



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

Pupil Premium Funding 2018 - 2019



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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 2018. It then explains how this has shaped our planned spending for 2018-19. 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.

3. GCSE Results 2018 - Pupil Premium Analysis (Unvalidated)

Groups	No of Entries	5		5		Eng & Maths A* - C		5x 9-5		5 A* - C inc En & Ma		EBACC	A8	P8	
		English A* - C	Maths A* - C	Eng & Maths A* - C	Eng & Maths A* - C	5x 9-5	5 A* - C inc En & Ma								
Pupil Premium	46	38	82.6%	31	67.4%	28	60.9%	32	69.6%	28	60.9%	15	32.6%	54.28	0.71
National PP			50.8%		49.0%		38.6%		0.45		37.0%				
Non Pupil Premium	40	35	87.5%	29	72.5%	27	67.5%	32	80.0%	27	67.5%	16	40.0%	59.22	1.38
National Non PP			74.8%		75.3%		66.0%		73.6%		64.0%				
PP Difference			-4.9%		-5.1%		-6.6%		-10.4%		-6.6%		-7.4%	-4.94	- 0.67
National PP Difference			-24.0%		-26.3%		-27.4%		-28.3%		-27.0%				

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.

Across foundation subjects, the gaps remain far smaller than the national average. Notably, in Art, Business and Physical Education the group of students eligible for Pupil Premium outperformed their non-PP peers.

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 2018 GCSE results provides part of the rationale for our spending strategy for 2018-19, which is outlined later in the document.

4. Use of funding 2017-18

Total students on roll: **438**

PP eligible students: **218**

Percentage: **49.8%**

Total Amount: **£191,299**

With nearly 50% 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 2017-18.

Intervention	Desired Outcome	Outcome
Additional teachers; one to allow nurture groups in Year 7, 8 and 9; one as HoD of Music	Improved literacy of nurture groups at KS3; access to wide-ranging curriculum for all students through re-introducing music to the curriculum	Strong uptake of music at KS4 amongst Year 9 PP students; 60% of PP students reading age within 6 months of chronological age, compared to 35% at beginning of year
Further embedding the House system through house events	Promoting attendance and engagement at school through extra-curricular activities	Pupil participation in house events; no gap between participation in PP and non-PP although Sports Day captains 3/4 pupils were no-PP.

Leadership training of the School Council	Foster confidence and leadership skills throughout the school	Visible changes implemented by pupils and 95% members remained in their position in office (1 PP title revoked); 45% PP students in student council
Extra-curricular clubs – including creative writing, philosophy, Debate and film	Promoting attendance and engagement at school through extra-curricular activities; introduction of more literacy-focused clubs to improve English attainment	Attendance at clubs in line with school attendance 94.5% at KS3 and KS3 English and Reading Age results improved 2018 (from 2017).
Disruption free classrooms for all pupils in all curriculum areas through continued use of APSC	Pupils are able to make good progress in all lessons through continuing to be able to focus in a disruption free environment.	Lessons are disruption free – evidence from monitoring visits by United Learning, Governor visits and internal observations. KS3 and KS4 end of year data now shows the consistency across department area results.
One-to-one maths interventions for pupils at KS4	All pupils will achieve at least expected levels of attainment in English and maths at GCSE	Of pupils receiving 1-1 maths intervention, none achieved Grade 5 in maths.
GCSE interventions/weekend learning/holiday learning	Pupils receive specific, targeted intervention in required subjects to help them achieve at least expected grades at GCSE.	KS4 data for 2017-18 shows positive progress 8 score and targeted holiday intervention beneficial in all subject areas.
PGL Residential Trip for Year 11 PP students below target	Boost confidence through activities and motivational team work session; raise attainment through English and Maths revision sessions	65% of pupils on PGL trip achieved 5 or more 5+ in English and Maths.
Additional sets in English and maths for Year 10 and 11	Pupils receive one to one or small group tuition which helps to improve their "performance" mark in modules at KS3 & KS4.	KS4 internal data shows 76% 4+ end of Year 10, 66% 5+ in English and 56% 4+; 37% 5+ in maths.

Creation of knowledge organisers in English and maths across the school	Pupils able to master core knowledge for every subject through rigorous and regular testing on core knowledge	KS3 United Learning data improved in July 2018; key groups identified for further intervention
Franklin Scholars - peer mentoring programme for Year 10 and 7	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, and improved social interaction; Y10 show improved confidence and leadership skills.	Of the 15 Year 7 pupils, reading age increased in average by 17 months in the 9 month programme. 90% of Year 10 pupils reported that their confidence had improved having completed the programme.
Free breakfast for all pupils	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)	Contribution to promoting attendance and good attitudes to learning through enrichment.	Attendance to cultural capital trips 96%; pupil responses and worksheets completed with rewards allocated. Education with Character focus.
Financial support provided to allow students on FSM to attend residential trips.	Equal opportunity to extracurricular activities across the academy.	Attendance to residential trips shows these were accessed equally by PP pupils.
'United Access' aspirational mentoring programme	3 Year 10 PP students attend residential trips and have academic mentors.	3 pupils 100% attendance to 2 residential trips; attainment end of Year 10 shows 100% on track to achieve 5+ including Eng & maths

4. Key figures for 2018-19

Total students on roll: **485**

PP eligible students: **218**

Percentage: **44.9%**

Total Amount: **£171,255**

5. Use of funding 2018-19 – 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 both the 2018 results and the end of year KS3 and Year 10 internal examination results, we intend to focus our Pupil Premium spending from last academic year on closing the gap between PP and non-PP in mathematics and English at Key Stage 3 and in raising the attainment of PP pupils from Grades 7-9 at KS4. In addition, we will continue to fund successful interventions in order to continue our work in closing the gap at GCSE between PP and non-PP in English and mathematics.

Intervention	Expected Impact	How We Track Impact
Appointment of SLT link role to oversee data and assessment	To close the gap between PP and non-PP in academic outcomes.	Attainment data analysis at two points in the academic year and 3 mock exam cycles for KS4.
Further embedding the House system through house events	Promoting attendance and engagement at school through extra-curricular activities	Pupil participation in house events tracked and analysed by PP versus other.
Wide range of extra-curricular clubs including Asian Languages; yoga and Crest Science awards	Promoting attendance and engagement at school through extra-curricular activities; introduction of cultural and Scientific clubs	Attendance at clubs monitored by AP for Enrichment. Targeted PP students' attendance/attainment cross-referenced to club attendance.
Adding French to the Modern Foreign Languages offer	Offer a wider range of language opportunities and eventually strengthen the EBACC	KS3 attainment results in French in June 2019
Creation of EAL tutor group (65% PP students currently)	To increase the acquisition of English and ensure students can access a mainstream curriculum quickly	EAL Lead to monitor progress through EAL stages (A-E); attendance and attainment figures
Franklin Scholars - peer mentoring programme for Year 10 and 7	15 Y10 pupils who have gone through a rigorous application process mentor pupils identified with various learning needs in Y7. Y7 pupils show improved	Franklin scholar questionnaire results. KS4 manager to monitor progress of Y10 pupils relative to previous progress and their peers KS3 manager to monitor

	performance in literacy, numeracy and improved social interaction; Y10 show improved confidence and leadership skills.	progress of Y7 pupils progress relative to their peers.
Disruption free classrooms for all pupils in all curriculum areas through continued use of APSC	Pupils are able to make good progress in all lessons through continuing to be able to focus in a disruption free environment.	Lessons are disruption free – evidence from monitoring visits by United Learning, Governor visits and internal observations. KS3 and KS4 end of year data now shows the consistency across department area results.
Free breakfast for all pupils	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)	Contribution to promoting attendance and good attitudes to learning through enrichment.	Reflections checked by Assistant Principal for Enrichment, synthesised into a report.
Introduction of Brass Band with subsidised lessons	Access to an instrument (on loan, free to pupils) to develop skills and gain Music qualifications.	Progress throughout the year and performances at school events tracked by HoD Music.
Class reader scheme	Develop literacy and discuss challenging themes (e.g. gender identity and refugees).	Reading age and student voice tracked by AP for PP.
GCSE interventions/weekend learning/holiday learning including additional Period 8 lesson and AM intervention in core subjects.	Pupils receive specific, targeted intervention in required subjects to help them achieve at least expected grades at GCSE.	VP for KS4 and Director of Learning to monitor progress and direct pupils based on progress.

6. Key contact

For any queries regarding the academy's Pupil Premium use, please contact Ms Tamsin Grainger, Assistant Principal, on tgrainger@thehurlinghamacademy.org.uk