As required / Jan 2021
CPD directly linked to SEND	To ensure that appropriate SEMH is made available to all students. Leading to improved social relationships and attitude to learning in school.	There is extensive international research in this area. (EEF toolkit - Social and Emotional Learning).	Thorough planning to identify the needs of the cohort and then source appropriate CPD from high quality providers.	VP Raising Achievement / AP SEND	As required - ongoing throughout the year
Licenses	Pixl Club and other Applications	An invaluable tool for supporting student progress.	Dissemination of information to RAM, Data Manager and HoDs	VP Raising Achievement	As required - ongoing throughout the year

Classroom tech	To improve student engagement in Maths (in particular) and Writing across the wider curriculum.	There are many benefits to derive from the use of technology in the classroom. (EEF toolkit - Digital Technology)	an audit to identify current technology offering. Source appropriate tech to support the teaching and learning.	VP Raising Achievement / ICT Technician	As required - ongoing throughout the year
Professional Services	Careers guidance, translation services, external organisations for additional PP support.	To ensure that accurate and timely guidance is provided, thus enabling the PP students to make informed choices for post 16.	Through VP and RAM liaising / engaging in professional dialogue with other professionals	VP Raising Achievement	Jan 2021
Budgeted costs					
2019-20	Total cost: £4125	Breakdown of costs: Breakfast Club (£1496), Behaviour, student welfare, careers staffing (*), Educational Visits (£0), Educational Resources (£2629), Rewards (**)			
2020-21	Total cost: £33490	Breakdown of costs: AP (£6000), Ed Materials (£5000) Transport (£2000), CPD Linked to SEND (£1685), Licenses (£3000), Classroom Tech (£2800), Professional Services (£3005)			
2021-22	Total cost:	Breakdown of costs:			
Impact					
2019-20	Impact (was success criteria met?)	Yes, see detailed notes above in Review of Spending	Lessons learned	Yes, see detailed notes above in Review of Spending	
How/will the strategy be amended for the year ahead?	<ol style="list-style-type: none"> Breakfast club will be continued Personal Resources and Rewards will be incorporated. 				
2020-21	Impact (was success criteria met?)		Lessons learned		
How/will the strategy be amended for the year ahead?					
2021-22	Impact (was success criteria met?)		Lessons learned		



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How/will the strategy be amended for the year ahead?				
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