

HHA 2-16

Disadvantaged Evaluation

September 2019 – July 2020

Summary information

School	Hinde House Academy (2-16)				
Academic Year	2019-20	Total PP budget	637,078	Date of most recent PP Review (external)	04/03/2020
Total number of pupils	1334	Number of pupils eligible for PP	647/ 49%	Date of most recent PP Review (BLT)	Oct 19

Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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												
Decrease in gap between PP and Non-PP students in English.	Hinde House Way non-negotiables. Tier 2 and Tier 3 vocabulary DEAR activity during form time. (Drop Everything And Read) (LB)	<p>Progress and attainment have increased in English outcomes. The gap between PP and Non-PP has not changed as Non-PP outcomes have also improved.</p> <table border="1"> <thead> <tr> <th></th> <th>Eng A8</th> <th>Eng P8</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>3.25</td> <td>-0.59</td> </tr> <tr> <td>2019</td> <td>3.2</td> <td>-0.36</td> </tr> <tr> <td>2020</td> <td>3.96</td> <td>-0.08</td> </tr> </tbody> </table>		Eng A8	Eng P8	2018	3.25	-0.59	2019	3.2	-0.36	2020	3.96	-0.08	<p>Work around literacy and oracy have had significant positive benefits to all students. Focus on tier 2 and tier 3 vocabulary remains important and has proved to be successful. Push on reading for pleasure to continue.</p> <p>More robust system for the regular review of pupil data, development of intervention strategies and evaluation of impact are needed to ensure that all strategies are effective in reducing the gap to non-disadvantaged students.</p>	<p>£50,000</p> <p>Director of English/ Literacy Phase leader- Eng</p>
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<p>To continue to focus on improving pupil's attainment across the curriculum.</p>	<p>Improvement of Wave 1 teaching. CPD deliver from T&L group. RAP meetings to drive Y11 agenda (LB)</p>	<p>PP student's attainment has increased across all strands.</p> <table border="1" data-bbox="689 132 1350 272"> <thead> <tr> <th></th> <th>A8</th> <th>Eng</th> <th>Math</th> <th>Ebacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>31.1</td> <td>3.25</td> <td>3.35</td> <td>2.73</td> <td>3.17</td> </tr> <tr> <td>2019</td> <td>30.0</td> <td>3.2</td> <td>2.95</td> <td>2.27</td> <td>3.63</td> </tr> <tr> <td>2020</td> <td>36.7</td> <td>3.96</td> <td>3.64</td> <td>2.92</td> <td>4.24</td> </tr> </tbody> </table> <p>Gap between PP and non-PP has also decreased.</p> <table border="1" data-bbox="689 331 1350 437"> <thead> <tr> <th>Gap</th> <th>A8</th> <th>Eng</th> <th>Math</th> <th>Ebacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>12.3</td> <td>0.92</td> <td>1.55</td> <td>1.39</td> <td>1.06</td> </tr> <tr> <td>2020</td> <td>10.65</td> <td>0.93</td> <td>1.01</td> <td>1.28</td> <td>0.98</td> </tr> </tbody> </table>		A8	Eng	Math	Ebacc	Open	2018	31.1	3.25	3.35	2.73	3.17	2019	30.0	3.2	2.95	2.27	3.63	2020	36.7	3.96	3.64	2.92	4.24	Gap	A8	Eng	Math	Ebacc	Open	2019	12.3	0.92	1.55	1.39	1.06	2020	10.65	0.93	1.01	1.28	0.98	<p>Regular, forensic and detailed line management and RAP meetings have proved to show improvements. T&L group has driven wave 1 teaching and PP pupils have reaped the rewards. Assessment at KS3 needs to be developed to ensure that gaps are identified and addressed earlier in the student's career. CPD around the effective use of pupil data to identify gaps and implement strategies to close gaps needs to be increased. PP champions now allocated to each year group</p>	
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<p>To continue to promote the academic progress and wider development of pupils with ASC (specific learning difficulties) through a range of interventions, adaptations to the environment and additional support offered SEND</p>	<p>Improvement of Wave 1 teaching. CPD deliver from SENCO. RAP meetings to have a focus on SEND and drive Y11 agenda. (FM)</p>	<p>Overall SEND outcomes show an increase from previous years</p> <table border="1" data-bbox="689 579 1357 703"> <thead> <tr> <th>SEN E</th> <th>A8</th> <th>Eng</th> <th>Math</th> <th>Ebacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>18</td> <td>2.50</td> <td>2.50</td> <td>2.00</td> <td>0.67</td> </tr> <tr> <td>2019</td> <td>27.67</td> <td>2.67</td> <td>2.33</td> <td>2.11</td> <td>3.78</td> </tr> <tr> <td>2020</td> <td>41.17</td> <td>4.67</td> <td>3.33</td> <td>3.78</td> <td>4.61</td> </tr> </tbody> </table> <table border="1" data-bbox="689 730 1357 855"> <thead> <tr> <th>SEN K</th> <th>A8</th> <th>Eng</th> <th>Math</th> <th>Ebacc</th> <th>Open</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>24.35</td> <td>2.47</td> <td>3.00</td> <td>2.13</td> <td>2.34</td> </tr> <tr> <td>2019</td> <td>23.21</td> <td>2.44</td> <td>2.24</td> <td>1.79</td> <td>2.83</td> </tr> <tr> <td>2020</td> <td>29.62</td> <td>3.13</td> <td>2.84</td> <td>2.32</td> <td>3.57</td> </tr> </tbody> </table>	SEN E	A8	Eng	Math	Ebacc	Open	2018	18	2.50	2.50	2.00	0.67	2019	27.67	2.67	2.33	2.11	3.78	2020	41.17	4.67	3.33	3.78	4.61	SEN K	A8	Eng	Math	Ebacc	Open	2018	24.35	2.47	3.00	2.13	2.34	2019	23.21	2.44	2.24	1.79	2.83	2020	29.62	3.13	2.84	2.32	3.57	<p>?</p>	
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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Attendance and Punctuality of PP students to improve.	Mini bus to pick up PP students from Tinsley/Darnall.	<table border="1"> <thead> <tr> <th>Attendance</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20*</th> </tr> </thead> <tbody> <tr> <td>WHOLE</td> <td>93.0%</td> <td>92.3%</td> <td>94.7%</td> </tr> <tr> <td>Primary Phase</td> <td>94.68%</td> <td>94.36%</td> <td>96.0%</td> </tr> <tr> <td>Secondary Phase</td> <td>92.60%</td> <td>92.73%</td> <td>94.2%</td> </tr> <tr> <td>Boys</td> <td>93.59%</td> <td>94.16%</td> <td>95.10%</td> </tr> <tr> <td>Girls</td> <td>93.65%</td> <td>92.97%</td> <td>94.40%</td> </tr> <tr> <td>EAL</td> <td>93.22%</td> <td>93.48%</td> <td>95.38%</td> </tr> <tr> <td>SEN E</td> <td>92.82%</td> <td>89.32%</td> <td>77.30%</td> </tr> <tr> <td>SEN K</td> <td>91.21%</td> <td>91.54%</td> <td>93.40%</td> </tr> <tr> <td>non SEN</td> <td>93.95%</td> <td>94.22%</td> <td>95.60%</td> </tr> <tr> <td>PP</td> <td>92.70%</td> <td>92.70%</td> <td>93.60%</td> </tr> <tr> <td>non PP</td> <td>94.82%</td> <td>94.44%</td> <td>95.90%</td> </tr> <tr> <td>White- Bri</td> <td>93.90%</td> <td>94.08%</td> <td>93.10%</td> </tr> <tr> <td>Roma</td> <td>88.30%</td> <td>88.61%</td> <td>87.90%</td> </tr> <tr> <td>Pakistani</td> <td>93.91%</td> <td>93.36%</td> <td>95.70%</td> </tr> </tbody> </table>	Attendance	2017/18	2018/19	2019/20*	WHOLE	93.0%	92.3%	94.7%	Primary Phase	94.68%	94.36%	96.0%	Secondary Phase	92.60%	92.73%	94.2%	Boys	93.59%	94.16%	95.10%	Girls	93.65%	92.97%	94.40%	EAL	93.22%	93.48%	95.38%	SEN E	92.82%	89.32%	77.30%	SEN K	91.21%	91.54%	93.40%	non SEN	93.95%	94.22%	95.60%	PP	92.70%	92.70%	93.60%	non PP	94.82%	94.44%	95.90%	White- Bri	93.90%	94.08%	93.10%	Roma	88.30%	88.61%	87.90%	Pakistani	93.91%	93.36%	95.70%	<p>Not at the moment due to Covid restrictions.</p> <p>Staff team of drivers equipped to ensure we can transport and support student attendance though in the future</p>	£30 000 Minibus hire and fuel
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PP students to have less FTE, PX and C3 sanctions.	BWO to work with identified cohorts of students.	<p>PX's and FTEs significantly reduced across the academy.</p> <p>Positive mentoring and AP provision supported PP school refusers and those who are unable to abide/ flourish in traditional environment. But disproportionate number of PP students involved in FTE and PX's still the case</p>	<p>New PP Champions will work with identified PP students to ensure challenge/ mentoring and support is in place. This will primarily be focussed on academic success and challenge but will also work with year leaders to focus on PP challenging individuals in each year group</p>	£20 000 x 6 TLR AP £10 000																																																												

Pupil attendance and participation with enrichment and interventions to increase throughout the year. Productive homework uptake to increase.	Intervention sessions and drop days to be targeted at PP pupils who are underachieving. Use of GCSEpod Hegarty Maths Afterschool Y6/2 interventions	Attendance to after school sessions increased throughout the year. PP student's involvement was equal to that of non-PP. Engagement in GCSE Pod and Hegarty Maths was increased from previous years. Use of weekly session in form time proved to be improve outcomes. Weekly tasks set through English, Maths and Science.	Dedicated directed time within the school timetable proved to work. Member of staff now has TLR to further increase engagement.	
To continue to make appropriate timetable adjustments to ensure that all disadvantaged pupils can continue access a relevant and challenging curriculum.	Use of data to inform MLs Provision Map	Pupils timetable changed as appropriate. Subjects dropped to concentrate on core qualifications. These pupils then had extra English, Maths and Science.		£2500 £5000
To further refine the support offered by teaching assistants across the school.	SEND team to allocate TA and review as needed	Teaching assistants have their own area of expertise and provide bespoke learning to SEN individuals including workshops and identified cohorts	Need to cascade and share the good practice and strategies with wider teaching staff to embed in their differentiation techniques	£5000
iii. Other approaches				
Desired outcome	Chosen action / approach	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
To further promote and establish the idea of a healthy lifestyle across school, this will encompass eating, exercise, life style choices, sleep, hygiene and personal well-being. The aim being for pupils to feel at their best when in the learning environment.	Promotion of healthy lifestyle through the curriculum and availability of healthy food.	<p>Magic Breakfasts available to all students every morning. School menu is adapted and constructed using student voice and all ingredients are fresh.</p> <p>PSHE integrated into the curriculum and supporting wellbeing. School counsellor trained to support with mental health and anxiety- Staff welfare tracked and supported to ensure all staff can facilitate and adopt a thrive based curriculum</p>	<p>Thrive curriculum and approach being adopted across the academy. Support during the pandemic for all students with 30 minute dedicated PSHE time for all students based around wellbeing / happiness and self regulation.</p> <p>Student peer to peer groups such as HHeros need to be embedded across the academy and allowed to flourish- somewhat difficult given the restrictions of Covid Bubbles</p>	£ 42 000

<p>To continue to improve and sustain parental links therefore enhancing parental understanding of the curriculum and interventions offered at Hinde House School and maximise opportunities for out of school learning.</p>	<p>Increased communication through Edulink, Social Media and website. Dedicated staff to facilitate.</p>	<p>Members of support and office staff have driven engagement through Edulink. All reports and communication now through this channel. Total users currently 694 in HHS with active engagements in the last 30 days totalling 369 Social media platforms have increased in number and followers. This has proved especially important through lockdown.</p>	<p>There is a need to increase targeted communication with PP families to secure more parental engagement. PP champions will directly improve this. Increase the use of digital technologies to support parental engagement that is more suited to working patterns etc.</p>	<p>£25 000</p>
<p>To support and promote the emotional well-being of pupils by ensuring effective sharing of information between staff, offering consistent rewards, meaningful interventions, improving pupil voice and further embedding restorative approaches. The aim being to ensure that pupils are able to focus and participate fully within lessons and make at least expected progress.</p>	<p>Dedicated SLT strategic overview of Reward, recording and reporting of pupil information.</p>	<p>Developed use of Cpoms. Communication much improved between pastoral and academic staff. Role of year leaders working with Subject leaders and tutors improving. JLT work with SLT</p>	<p>Bubbles and the current deployment of Covid measures providing an opportunity to strengthen pastoral links and relationships. Staff identify students each week who are Stars of the bubbles and communicate with home. Need to restore 5* learning across the bubble approach</p>	<p>£8 750</p>
<p>To continue to improve links with other schools in the local area as a way of sharing good practice</p>	<p>Staff visits and collaboration with locality schools.</p>	<p>Trust wide inset days allow strengthen curriculum links from 2-16 and across departs in terms of developing pedagogy. Active participation in Learn Sheffield. Exploration and development of AP following research and visits to AP facilities outside the city has improved engagement for hard to reach minority</p>		<p>In staff costings</p>
<p>To continue to promote the use of pupil friendly resources to ensure the learning environment is accessible for all pupils.</p>	<p>T&L group created and delivers weekly CPD</p>	<p>Peer led T&L group. CPD focus on sharing practice and pedagogy based currently on developing virtual learning and teams eg streaming and remote learning</p>	<p>Becoming virtual through Teams thus CPD can be accessed remotely supporting those that are SI.</p>	<p>N/A</p>
<p>Pupils to feel happier, healthier and more positive.</p>	<p>HumanUtopia Project Tietable rockstars/ Spelling beats</p>	<p>Humanutopia Heroes trained as heroes and peer mentors. Supported and helped lead the Harmony camp.</p>	<p>On hold given covid pandemic Plans to use virtual cross bubbles and year groups currently being developed</p>	<p>£18 000</p>

Pupils to feel happier, healthier and more positive.	Sporting activities Duke of Edinburgh award scheme launched	Y9 cohort – aimed at developing confidence and self-belief and can do mentality. In turn developing self-worth. Aimed at PP students	On hold given covid pandemic needs to be cascaded and embedded across KS4	£5000
Number of PP students going on to appropriate level 3 courses to increase.	College visits. Interview Prep day. HeppSY.	Neet figures for the academy show that all students move on to successful college places. Current figures for Level 3 courses are being sourced given the additional complexity surrounding the Y11 leavers in summer due to Covid	MBi is tracking and supporting PP leavers working with PP champion and Y11 lead	

Additional detail