

Local Context

- Average income in Baird, Ore and Tressell wards is 9% lower than Hastings and 20% lower than East Sussex.
- 20.5% of families are on benefits (NA 13.5%)
- One-third of households in Baird, Ore and Tressell wards are in poverty.
- Baird and Tressell wards have areas amongst the most deprived 1% in England.
- Unemployment is over twice the rate of SE England.
- 1/3 third of adults have no qualifications (NA 22%).
- Significantly higher prevalence of obesity and adults in alcohol & drug treatment than East Sussex.
- 41% of families are lone parent families (NA 25%) with one parent families having twice the risk of relative poverty.

School Context

Yr.	# PP	% PP	# nPP	# FSM	% FSM
7	99	56%	78	49	28%
8	95	53%	84	59	33%
9	83	49%	88	52	30%
10	86	51%	83	48	28%
11	70	44%	88	48	30%
Avg		51%			30%

The Hastings Academy has roughly twice the national average proportion of PP and FSM students

Teaching and Learning

Expectations for teachers

1. Know which students are PP – in ClassCharts, all pupil premium students have a note with a comment about what works well for them.

Charlie

9/5/2017 15:42 | Pupil Premium 5

He works well when given a leadership role for them.

2. Mark PP students books first – Subtle indication on PP students books which are then marked first.

3. Put PP student first, e.g. questioning

Pupil Premium Review (Nov. 2017)

- The Principal and SLT clearly articulated their values and vision for PP students and staff echoed this in an authentic way talking confidently about their moral purpose and ambitions for the achievement of all.
- PP strategy is well considered and detailed, reporting and monitoring is both thorough and research/evidence referenced throughout.
- Intervention for PP students is reviewed regularly and scrutinised for effectiveness of spend.

Teaching and Learning

- All staff are clearly able to articulate which students in their class are PP and every classroom visited evidenced focused strategies in place to support PP students making progress.
- All lessons observed showed clear challenge for PP students and feedback had been acted upon effectively to promote good progress for them, particularly in Maths and Science.
- The progress of the students in their CTG target cohort has been the best in the entire South East hub.

Disadvantaged Students



A Good Coastal School committed to tackling social deprivation

Provision

Students who are disadvantaged will be given **MORE** opportunities and support than other students to give them **EQUAL OPPORTUNITY** to succeed.

The Academy's Pupil Premium Grant is £400,000

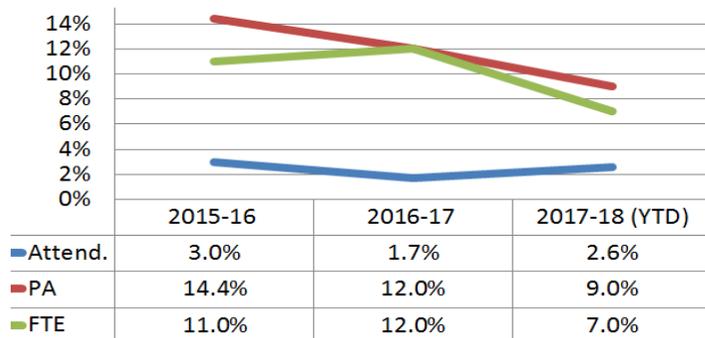
Expenditure examples:

- Forest School
- KS3 & KS4 Thrive staff
- Ivylands Farm KS4
- Action Tutoring
- My Future Starts Here
- Sound Training
- Hardship Fund
- Breakfast Club
- Funded Music Lessons
- Attendance Support Officer
- Challenge the Gap & Subject Pupil Premium Lead
- Aspire – PP tutor groups in Years 7,8 & 9
- Uniform and equipment for PP students



Attendance & Behaviour

The attendance, persistent absence and FTE gap between PP & nPP students has reduced from 2016



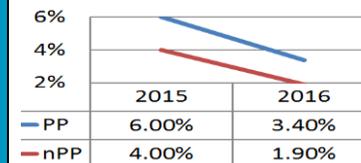
Year 11 Outcomes

Disadvantaged students performed better in all measures compared to 2016

	2016	2017	2018 (FPG)
Basics	26%	33%	33%
PP Gap	38%	20%	18%
A8	D-	D+ (33)	D+ (34)
P8	-0.57	-0.50	-0.43

Future Outcomes

	Attainment 8	P8	PP attainment predicted to improve
Yr.	PP	nPP	Gap
7	B-	B+	-0.23
8	C	C+	+0.10
9	C	C+	-0.20
10	C	C+	-0.25
11	D+	C	-0.32
11(^17)	D+	C	-0.44



P8 gap between PP & nPP reduced to around half of 2017 Year 11 gap

NEETs: Proportion of disadvantaged NEETs now below national

NEETs: Gap between PP & nPP reduced

1. Summary information					
School	The Hastings Academy				
Academic Year	2017/18	Total PP budget	£400,000	Date of most recent PP Review	22.10.15
Total number of pupils	853	Number of pupils eligible for PP	432 (51%)	Date for next external review of this strategy	17.11.17
Web link	http://www.thehastingsacademy.org.uk/about/pupil-premium				

2. Attainment			
Pupil Premium Students	2016	2017	Pupils not eligible for PP (national average)
% achieving 4+ Basics	26%	34%	Not yet available
Progress 8 score	-0.57	-0.50	Not yet available
Attainment 8 score average	35.6 (D-)	32.7 (D+)	Not yet available

Barriers to future attainment (for pupils eligible for PP) and desired outcome		
Key: PP = Pupil Premium; nPP = non Pupil Premium; PA = Prior Attainment (M=Mid, H=High); KS2 = Key Stage 2; THA = The Hastings Academy; HoS = Head of School		
In-school barriers	Desired outcomes	
A. Behaviour <ul style="list-style-type: none"> i. 64% of negative behaviour points are awarded to PP students ii. 24% of PP students recognise that their behaviour is not always good (compared to 16% of nPP students) 	A. Behaviour <ul style="list-style-type: none"> i. Balance of negative behaviour points for PP students is equal to the balance of PP/nPP students in the school ii. PP students report that their behaviour has improved 	
B. Progress and Attainment <ul style="list-style-type: none"> i. KS2 APS is around 1/3 grade below nPP students ii. On average MPA PP males are making the least progress all years iii. PP basics measure is below school nPP average in all years iv. Year 7, 8 and 9 PP reading age is, on average, 11 months below their chronological age (compared to nPP who are 3 months behind) v. 32% of PP do not stick at challenges (compared to 16% of nPP students) 	B. Progress and Attainment <ul style="list-style-type: none"> i. Progress 8 of PP students is 0 in all years ii. MPA PP males, make on average, the same progress as MPA nPP males iii. The gap between PP and nPP basics is 0% in 2018 iv. PP reading age is at chronological age v. PP students are more confident at sticking to challenges 	
External barriers	Desired outcomes	
C. Attendance <ul style="list-style-type: none"> i. PP student attendance was 2% below nPP in 2016/17. PP 92.9%, nPP 94.9%. 	C. Attendance <ul style="list-style-type: none"> i. PP attendance >=95% 	
D. Equality of chance <ul style="list-style-type: none"> i. Some students not eating breakfast in the morning ii. 12% of PP students have not attended all trips that they have been invited on (compared to 6% of nPP students) 	D. Equality of Chance <ul style="list-style-type: none"> i. Income is not a barrier to PP students eating breakfast ii. Equal amount of PP and nPP attending trips iii. PP students fully equipped with stationary to access their learning 	

	<ul style="list-style-type: none"> iii. PP students lack access to stationary iv. 21% of FSM allocations are unused per week (this effects 100 students) v. 14% of PP students do not have access to the Internet at home (compared to 2% of nPP students) vi. 28% of PP students do not complete their homework (compared to 14% of PP students) vii. All staff understanding barriers to PP students success viii. Families ability to pay for uniform, stationary, trips and music lessons ix. Research shows that the biggest factors affecting attainment at school is parental education and occupation level, then eligibility for FSM 	<ul style="list-style-type: none"> iv. No unused FSM allocations v. All students know how to access the school WiFi vi. All students are aware of Homework Hub & all PP students complete their homework vii. All staff understand the barriers to success for PP students viii. Families are supported to pay for uniform, stationary, trips and music lessons. ix. Support services are focussed on providing PP students with an understanding of career possibilities and how they can achieve their ambitions
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3. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality Teaching for all					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19
<ul style="list-style-type: none"> Learning Walks show a use of TEEP in all lessons 70%+ Good to Outstanding teaching 	Progress: TEEP	The Teacher Effectiveness Programme (TEEP) was set up in 2002 by the Gatsby Charity Foundation to develop a model of effective teaching and learning drawn from research and best practice. THA will be following the TEEP model to promote consistent good and outstanding teaching practise. Research show that good teaching can improve disadvantaged students progress by up to a year (Sutton Trust, 2011).	<ul style="list-style-type: none"> Learning Walks show a use of TEEP in the majority of lessons 79%+ Good to Outstanding teaching 	Nil	Yes
Progress: <ul style="list-style-type: none"> 100% of students secure A*-G including English and Maths 	T&L PP expectations	These are the expectation when it comes to supporting PP students in class: Teachers should: <ol style="list-style-type: none"> Know who their pupil premium students are – in ClassCharts, all pupil premium students have a note with a comment about What Works Well for them Mark pupil premium students books first – Subtly indicate on their books who the pupil premium students are and then mark their books first Put pupil premium students first, e.g. questioning An analysis of all staff comments on ClassCharts has highlighted the following strategies that work well for PP students at our school: <ul style="list-style-type: none"> Praise (1-2-1 is best) Clear instructions Clear expectations Sit at the front 	<ul style="list-style-type: none"> Learning Walks show the majority of books labelled subtly as PP PP students sat near the front of the class in the majority of cases 	Nil	Yes
i. Targeted Support					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19
Mainstream lessons: <ul style="list-style-type: none"> Students use strategies learnt from their Thrive 	Thrive	Thrive helps adults prepare children and young people for life's emotional ups and downs. The Thrive Approach teaches adults how to be, and what to do, with children's differing and sometimes challenging	Mainstream lessons: <ul style="list-style-type: none"> Strategies shared with staff to aid transition o 	£130,000	Yes

<p>assessment to overcome potential difficulties in mainstream lessons</p> <ul style="list-style-type: none"> Students build up to 100% mainstream lessons. <p>Attendance:</p> <ul style="list-style-type: none"> Student's attendance improves in comparison to their baseline attendance and is in-line with the academy's target (95%) Progress is made, at an individual level, against Thrive baseline assessments 		<p>behaviour. As a result, children become more self-assured and ready to engage with life and learning.</p> <p>Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Students will work with their linked Thrive practitioner on a daily basis. They will support the students in meeting their individual Thrive targets through lesson support and work in Thrive.</p> <p>Funding will pay for one Thrive Coordinators and one TA Thrive practitioners and for staff training including, cover for training; and resources.</p>	<p>mainstream classes.</p> <ul style="list-style-type: none"> 40% of KS3 students have returned to mainstream lessons. 27% of students made expected progress in maths <p>Attendance:</p> <ul style="list-style-type: none"> Student's attendance sustained at 2014/15 levels Progress was made, at an individual level, against Thrive baseline assessments 		
<p>Mainstream lessons:</p> <ul style="list-style-type: none"> Students use strategies learnt from their Thrive assessment to overcome potential difficulties in mainstream lessons Students build up to 100% mainstream lessons. <p>Engagement:</p> <ul style="list-style-type: none"> Students demonstrate all Passport to Success skills and show improvement from their baseline grades 	<p>Thrive Forest School (KS3) & Leadership</p>	<p>The THA Forest School is our provision for KS3 students who have been Thrive assessed.</p> <p>During the Forest School, students work on their Thrive targets and towards their Passport to Success skills and attributes with the eventual aim of returning all students to mainstream lessons. Students are supported in mainstream lessons by Forest School practitioners and TAs during periods 1 and 2. The then work within the Forest School for the remainder of the day. This occurs 3 days a week for Year 7 students and two days a week for Year 8 students. Within their Forest School provision, students are supported to address their underlying emotional, social and behavioural issues allowing them to eventually return to mainstream lessons full-time.</p> <p>Funding pays for Forest School resources and two Inclusion Support Workers.</p>	<p>Mainstream lessons:</p> <ul style="list-style-type: none"> Strategies shared with staff to aid transition o mainstream classes. 42% of students made expected progress in maths, 8% in English <p>Engagement:</p> <ul style="list-style-type: none"> Students demonstrated all Passport to Success skills as evidence in their Forest School records 	<p>£52,000</p>	<p>Yes</p>
<ul style="list-style-type: none"> Students' progress in music is in-line with national 	<p>Equity: Funded Music Lessons</p>	<p>GCSE Music pupil premium students will be fully funded to continue to learn their instrument.</p> <p>Research into music and mind has revealed that</p>	<ul style="list-style-type: none"> 5 students funded Students' progress in music is was in-line with national 	<p>£9,000</p>	<p>Yes</p>

		'over time, it has been noted that there has been a consistent relationship between active engagement in music and general attainment.			
<ul style="list-style-type: none"> Students value Breakfast Club and feel that they are supported in their preparation for the day, as evidenced through a discussion with students 	Equity: Breakfast Club	The Breakfast Club facility ensures that the most vulnerable students within the academy have breakfast and are supported in their preparation for the day by an Inclusion Support worker. A range of breakfast cereals, toast and drinks are provided to students who are specifically invited to attend.	<ul style="list-style-type: none"> 40 students regularly attended breakfast club. The numbers attending breakfast club where steadily growing . 	£2,000	No – an alternative breakfast club will run through our new catering suppliers
<p>Self Confidence:</p> <ul style="list-style-type: none"> Student surveys show an increase in self-confidence & resilience <p>Progress in Reading:</p> <ul style="list-style-type: none"> Students' reading age increases to at least their chronological age. 	Progress: Challenge the Gap	<p>National project to close the gap between non-PP and PP attainment. These tutor groups will focus on reading skills but will take a holistic approach to improving their resilience, self-confidence and aspirations through work with the students and parents. Students are selected who have; a) a reading age significantly below their chronological ages, and; b) low self-esteem.</p> <p>Costs includes cover costs to attend Challenge the Gap workshops as well as money for the programme.</p>	<ul style="list-style-type: none"> 4% decrease in pupils confidence – this was due to staffing consistency 17 months reading age improvement 	£ 15,000	Yes – each school will now have an Aspire tutor group.
All criteria	Pupil Premium Champion	After each data capture, the Pupil Premium Champion will compare the progress of pupil premium and non-pupil premium students in all year groups. They will identify areas of underperformance and the reason behind this for pupil premium students in comparison to non-pupil premium students. Once these areas have been identified they will work with subject leaders to plan necessary intervention to support rapid progress; including after school intervention targeted at pupil premium students.	<ul style="list-style-type: none"> All success criteria 	£78,000	Yes
<ul style="list-style-type: none"> The ratio of pupil premium students attending trips is the same as the academy PP/ non-PP ratio. At least 90% of students attend school with the correct equipment 100% of pupil premium students attend school 	Equity: Hardship fund including trip subsidies	<p>Access to the fund is available to all pupil premium students. A decision on whether to grant funding will be made on a case-by-case basis depending on the area of need identified.</p> <p>Items funded may include uniforms, stationary & trip subsidies.</p>	<ul style="list-style-type: none"> The ratio of pupil premium students attending trips is the same as last year. Students attending school with full equipment is above 90% but some students still do not 	£2700	Yes

with the correct uniform			<ul style="list-style-type: none"> have equipment. 100% of pupil premium students attend school with the correct uniform 		
<ul style="list-style-type: none"> All students achieve the Level 1 Plumpton Explorer: Ivyland Farm - EDEXCEL BTEC Level 1 Certificate in Vocational Studies 	Ivylands Farm (Plumpton College) KS4	<p>Plumpton Explorer: Ivyland Farm - EDEXCEL BTEC Level 1 Certificate in Vocational Studies</p> <p>This is a one year programme at level 1 which gives an introduction to either animal care or alternatively a range of other areas within horticulture, small animals and farm livestock. Students will have the opportunity to take part in practical activities as well as academic study of knowledge. Emphasis is placed on the development of core repeatable skills and developing a culture of safe working. Students in year 10 may work towards the level 2 qualification after consideration by the Inclusion Manager.</p>	<ul style="list-style-type: none"> All students achieved the Level 1 Plumpton Explorer: Ivyland Farm - EDEXCEL BTEC Level 1 Certificate in Vocational Studies 	Allocated to SEN budget	Yes
See targets for Forest School and Ivylands Farm	TA support for Alternative Pathways students	TA support to for the students at Plumpton College and Forest School	See targets for Forest School and Ivylands Farm	£ 35,000	Yes
<ul style="list-style-type: none"> At least 90% of students attend school with the correct equipment 	Equity: Stationary	Stationary provided to PP students at a subsisted rate.	<ul style="list-style-type: none"> Students attending school with full equipment is above 90% but some students still do not have equipment. 	£5000	Yes
<p>Progress in English:</p> <ul style="list-style-type: none"> Student progress is in-line with non-pupil premium students nationally <p>Progress in Maths:</p> <ul style="list-style-type: none"> Student progress is in-line with non-pupil premium students nationally 	Progress: Action Tutoring	Action Tutoring is a programme designed specifically for disadvantaged students. The programme can support either year 10 or year 11. Action tutoring works 1-2-1 or 1-2-2 once a week over 3 terms students understanding of English and Maths GCSEs. The programme specially targets students to support them achieve a grade 5 in year 11.	<p>Progress in English:</p> <ul style="list-style-type: none"> 74% achieved 4+ <p>Progress in Maths:</p> <ul style="list-style-type: none"> 42% achieved 4+ 	£10,500	Yes
<ul style="list-style-type: none"> Students' reading ages are in-line with their chronological age 	Progress: Sound Training	Sound Training is a company that will enable students to develop their reading skills. They work one to four with 20 students giving them focused intervention at a phonetic level over a 6 week period. This price includes the licence,	<ul style="list-style-type: none"> TAs are now trained to lead Sounds Training and they will be delivering sessions in KS3 2018-19 	£15,000	Yes

		resources and staff training for KS3 and KS4. Pupil Premium students will be targeted first.			
<ul style="list-style-type: none"> Students make expected progress against their initial TEALS assessments. 	<p>Progress:</p> <p>TEALS (Traveller and English as an Additional Language Service)</p>	TEALS is a peripatetic support service. TEALS supports students through specialist, tailored 1:1, small group and in-class support from qualified experienced teachers, including English language tuition, curriculum support and pastoral support.	<ul style="list-style-type: none"> 33% students made expected progress in English All students made progress against their initial TEALS assessments. 	Allocated to SEN budget	Yes
<ul style="list-style-type: none"> A*-C attainment to be in-line with national averages Targeted students to make expected progress in English and Maths 	<p>Progress:</p> <p>Easter revision in English & Maths</p>	<p>Easter revision sessions offered in English & Maths. Focus on PP students.</p> <p>Year 11 teaching staff paid to run sessions during the Easter holiday. Areas of focus included: revision guidance, examination tips & in-depth teaching of higher level topics.</p>	<ul style="list-style-type: none"> PP Basics improved from 34% in 2017 to 39% in 2018 PP P8 improved and is now at floor standard 	Allocated to staffing budget	Yes
ii. Other Approaches					
Desired outcome	Chosen action/approach	Description of expenditure and how it address the students' main barriers to educational achievement	Estimated impact	Cost	Continue 2018/19
<ul style="list-style-type: none"> THA attendance increases to 95%+ PP students' attendance to be in line with non-PP at THA 	Attendance Initiative	The Academy's attendance initiative includes; breakfast rewards for students; subsidising and end of year attendance trip for PP students; certificates; celebration assemblies; additional staff time for absence phone calls.	<ul style="list-style-type: none"> Overall attendance improved by 0.3% PP students attendance improved by 0.7% 	Nil	No – we will be following ESCC Fixed Penalty Notice system
<ul style="list-style-type: none"> All students know how to access the school WiFi All students are aware of Homework Hub & all PP students complete their homework 	Homework Hub	After school homework club. Open to all students until 5pm Monday to Friday. Students can also use the computer suites. Costs includes resources and paying staff support Homework Hub, as well as refreshments for the students.	<ul style="list-style-type: none"> All students know how to access the school WiFi All students are aware of Homework Hub & all PP students complete their homework 	Allocated to staffing budget	Yes
<ul style="list-style-type: none"> 95%+ attendance 	Attendance Support Officer	The Attendance Intervention Officer will be responsible for making home visits to students who are persistently absent to engage parents in their child's education. The majority of students this involves are PP students.	March 2019 November 2019	£46,000	Yes

<ul style="list-style-type: none"> Support students with social and emotional needs enabling them to fully access the school curriculum & progress in line with national averages 	<p>Equity: School Counsellor</p>	<p>School Counsellor. Support and advice to vulnerable students. Focus on PP students.</p>	<ul style="list-style-type: none"> 36 students used the service. 19/ 36 where PP Students reported being very satisfied with the service. 	<p>Allocated to staffing budget</p>	<p>Yes</p>
<p>Attendance:</p> <ul style="list-style-type: none"> Students' attendance is in-line school target (95%) <p>Engagement:</p> <ul style="list-style-type: none"> Students Attitude to Learning is at least good as an average score across all of their classes <p>Progress in English:</p> <ul style="list-style-type: none"> Students' progress is in-line with national <p>Progress in Maths:</p> <ul style="list-style-type: none"> Students' progress is in-line with national 	<p>Family & student support facility</p>	<p>Multi agency centre (Beacon) for meetings with Children's services, for example:</p> <ul style="list-style-type: none"> CAMHs Counselling services Early help keywork service Family Liaison Officer Targeted Youth Support Young Carers 	<p>The Beacon will now not be used as a multi-agency centre</p>	<p>Allocated to staffing budget</p>	<p>No</p>
<ul style="list-style-type: none"> 100% of students secure an interview and college place Zero percent of 2017 Year 11s Not in Education, Employment or Training (NEETs) 	<p>Future: My Future Starts Here</p>	<p>Impartial career advise with all students but concentrating on those with disadvantaged background.</p>	<ul style="list-style-type: none"> Full data not yet available 	<p>Allocated to careers budget</p>	<p>Yes</p>
<p>Attendance:</p> <ul style="list-style-type: none"> Students' attendance is in-line school target (95%) <p>Engagement</p> <ul style="list-style-type: none"> More students are actively considering attending University to achieve their ambitions in comparison to a baseline survey. 	<p>Future: Raising Aspirations Programme</p>	<p>As part the programme students will go on trips and have experiences to raise their aspirations for the future. They will experience events such as University trips, visits from STEM and talks about careers. This will be linked to our new tutor programme & work on career pathways</p>	<p>Attendance:</p> <ul style="list-style-type: none"> Students' attendance was slightly above school target (95%) <p>Engagement</p> <ul style="list-style-type: none"> Students are considering going to University <p>Y7:44% Y8: 56% Y9: 40% Y10: 29%</p>	<p>Allocated to careers budget</p>	<p>No</p>
<ul style="list-style-type: none"> Close the gap between 	<p>Progress:</p>	<p>Part of whole academy literacy drive. Library</p>	<ul style="list-style-type: none"> PP Basics improved 	<p>Allocated to English</p>	<p>No</p>

PP and non-PP students attainment in English <ul style="list-style-type: none"> Student survey to show 75% of pupil premium students read for pleasure 	Library books	books to be updated with recent novels. Purchase of a wide range of books to enable all levels of readers to access the library service.	from 34% in 2017 to 39% in 2018 <ul style="list-style-type: none"> 50% of pupil premium students read for pleasure 	budget	
			TOTAL	£400,200	

4. Additional information

For more information please read our Pupil Premium Policy.

Our full strategy document can be found online <http://www.thehastingsacademy.org.uk/about/pupil-premium>