

Pupil premium strategy statement for Hampton College

Hampton College is committed to providing the very best provision and support for all its students. We are also committed however to providing provision and support for our disadvantaged students that is evidence informed and proven to have impact where it has been implemented previously. The Academy's continued drive towards research based strategies will play a fundamental role in ensuring that our Pupil Premium provision is based on a core moral purpose but also ensures those students receive a well-rounded education and support towards an aspirational future.

Summary information					
School	Hampton College				
Academic Year	18-19	Total PP budget	Nominal: Secondary: £201,025 Primary: £76,560	Date of most recent PP Review	Nov 2018
Total number of pupils on roll	1554	Total number of pupils eligible for PP	341	Date for next internal review of this strategy	April 2019

Pupil Premium Breakdown

	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are SEN and eligible for PP
Reception	59	34	25	7	0
Year 1	59	30	29	7	0
Year 2	60	29	31	7	0

Year 3	58	25	33	11	2
Year 4	60	33	27	17	3
Year 5	60	28	32	14	4
Year 6	59	29	30	17	4
Year 7	168	95	73	50	6
Year 8	186	103	83	41	8
Year 9	206	99	107	48	6
Year 10	202	103	99	48	2
Year 11	171	88	83	45	7
Total	1348	696	652	312	42

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Increase, develop and embed staff knowledge of disadvantaged pupils. |
| B. | Target, laser sharp and impactful intervention. |
| C. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils. |

External barriers

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| E. | Parental support and opportunity. |
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1. Desired outcomes (*desired outcomes and how they will be measured*)

Success criteria

A.	Effective teaching strategies to enhance disadvantaged progress and attainment, are used consistently across the college.	Disadvantaged students make progress and attain in line with their peers via consistently high quality teaching & learning
B.	Increased and consistent attendance of disadvantaged pupils.	Attendance of disadvantaged students is in line with whole college and national averages for all students.
C.	Enhanced bespoke careers provision.	Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations within disadvantaged pupils grow as a result which is shown the School's NEET figure.
D.	Parental engagement supports School improvement and the embedding of an aspirational culture	Increased participation by parents at school events and opportunities for parents to feedback to the school on school development.

Planned Expenditure

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?
EEF resources are provided and encouraged to be used with everyday practice	All staff to have access to EEF resources.	DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit	PP leads will ensure that specific PP strategies are introduced and embedded into everyday practice.	SAJ/PAM	July 2019
SLT with responsibility for PP increase staff understanding of 'Metacognition & Self-Regulation'	All staff CPD to focus on disadvantaged students in pilot studies throughout the year	DfE Research Brief on closing the attainment gap highlights Metacognition as a particular area of focus for articulating success and good practice.	Head of Department to monitor use of strategies through AP Observations and Department Health Checks.	HOD	On-going

Up skilling of the Senior Leadership Team (SLT), Curriculum Leaders and Heads of House so that a better understanding of PP provision is embedded in leadership skill set	Additional support and CPD opportunities are encouraged with a focus on successful PP strategies	Middle Leadership development highlighted as a key area for driving PP standards in the most recent Pupil Premium Awards case studies	Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external and CPD.	A. Emmerson/ SAJ	On-going
Enhanced CPD and systems to support effective tracking, monitoring and then analysis of disadvantaged student progress and attainment.	Effective tracking, monitoring and analysis built into and embedded into CPD delivery across the year	Accurate tracking of progress and attainment critical to firstly, identification of students for intervention, and then tracking impact of that intervention.	Senior Team to ensure that CPD links to key time periods for PPEs, moderation and data analysis.	SLT	½ Termly
Marking and Feedback	Amendment to Marking and Assessment Policy – books of PP students to be marked first when a set of books is marked.	Improve the quality of feedback for this cohort. Evidence suggests that first books to be marked are of better quality. Work scrutiny provided evidence of differences in level of marking. EEF research – importance of feedback and metacognition.	Policy change. Staff training.	A Emmerson / SAJ/ HoD	½ Termly
Small Group Sizes	Additional classes in Year 11 Maths and English	Provide opportunities for individualised learning / withdrawal groups for key concepts.	Timetabled	PAE / SLT	On-going
Total budgeted cost					£ 29,000
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?
Improved SEMH and confidence of disadvantaged students via Boxercise club	Targeted disadvantaged students access a regular and bespoke boxercise class for a block of classes	Strong links between regular exercise, metabolic exertion and social skills improving mental health and confidence	Selection is linked to existing mentoring and well-being provision so that a smooth transition and regular support is achieved	AKM / MRG	July 2019

Existing Teaching Assistants (TAs) are provided with opportunities to access qualifications so that small group interventions can be enhanced.	Specific TSs are targeted (linked to Appraisal) and provided with external CPD to gain qualifications.	EEF recommend that the development of Learning Support experience and ability to develop refined targeted support has higher effect size than generic lesson support.	SENCo and SLT link ensure that correct students are identified with appropriate support in order to support emotional development as well as academic development.	REA / SLT	July 2019
Blocks of tuition are provided to disadvantaged students with a focus on progress and attainment at Key Stage 4 improving for those students in key areas.	Students are identified and then targeted for additional tuition from Top Class Tutors	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Regular tracking and monitoring of progress from the appropriate Heads of Department and Raising Attainment Leads will track students via assessment.	HOD and RAL's	On-going
Holiday Revision Sessions are implemented after Christmas to ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the classroom.	Students sign up for holiday revision sessions at their leisure (some targeted) via a menu of choices. PP students may be targeted to attend specific sessions – SSAs will contact parents.	A good proportion of disadvantaged students simply do not have the environment outside of school to revise effectively – the holiday revision programme allows those students to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Raising Standards Team and Heads of Department to ensure impact is gained.	SLT and HOID's	½ Termly
After school revision sessions are implemented from October half-term onwards to ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the	Students are sign-posted to appropriate intervention - SSAs will contact parents.	A good proportion of disadvantaged students simply do not have the environment outside of school to revise effectively – the after-school revision sessions allow those students to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Raising Standards Team and Heads of Department to ensure impact is gained.	SLT and HOID's	½ Termly
To ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the classroom by reinforcing the areas of knowledge deficit	All Key Stage 4 students to have access in school and at home to GCSE POD.	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Activation session in school with all students in School. Class teachers to monitor use age. Implementing low stakes testing to ensure understanding	SAJ/ HOD's	½ Termly
Disadvantaged student attendance is in line with peer attendance and national expectations and averages	Clear system and expectation in relation to punctuality and attendance below 95%	Strong correlation between attendance and outcomes show that it is essential for students to be in school and on time.	All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support	AKM/ M.Clarke/ HOH	Daily

Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders	High quality and informative CPD and information provided to Pastoral Teams and parents.	Pastoral consistency is critical to attendance being effectively tracked and compulsory safeguarding expectations adhered to.	Information provided at; Supporting Success Evenings and key Parents Evenings	SAJ/ PAM	July 2019
Student well-being is monitored within more vulnerable students via continued accessible support from internal pathways and external providers.	Most vulnerable students tracked. Clear systems in place to access support.	Students will attend school when they feel supported and positive. Increased attendance leads to improved progress. Well-being is fundamental to those students being in school, and with a positive mind-set.	Counselling sessions to be monitored by Deputy Head via mentoring provision and support.	AKM / LYD	July 2019
Assertive academic mentoring	Targeted disadvantaged students allocated a mentor in order to support academic achievement of the individual but also the DP cohort.	Aim of the mentoring is help to build confidence, develop resilience and independent learning. EEF indicates that one to one tuition that focuses on academic skills and knowledge can be effective, delivering approximately five additional months' progress on average.	CPD for all mentors. Regular review of mentoring through student voice. Student Progress and attainment of students monitored.	SAJ	On-Going
Total budgeted cost					£94,466
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?
Increased attendance rates	Student Services Manager to monitor pupils and follow up quickly on absences. First day response provision. Provide transport/ uniform/ equipment if required. Tuition provided to students deemed medically unfit for school.	We can't improve attainment for pupils if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	SLT PP lead and Student Service Manager collaborate to ensure that provision and processes work smoothly. Personalised support for each PA pupils eligible for PP. Students Services Manager to report on PP attendance intervention.	SLT/ Student Services Manager	January 20019/ April 2019/ July 2019

Enrichment and subject specific excursions that disadvantaged students may not be able to access due to price are subsidised. Including provision of support and activities for Young Carers	Heads of House/ Heads of Department to ensure that matters regarding subsidising excursions are dealt with discreetly and only on a one to one with the family.	All excursions at Hampton College are linked to educational value and the holistic experience. All students should have access to this.	Heads of House/ Heads of Department to liaise with SLT for PP in relation to expenditure and students subsidised.	AKM / Accounts	On-going
Music tuition provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.	1:1 or small group lessons provided via the Music Department	Opportunities for development in the arts subjects support the holistic experience of the child	Head of Music to ensure that programme is consistently run and linked to the Curriculum	Head of Music	On-going.
Revision Sessions supported by discounted Revision Guide purchase opportunities to support the home learning experience in Year 11	Specific revision guides available to support specific curriculums and specifications at Key Stage 4	Student requests for additional resources are high, specifically in the lead up to the examination period.	Students offered the opportunity to purchase guides at a heavily discounted rate at key points in the academic year.	AKM/ PAM	Completed
Strengthening of transition from Key Stage 2 by developing the use of the Nurture Group Teacher working with the most vulnerable students and linking with the feeder primaries to ensure early identification	Sharing best practice and exemplar strategies for working with vulnerable and low attaining pupils	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Student voice Parental Voice SLT to monitor	SLT/ C. Dixon	On-going
HAP University Day to raise awareness and aspiration in relation to the university process and time allocated for academic intervention.	Links made to local universities and day booked for university talk in the morning and HAPs intervention in the afternoon.	Promoted at PiXL Conference in September 2018 as a focussed intervention strategy for HAPs particularly in core subjects.	Heads of Department to provide detailed feedback on what intervention would be relevant for specific target grades of HAP group	HOD's	Feb 2019
Total budgeted cost					£77,559

To be reviewed January 2019 and July 2019