



The Hurlingham Academy
The best in everyone™
Part of United Learning

Pupil Premium Funding 2017-18



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1. Overview

At The Hurlingham Academy, we believe that socio-economic background does not need to determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We are fiercely proud of the fact that our GCSE results show a gap between disadvantaged and non-disadvantaged pupils that is considerably smaller than the national average. We believe this is a direct result of how we have strategically used our Pupil Premium funding. Our experience shows what is possible: that all children can achieve given the appropriate environment and support structures.

This document outlines our use of Pupil Premium funding. It begins by offering a brief explanation of what the Pupil Premium is and how it works, before reviewing the impact of the funding on pupil outcomes at GCSE in 2017. It then explains how this has shaped our planned spending for 2017-18. We have adopted a robust, evidence-based strategy to using our Pupil Premium funding in order to secure the best outcomes for all students at the academy.

2. What is the Pupil Premium?

The Pupil Premium is a grant given to schools on a per student basis, for each child who currently claims free school meals or has done so within the past six years. Research consistently shows that children who meet this criteria do not attain as highly as other children in school. The purpose of the grant is to address this imbalance, in order that school can provide support for these students through additional services and interventions. Nationally, approximately 27% of students are eligible for the Pupil Premium.

The Pupil Premium is additional to main school funding and is used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

In 2017-18, schools receive £935 of top-up funding for each Pupil Premium eligible student.

3. GCSE Results 2017 - Pupil Premium Analysis (Unvalidated)

Groups	No of Entries	English 5+		Maths 5+		Eng & Maths 5+		5 A* - C inc En & Ma 5+		EBACC Strong		EBACC Good		P8
		No	%	No	%	No	%	No	%	No	%	No	%	
Pupil Premium	41	28	68.3%	24	58.5%	22	53.7%	22	53.7%	4	9.8%	5	12%	0.6
<i>National PP</i>							43.1%		37.2%					- 0.38
Non Pupil Premium	30	23	76.7%	22	73.3%	21	70.0%	21	70.0%	7	23.3%	7	23.3%	0.48
<i>National Non PP</i>							70.6%		65.1%					0.10
Academy PP Difference			-8.4%		-14.8%		-16.3%		-16.3%		-13.5%		- 11.3%	0.12
<i>National PP Difference</i>							-27.5%		-27.9%					- 0.48

The percentage of our Pupil Premium students 5+ grades in English and mathematics is significantly above the national average figure for this group. The gap between PP and non-PP students at the academy is also significantly below national average, which has consistently been at 25-28% over the past five years. Furthermore, our Progress 8 score for Pupil Premium students is considerably higher than the national average for both PP and non-PP students, a figure of which we are particularly proud. Moreover, individual subject Progress 8 scores in English and mathematics for Pupil Premium are 0.71 and 0.7 respectively.

While we are delighted with the progress of our Pupil Premium students, we recognise that work still needs to be done to close the overall gap between PP and other students within school, particularly with regards to the gap between the groups in English and mathematics. The evidence from our 2017 GCSE results provides part of the rationale for our spending strategy for 2017-18, which is outlined later in the document.

4. Use of funding 2016-17

Total students on roll: **363**

PP eligible students: **204**

Percentage: **56.2%**

Total Amount: **£190,740**

With nearly 60% of our students qualifying for the Pupil Premium, it is inefficient to target PP pupils separately unless a specific need dictates otherwise; moreover, many of the rest of our students are not significantly more socio-economically advantaged. We believe the approach of using Pupil Premium funding in whole school interventions is fully justified both by our results, but also by what research suggests is the best use of Pupil Premium funding –

interventions to improve effective teaching, attendance and literacy. The interventions listed below are the most significant in terms of how we used our Pupil Premium funding in 2016-17.

Intervention and cost	Desired Outcome	Impact
Additional teachers; one to allow nurture groups in Year 7 and 9, one as HoD art £40,000 (top up to salaries)	Improved literacy of nurture groups at KS3; access to wide-ranging curriculum for all students through maintaining art	Strong uptake of art amongst Year 9 PP students at GCSE 50% of PP students reading age within 6 months of chronological age, compared to 30% at beginning of year
Top-up of salaries to Assistant Principal with responsibility for Pupil Premium; Assistant Principal for Literacy; Attendance Officer £45,000	Monitoring of individual PP students and ensuring effective overall spend; implementation of whole school literacy strategies; boosting attendance of PP students	PP students monitored and interventions in place for underperforming students; whole school reading and literacy strategies in place; improved PP attendance from 92% at beginning of year to 95% at end (less than 1% behind non-PP)
Further embedding the House system through house events £1,000	Promoting attendance and engagement at school through extra-curricular activities	PP pupils well-represented in house leadership; overall improved PP attendance from 92 to 95%
Extra-curricular clubs – Chess, Debating, MMA, Arts and Crafts, Mandarin Chinese, Music £8,000	Promoting attendance and engagement at school through extra-curricular activities; ensuring that high and middle prior attainers are given sufficient stretch	Overall improved PP attendance from 92 to 95%.
Disruption free classrooms for all pupils in all curriculum areas through continued use of APSC £40,000 (Pastoral Manager salary and KS4 Learning Manger Top-Up)	Pupils are able to make good progress in all lessons through continuing to be able to focus in a disruption free environment.	Almost all lessons now disruption free – evidence from monitoring visits by United Learning and internal observations. Reduction in % of students sent to isolation over course of academic year 2016-17. Less than 5% of PP students sent on more than 3 occasions – action plans put in place to support these students
One-to-one Maths interventions for pupils at KS4 £20,000	All pupils will achieve at least expected levels of attainment in Maths at GCSE	71% of PP students achieved target grade in maths; improvement in overall maths results at GCSE
Oxbridge Project £5,000	Ensuring that high prior attainers in Year 7,8 and 9 are given academic stretch through talks, university visits and enrichment classes	Fortnightly scholarly talks in a variety of academic subjects. Visits to universities in London, Birmingham and Oxford.

Subsidised peripatetic music lessons £3,000	Improving student social and cultural capital through music.	Lessons oversubscribed, with all students performing in front of the school 3 times over the year showing their progress.
Class Reader Scheme £1,500	Pupils in Yrs 7-10 improve English through whole class reading for 30 minutes twice per week.	All pupils in Year 7-10 with class reader; increase in library usage by students at KS3.
Franklin Scholars - peer mentoring programme for Year 10 and 7 £5,000	Y10 pupils who have gone through a rigorous application process mentor pupils identified with various learning needs in Y7. Y7 pupils show improved performance in literacy, numeracy and improved social interaction; Y10 show improved English grades	21 pupils out of 30 Pupil Premium; 75% of Year 7 participants made above expected progress in English (83% for PP students); Year 10 PP participants improved English grades by average of 1.38, compared to 0.72 for whole school average.
Free breakfast for all pupils £4,750	A positive, healthy start to the school day as well and overall attendance and punctuality.	Positive correlation between breakfast club attendance and overall attendance/punctuality records.
Cultural Capital Trips (visits to various galleries and museums/places of interest in London in July) £8,000	Enriched social and cultural understanding of London, based on research that this is an area that disadvantaged pupils are behind.	Attendance for trips at 99%, with almost 100% of students producing reflective essay on how their experience enriched their learning.
Financial support provided to allow students on FSM to access extra-curricular provision (e.g. trips abroad) £5,000	Contribution to promoting attendance and good attitudes to learning through enrichment.	Used to subsidise trip to Normandy with over 50% of attendees PP students.

4. Key figures for 2017-18

Total students on roll: **396**

PP eligible students: **179**

Percentage: **45.2%**

Total Amount: **£167,365**

5. Strategy for 2017-18 – Interventions, expected outcomes and tracking of impact

Our Pupil Premium strategy for this academic year is to continue to close the gap between disadvantaged and other students through further implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been

shown to work; and secondly, using school attainment and progress data to identify particular gaps between PP and other students.

An analysis of the latter suggests that while we have made strides in improving progress scores for Pupil Premium students at GCSE (with our PP Progress 8 score improving from +0.01 to +0.3 from 2016 to 2017), there is a larger gap than previous years between PP and non-PP pupils in English and mathematics. An analysis of last year's Year 10 results suggests that this gap is likely to disappear in 2017-18, with end of year data for 2016-17 suggesting a positive gap of more than 10 percentage points for PP students on track to achieve grade 5+ in English and mathematics. However, an analysis of Key Stage 3 results is less positive, with small but potentially significant gaps in attainment between PP and non-PP students.

We have therefore revised our Pupil Premium spending from last academic year with this in mind, to ensure a focus on closing the gaps in English and mathematics with an emphasis on Key Stage 3.

Intervention	Expected Impact	Tracking of impact
Curriculum		
Additional teachers; one to allow smaller nurture groups in Years 7 and 8, and sustained funding to allow nurture group in Year 9 for English and maths £25,000 (top-up)	Improved literacy and numeracy of nurture groups at KS3	Nurture groups progress monitored on half-termly basis, with particularly tracking of PP students Assistant Principal for Teaching and Learning/ LM learning walks and observation
Further embedding the House system through house events £1,000	Promoting attendance and engagement at school through extra-curricular activities	Pupil participation in house events tracked and analysed by PP versus other.
Extra-curricular clubs – including creative writing, philosophy and film £8,000	Promoting attendance and engagement at school through extra-curricular activities; introduction of more literacy-focused clubs to improve English attainment	Attendance at clubs monitored by AP for Enrichment. Targeted PP students attendance/attainment cross-referenced to club attendance.
Disruption free classrooms for all pupils in all curriculum areas through continued use of APSC (pastoral manager salary and top-up for director of learning KS4) £40,000	Pupils are able to make good progress in all lessons through continuing to be able to focus in a disruption free environment.	Pupils make at least expected levels of progress regardless of curriculum area.
Employment of a music teacher £35,000	Continued widening of curriculum to ensure well-rounded education for students; introduction of school choir and band	Increased participation in musical activities; re-introduction of music GCSE.

One-to-one English and maths interventions for pupils at KS4, through use of external tutors and UL consultants £10,000	All pupils will achieve at least expected levels of attainment in English and maths at GCSE	HoDs monitor progress of all pupils. Intervention is specific and short. Impact is measured soon after start. List of eligible pupils changes fortnightly depending on progress.
Oxbridge Project £5,000	Ensuring that high prior attainers in KS3 are given academic stretch through talks, university visits and enrichment classes	Continued access to academic stimulus; attendance cross-referenced with academic attainment
GCSE interventions/weekend learning/holiday learning £5,000	Pupils receive specific, targeted intervention in required subjects to help them achieve at least expected grades at GCSE.	HODs have Year 11 intervention plan and regularly review pupils who require intervention. Assistant Principal for KS4 and KS4 manager monitor pupils receiving compulsory interventions after school
Additional sets in English and maths for Year 10 and 11 £15,000	Pupils receive one to one or small group tuition which helps to improve their "performance" mark in modules at KS3 & KS4.	Pupil progress monitored using school data drop cycle.
Creation of knowledge organisers in English and maths across the school £1,500	Pupils able to master core knowledge for every subject through rigorous and regular testing on core knowledge	Pupils, particularly those who are behind, able to access curriculum through command of basics; improved attainment in English and maths
Franklin Scholars - peer mentoring programme for Year 10 and 7 £5,000	15 Y10 pupils who have gone through a rigorous application process mentor pupils identified with various learning needs in Y7. Y7 pupils show improved performance in literacy, numeracy and improved social interaction; Y10 show improved confidence and leadership skills.	Franklin scholar questionnaire results. KS4 manager to monitor progress of Y10 pupils relative to previous progress and their peers KS3 manager to monitor progress of Y7 pupils progress relative to their peers.
Free breakfast for all pupils £4,750	A positive, healthy start to the school day as well and overall attendance and punctuality.	Kitchen staff monitor attendance. Use school data drop to monitor progress relative to peers. Attendance officer to check correlation between breakfast club attendance and overall attendance/punctuality records.
Cultural Capital Trips (visits to various galleries and museums/places of interest in London in July) £8,000	Contribution to promoting attendance and good attitudes to learning through enrichment.	Reflections checked by Assistant Principal for Enrichment, synthesised into a report.
Financial support provided to allow students on FSM to	Equal opportunity to extra-curricular activities across the academy.	Attendance analysis of trips by AP for Enrichment.

access extra-curricular provision (e.g. trips abroad) £2,000		
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7. Key contact

For any queries regarding the academy's Pupil Premium use, please contact Mr John McIntosh, Assistant Principal, on jmcintosh@thehurlinghamacademy.org.uk.