

Strategy for 'Disadvantaged' Learners:

HINDE HOUSE ACADEMY 2-16

Review Dates: April 2021, July 2021, December 2021

How are disadvantaged learners being helped?



In 2011 the Government launched the Pupil Premium Grant, a national initiative designed to raise attainment for all disadvantaged learners.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

Areas of Focus

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Deputy Director of the National Education Trust

Brigantia Learning Trust’s strategy aims to reduce all aspects of inequality. Our approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

We work hard to address:

- **Fluency in reading and/or limited vocabulary** – We will help all learners access the wider school curriculum through reading.
- **Oral communication skills** – We will ensure learners can demonstrate their understanding, express their feelings and ask questions.
- **Self-esteem and confidence** – Learners must feel successful in their learning and aware of their value to the school.
- **Community engagement** – We will ensure that all academies within the Trust become centres of excellence at the heart of their local communities.
- **Labelling and bias** – All staff must receive high quality training to enable them to be objective in the pursuit of high expectations for all learners regardless of background.

How Pupil Premium funding is used – a tiered approach

1. Teaching

(45% of total funding allocated to tier 1 and/or tier 2)

- Reading to learn approach
- Learning to read approach
- Explicit vocabulary teaching
- Voice Brigantia – Oracy approach
- Thrive approach to support Wellbeing and mental health for pupils and staff
- Trauma Informed Academy approach
- CPD modules for all teaching staff based on evidential research and quality academic texts
- Regular progress meetings with all specified cohorts to focus on DS progress
- Tailored mentoring and coaching for all trainee and Newly Qualified Teachers
- National qualification courses available for all senior and middle leaders
- Continual professional development opportunities for all staff including access to nationally recognised experts.
- Specialist teaching for PE and MFL across whole school
- Sightseeing tours

2. Targeted Academic Support

(35% of total funding allocated to tier 1 and/or tier 2)

- Reading, phonics, maths and fine-motor skills interventions daily
- Targeted teaching sessions in English and Maths
- Small group teaching in specific year groups
- Phonic interventions in KS1 and KS2
- Maths Mastery approach
- Development of bespoke rapid improvement plans
- Brilliant club

3. Wider Strategies (20% of total funding allocated to tier 3)

- Free access to breakfast club for all pupils
- Family support workers
- Access to after-school clubs
- Bespoke mentoring
- 5* learning approach/ reward systems
- Careers Week
- 'Children's University'
- Subsidised educational visits and visitors
- Nurture Provision
- SOL attendance approach
- Development of PP leads and champions
- Remote and home learning approaches
- Resource Audit

How much Pupil Premium funding does Hinde House Academy 2-16 receive?



	Number of learners on roll	Number of learners eligible for additional funding	Amount of PPG received per learner	Total amount of Disadvantaged Funding received
Hinde House Primary	482	42.7%	£995	
Hinde House Secondary	846	51.4%	£1345	
Hinde House 2-16 Academy	1328	48.5%		£615,435

Expectations of all learners - desired impact over time

By the end of EYFS

Expectation	How we ensure this happens
Pupils know all their initial phonemes	Progress meetings held half-termly. Phonic assessments completed termly.
Pupils are confident in their own ability.	Termly observations demonstrate that they are active learners.
Pupils are confident communicating with peers, and adults.	Regular opportunities given to all learners to present, perform and collaborate.
Pupils demonstrate an understanding of basic concepts.	Carefully curated, knowledge-based curriculum; regularly assessed and evaluated. Regular opportunities for pupils to communicate understanding.
Pupils have a developing vocabulary.	Explicit vocabulary teaching. Curated reading lists for English lessons.

By the end of year 6:

Expectation	How we ensure this happens
Pupils can read fluently	Progress meetings held half-termly. Reading assessments completed termly.
Pupils are confident in their own ability	Termly pupil satisfaction surveys.
Pupils are confident communicating with peers, adults and large groups.	Regular opportunities given to all learners to present, perform and collaborate.
Pupils will leave our Trust culturally enriched. They will be able to hold a conversation about art, literature, politics, music, history or any other culturally significant topic.	Carefully curated, knowledge-based curriculum; regularly assessed and evaluated. Regular opportunities for pupils to communicate understanding.
'Word consciousness. Pupils show curiosity and interest in words – their meaning and origin.	Explicit vocabulary teaching. Curated reading lists for English lessons.

By the end of year 11:

Expectation	How we ensure this happens
Students are literate and numerate.	Progress meetings held half-termly. Termly assessments
Students are confident in their own ability	Termly pupil satisfaction surveys.
Students are confident communicating with peers, adults and large groups.	Regular opportunities given to all learners to present, perform and collaborate.
Students will leave our Trust culturally enriched. They will be able to hold a conversation about art, literature, politics, music, history or any other culturally significant topic.	Carefully curated, knowledge-based curriculum; regularly assessed and evaluated. Regular opportunities for students to communicate understanding.
Students have achieved qualifications that enable them to successfully move onto their next step in education	Progress meetings held half-termly.

Outcomes

	Hinde House KS1												**National
	2018			2019			2020			2021 Targets (FFT20)			2019
	DS	NDS	ALL	DS	NDS	ALL	DS	NDS	ALL	DS	NDS	ALL	
Yr 1 Phonics	57%	62%	60%	60%	73%	70%	67%	77%	72%			*80%	82%
Yr 2 Phonics	73%	82%	78%	75%	88%	82%	75%	83%	80%			*85%	91%
Reading	64%	69%	67%	59%	64%	62%	70%	57%	61%	68%	81%	78%	75%
Writing	52%	71%	63%	52%	55%	53%	55%	61%	59%	61%	75%	71%	69%
Maths	68%	74%	72%	59%	73%	67%	70%	68%	69%	71%	83%	80%	76%

*Please note these are school based targets as there are no FFT targets available ** 2020 National figures not available due to no tests or teacher grades being submitted

	Hinde House KS2												National
	2018			2019			2020			2021 Targets (FFT20)			2019
	DS	NDS	ALL	DS	NDS	ALL	DS	NDS	ALL				
Combined	51%	74%	58%	38%	35%	37%	68%	59%	63%	69%	82%	75%	65%
Reading	64%	79%	68%	41%	48%	43%	74%	72%	73%	74%	85%	79%	73%
Writing	67%	84%	71%	70%	57%	65%	71%	69%	70%	77%	88%	82%	78%
Maths	72%	89%	76%	84%	78%	82%	77%	79%	78%	81%	92%	85%	79%

** 2020 National figures not available due to no tests or teacher grades being submitted

Outcomes

	Hinde House KS4												National
	2018			2019			2020			2021 Targets (FFT20)			
	DS	NDS	All	DS	NDS	All	DS	NDS	All	DS	NDS	All	2020
Overall A8	3	4.2	3.5	3	4.2	3.6	3.7	4.8	4.3	4.2	4.6	4.4	5.10
Overall P8	-0.43	0.23	-0.15	-0.21	0.17	-0.03	-0.11	0.45	0.17				N/A
English A8	3.2	4.2	3.6	3.2	4.2	3.7	4	4.9	4.5	4.6	4.9	4.7	5.30
English P8	-0.66	-0.12	-0.43	-0.44	-0.32	-0.38	-0.06	0.35	0.14				N/A
Maths A8	3.3	4.6	3.9	3	4.5	3.7	3.7	4.7	4.2	4	4.4	4.2	5.0
Maths P8	0.11	0.93	0.47	0.05	0.6	0.31	0.13	0.57	0.34				N/A
EBacc A8	2.7	3.8	3.2	2.3	3.7	2.9	3	4.2	3.6	4.2	4.5	4.4	5.0
Ebacc P8	-0.56	0.09	-0.28	-0.75	-0.26	-0.51	-0.62	0.08	-0.28				N/A
Open A8	3.1	4.2	3.6	3.6	4.7	4.2	4.3	5.4	4.8	4.6	4.8	4.7	5.20
Open P8	-0.57	0.14	-0.26	0.31	0.64	0.47	0.22	0.82	0.51				N/A