BRIGANTIA
LEARNING TRUST
Creating excellence together

Hinde House 2-16

Pupil Premium Plan

September 2020- July 2021

Summary information

School	Hinde House 2-16 Academy				
Academic Year	2020-21	**Total PP budget**	£615,435	**Date of most recent PP Review (external)**	
Total number of pupils	1333	**Number of pupils eligible for PP**	627/ 47%	**Date of most recent PP Review (BLT)**	Oct 19

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Low levels of Oracy- Poor early speech / language/ cognitive development.
B.	Literacy-Poor and declining progress measures in reading /writing at end of key stages
C.	Poor Learning behaviours and Attitudes

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance and punctuality
E.	Self- esteem/confidence and Self belief
F.	Aspiration- To combat the narrow experiences of life outside of school.

Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	Continued improvement of attainment and progress across the curriculum for all cohorts. Students learn through talk, they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.	Improved and embedded oracy leads to physical/linguistic/cognitive/social and emotional skills that enable learners to effectively communicate and learn which in turn drives attainment for PP students in line with national expectations Extension in keywords and vocabulary across the academy embedded across academy seen through Tier 2 and 3 words and talking words. Spelling beats embedded across the primary. Use of accountable talk as a plenary tool across all subject areas. ~~Talk~~ Voice Brigantia' Oracy project training for staff

B.	Decrease in gap between PP and Non-PP students in English/ reading and writing Improved outcomes for PP children achieving the expected standard in reading Reduced gap to national for PP pupils in writing when compared to national disadvantaged group and in school gap in each year group Continued improvement of attainment and progress across the curriculum for all PP students	To improve outcomes for PP children at GLD / Y1 Phonics/KS1 and KS2 and Y11 which is currently 53.3% to the national figure of 61% To improve outcomes for children achieving the Y1 phonics screening from 60% to the national figure of 74% To improve outcomes for PP children at Key Stage 1 in reading from 57% to close the gap to the national 70% English - Y11 outcomes of PP to be in line with National and gap within school to close in Y7-Y10. Y7 pupils under ARE to accelerate progress seen through FFT 20 targets being achieved. Tier 2 and Tier 3 vocabulary to be embedded across the school's curriculum
C.	PP students' learning behaviours and attitudes improve.	PP students to have less (than in previous years) FTE, PX and C3s in Secondary & a reduction in Red/yellow and purple cards across the Primary. Difference in PP and Non PP to close 5* learners who are PP to be in line with non PP 5* learners
D.	Improved attendance of PP pupils and reduce PA (to ensure pupils have the opportunity to progress and achieve) Pupil attendance and participation with enrichment and interventions to increase throughout the year.	Disadvantaged pupils' attendance to be higher % attendance than for national non-disadvantaged. PP proportionally represented on JLT/ Humanutopia Hero's/ DOE cohort Given the covid pandemic- and SI/ quarantine rules this will be constantly reviewed and modified in line with H&S/ safeguarding and educational need
E.	PP students going on to appropriate level 3 courses	Numbers on appropriate course to increase
F.	Pupils to have a broader experience with extended school opportunities linked to personal aspirations and social and emotional stability and the ability to self-regulate	Nurture/intervention enables students to make good or better progress in their learning compared to their FFT target Improvements in self-belief and self-worth demonstrated through participation in activities and enrichment visits/opportunities across the Academy evidenced through 5* learners engagement/ attendance Covid 19 restrictions and RAs may reduce the offer 2020-21

Planned expenditure	
Academic year	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued improvement of attainment and progress across the curriculum for all cohorts. Students learn through talk, they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills	Continue and reintroduce accountable talk as a required part of lesson time. Accountable talk should include key vocabulary and be scaffolded with sentence stems. Brigantia Voice to be embedded across the academy as a strategy aimed at developing oracy and empowering cognitive learning and literacy growth	Oral language lays the foundation for reading and writing skills. Development of the oracy framework to understand the physical, linguistic, cognitive and social and emotional skills that enable successful talk for learning ensure progression and attainment -Approaches which promote talk and interaction between	QA, learning walks (HOD/SLT), whole school CPD, department evaluation of implementation. Review of schemes of learning	SLT Voice lead- WY	Termly data input by staff to indicate progress towards targets in line with FFT targets in English and other literacy

i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
needed to talk/learn effectively.	P4C embedded across the KS3 curriculum and actively promotes questioning and enquiring minds Subject specific vocabulary identified on planning, taught explicitly and reinforced regularly Lexia software programme used across the academy to support pupils to close the reading gap. Used with pupils who are below expected in reading – in wave 2 interventions Currently costs: £4410.00 (36 months 3rd space learning for Y6 PP pupils – maths intervention. – Purely for PP pupils. Set up non-core subject after school/ lunchtime clubs - £1000 for resources to set up 'Young Historians' 'Super Scientists' 'Geographic explorers' – ensure high percentage	learners tend to promote the best gains. (EEF) **P4C** offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.		SN	Improvement in reading ages X% improving by X months

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Decrease in gap between PP and Non-PP students in English/ reading and writing Improved outcomes for PP children achieving the expected standard in reading Reduced gap to national for PP pupils in writing when compared to national disadvantaged group and in school gap in each year group Continued improvement of attainment and progress across the curriculum for all cohorts.	DEAR activity during form time. (Drop Everything and Read) Reciprocal reading within the English department across KS3 and targeted intervention for PP students at KS4 to then roll this out across departments. Encourage reading for pleasure Introduce Book Buzz across the secondary in KS3 to foster a love of learning and to promote a love of reading for pleasure and learning £1200	Low literacy and paucity of language has negative impact on all exam outcomes. Reading frequently is more beneficial than having well educated parents (OECD) It is well established that reading enjoyment is closely connected to reading proficiency (OECD, Reading proficiency and comprehension is a skill that is known to encompasses many benefits such as informing and developing knowledge, providing us with new vocabulary and provoking new ways of thinking	CPD for members of staff on RR and the importance of reading in all subjects. Reading age measured across the year to see the impact of RR interventions and lessons in English.		

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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Decrease in gap between PP and Non PP students in English/ reading and writing To improve outcomes for PP children achieving the expected standard in reading Reduced gap to national for PP pupils in writing when compared to national disadvantaged group and in school gap in each year group	DEAR activity during form time. (Drop Everything and Read). Reciprocal reading to be implemented within the English department with KS3 and used within targeted interventions among PP students at KS4. Reading challenges + prizes Book review challenges + prizes Additional teacher in Year 6: 3 classes of smaller groups for Reading/ writing and Maths £25 000 Parent workshops, booklets to be sent home, reading rewards £4000 Embedding literacy and language from y2-6	Low literacy and paucity of language has negative impact on all exam outcomes. 5 Steps to reading to be embedded across the entire school as a strategy Promoting reading across the school through world book day etc created enjoyment and excitement for pupils and promotion to parents.	QA of tutor time throughout the year by YLs		QA of tutor time each term of all year groups -Central store of appraisal documents. -Impact analysis document- will summarise overall take up of reading. Termly data input by staff to indicate progress towards targets.

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Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
	5 Steps to reading strategy- Promoting reading e.g. world book day £5000 Each class to create a prominent reading display CPD to staff on how to improve reading e.g. through visual literacy The government's support for more high-quality tuition for our poorest children- The National Tutoring Programme is a major opportunity to not only reverse the damage done by school closures, but to also build a fairer education system for the future. Set up non-core subject after school/ lunchtime clubs - £1000 for resources to set up 'Young Historians' 'Super Scientists' 'Geographic explorers' – ensure high percentage	Prominent reading displays are in each classroom. To be elaborate and inspiring for the children Engagement and motivational Additional support for pupils who find learning challenging and to reduce gaps There is strong evidence that high-quality tuition is a cost-effective way to enable pupils to catch up. While it is certainly no silver bullet, access to tuition will be key to supporting the work of teachers in mitigating the impact of school closures in the coming months and years.			

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued improvement of attainment and progress across the curriculum for all cohorts	Embed. bug club / Spelling Beatz ==Teaching Assistants in each KS1 class all day and across year groups in== KS 2 Small group phonics teaching across fs and ks1 One to One phonics programme Use of WELLCOMM speech and language toolkit in foundation stage Training for TAs to implement quality interventions The Behaviour and learning mentor/ SENCO to offer more interventions that support pupils within class and with their wider development.	Pupils are engaged by IT most have access to IT even if they don't have adult support at home. Engagement can be tracked and targeted through play and have intrinsic built in rewards Participation in a DofE programme accelerates progress and attainment by encouraging independent learners and enhancing resilience, self-esteem and problem solving abilities Quality Interventions with a successful track record. Advised by Speech and Language therapists The EEF toolkit suggests that targeted interventions matched	Foundation stage provision will reflect the outcomes from the WELLCOMM assessments. S&L reviews Use of bilingual support staff. Intervention groups		

i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
	£5000 Revision guides purchased for all PP students Speech & language £3,116 VIP & Snip Speech & Language Programs for PP pupils £2547.31 Creation of IT suites in E and A block. £??? PP tablets in Primary to be explored to promote wider reading and engagement- £15000	to specific students with particular needs or behavioural issues can be effective, particularly for older pupils. Need to provide extra support to maintain high attainment, Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit. Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them.	Weekly therapy input from Speech therapist (SALT) for SEN/identified children. Increase staff confidence in supporting pupils with speech, language and communication needs through CPD/INSETs Embedding Ruth Miskin programmes within English to promote partner talk Continue to use Early talk boost/Talk boost oracy and Phonic development Feedback from pupils and staff		

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
		Accelerated rates of progress across the areas of Communication and Language.			
				Total Budgeted Cost	

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP students to have less FTE, PX and C3s, red/ yellow and purple cards	Place focus on restorative conversations between teachers and students facilitated by the behaviour welfare team. PP champions to meet with C3 sanctions (from PP children in their working group) to discuss reasoning and solutions. £20 000 TLRS and PP Lead Thrive Approach- Encourage staff to build relationships with PP	There is good evidence that restorative practice delivers a wide range of benefits for schools such as improved attainment, attendance and a reduction in FTEs. Building relationships with pupils is central to behaviour management	PP pupils will be monitored and recorded using excel sheet and RAG rated and highlighted once C3 exceeds limits set. C3s/ FTEs/ Restorative conversations logged onto CPOMS with their PP champion alerted.		Termly data of PP champions student cohorts analysed Termly analysis of 5* data

ii. Targeted Support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
	pupils who are gaining C3/FTE/ detentions. Identify hot spots with the help of subject teachers and put interventions in place. Behaviour and welfare team/ SEND to be trained to use comic strip conversations to facilitate students to review actions and consequences and to facilitate the practice of emotional literacy skills (good for use with pupils with ASD and SEMH) Used by BWO/SEND and referred to by all staff and parents/ carers: 5 point scale: ASD and SEMH pupils who find it difficult to emotionally regulate are taught to notice their triggers and realise that they need to practice coping strategies (also taught by BWO/SEND teams				
Improved attendance of PP pupils and reduce PA (to ensure pupils have the	Attendance rewards and incentives. Incentivise part time time tables for non-attendees.	Research has shown that praise is more effective	Monitor attendance of PP students		Termly data of PP champions student cohorts analysed

ii. Targeted Support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
opportunity to progress and achieve	Attendance 'report cards' for select kids with individual targets. PP champions to check these and make regular contact with parents. weekly or daily? Use of the mini bus to collect pupils who are missing from school without reason.	than punishment in motivating students.	Clear expectations outlines to pupils and parents regarding attendance.		
Pupil attendance and participation with enrichment and interventions to increase throughout the year.	Continue to offer a range of different extra curricular activities encouraging students to join. In house and externally Target extra revision / holiday sessions at PP students. Homework clubs to provide IT access Creation of IT suites in E and A block. PP tablets in Primary to be explored to promote wider reading and engagement- £15000	Improved social and communication skills with the chance to increase confidence and build relationships. DofE participation has been shown to have a positive impact on the personal development, behaviour and welfare of students.	Identify extra-curricular clubs on displays, in form time and communicate this home to parents. Staff to keep registers and note if PP pupils are attending, this will be checked half termly and by PP champions. Active encouragement will be embedded		Half termly attendance of PP enrichment and interventions analysed

ii. Targeted Support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
	Encourage PP students who are interested in sport to join the sports leadership programme. PP pupils to be given free membership of Sports clubs and DFE entitlement PP champions to monitor and promote this option Encourage PP pupils to take part in inspiring youth programmes to boost self-esteem and self-confidence. Eg DOE/ Children's University Buy in 'Arches' Sports coaches in the primary phase to train play leaders and provide coaching in a range of sports Humanutopia + Heroes £14000 & VAT				
				Total Budgeted Cost	

iii. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to have a broader experience with extended school opportunities linked to personal aspirations and social and emotional stability and the ability to self-regulate	PP champions to monitor and mentor PP students thinking about the students' strengths and creating SMART targets for them to meet short, mid and long term. PP champions to have discussions around aspirations and future career paths with PP mentees. PP Champions can then spend some time discussing requirements/extra curricular activities that can help them reach this goal. Other teachers may be able to help if they have degrees or past experience in these roles. Participation in enrichment and leadership programmes eg JLT/ DoE/ Humanutopia heros/- Community Volunteering- foodbank support	Focusing on student strengths helps to motivate and boost confidence with students. PP students are underrepresented In Level 3 qualifications A DofE programme gives all pupils the chance to achieve and develop in a range of areas, regardless of academic background. Overcoming challenges and achieving success outside of academia can lead to renewed confidence and a positive approach to studies; shown to have a positive impact on academic performance and predicted grades.	Use of outside agencies with a track record of success (HeppSY) Conversations from PP Champions recorded and updated each half term surrounding aspirations. Ensure planning and whole school assemblies reflects social/cultural aspirations Employ the school vision and values through effective day to day management of the school and well planned quality first teaching Boxall scores		

iii. Other Approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
	P4C embedded across the academy curriculum to actively promotes questioning and enquiring minds to grow confidence and self belief Lego Therapy for PP pupils Use of HeppSY to provide trips to universities for KS4 pupils and meetings to discuss further education options. Provide subsidised breakfast club, support for uniform and assistance with trips for pupils where finances are an inhibiting factor in school attendance Improved links with successful local community figures Talkabout for teenagers: SEND intervention – develops social and Emotional Communication skills	**P4C** offers a way to open up children's learning through enquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.			

iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Financial support for PP children to access Music tuition – 'Rock Steady' offer – PP students supported to form a band. Financial contributions to enable PP students to access 'Young Voices' concert if on next year. Financial support for PP children to access Residential trips – Y2/ Student leadership programmes to become embedded across 2-16 through a plethora of leadership opportunities from Ks1-4. Improvement in skills such as leadership, collaboration, planning, communication, will develop transferable future life skills.				
				Total Budgeted Cost	

Review of expenditure	
Previous Academic Year	September 2019 –August 2020

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)**	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. <table><tr><td></td><td>Eng A8</td><td>Eng P8</td></tr><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></table>	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. 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.	£50,000 Director of English/ Literacy Phase leader- Eng
To continue to focus on improving pupil's attainment across the curriculum.	Improvement of Wave 1 teaching. CPD deliver from T&L group. RAP meetings to drive Y11 agenda **(LB)**	PP student's attainment has increased across all strands. <table><tr><td></td><td>A8</td><td>Eng</td><td>Math</td><td>Ebacc</td><td>Open</td></tr><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></table> Gap between PP and non-PP has also decreased. <table><tr><td>Gap</td><td>A8</td><td>Eng</td><td>Math</td><td>Ebacc</td><td>Open</td></tr></table>	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	
2019	12.3	0.92	1.55	1.39	1.06		
2020	**10.65**	**0.93**	**1.01**	**1.28**	**0.98**		

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
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	Improvement of Wave 1 teaching. CPD deliver from SENCO. RAP meetings to have a focus on SEND and drive Y11 agenda. **(FM)**	Overall SEND outcomes show an increase from previous years SEE TABLES BELOW		

Overall SEND outcomes show an increase from previous years

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**

ii. Targeted support

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

Attendance and Punctuality of PP students to improve.	Mini bus to pick up PP students from Tinsley/Darnall.					Not at the moment due to Covid restrictions. Staff team of drivers equipped to ensure we can transport and support student attendance though in the future	£6 000 Minibus hire and fuel
		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%		
		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%		
PP students to have less FTE, PX and C3 sanctions.	BWO to work with identified cohorts of students.	PX's and FTEs significantly reduced across the academy. 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				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	£20 000 x 6 TLR AP £10 000

		2 PX's last year both PP 34 FTEs- 21 were PP = 61.8%		
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 working with PP champions	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

Embedded within the first row:

	Sept 2019	Feb 2020	July 2020
Total usage (Streamed or downloaded pods)	304	10,753	17,613

iii. Other approaches

Chosen action / approach	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.	Magic Breakfasts available to all students every morning. School menu is adapted and constructed using student voice and all ingredients are fresh. 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	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. 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	£ 42 000 School counsellor/ Thrive and counselling sessions
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.	Increased communication through EduLink, Social Media and website. Dedicated staff to facilitate.	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.	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.	£18.000 (60% of costs)
To support and promote the emotional well-being	Dedicated SLT strategic overview of	Developed use of Cpoms. Communication much improved between pastoral and academic staff. Role of	Bubbles and the current deployment of Covid measures	£8 750

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.	Reward, recording and reporting of pupil information.	year leaders working with Subject leaders and tutors improving. JLT work with SLT	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	
To continue to improve links with other schools in the local area as a way of sharing good practice	Staff visits and collaboration with locality schools.	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		In staff costings
To continue to promote the use of pupil friendly resources to ensure the learning environment is accessible for all pupils.	T&L group to be created and to deliver weekly CPD	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	Becoming virtual through Teams thus CPD can be accessed remotely supporting those that are SI.	N/A
Pupils to feel happier, healthier and more positive.	HumanUtopia Project Tietable rockstars/ Spelling beats	Humanutopia Heroes trained as heroes and peer mentors. Supported and helped lead the Harmony camp.	On hold given covid pandemic Plans to use virtual cross bubbles and year groups currently being developed	£18 000
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