



Hanson School

Pupil Premium Strategy

Version 4

February 2021

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Hanson School				
Academic Year	2020 / 2021	Total PP budget	£533,224	Date of most recent PP Review	28 th September 2020
Total number of students	1619	Number of students eligible for PP	(38.3%)	Date for next internal review of this strategy	15 June 2021

2. Current attainment (Taken from 2018/2019 data capture – pre covid)		
	Students eligible for PP	All Students (national average)
Progress 8 score average	-0.55	-0.03
Attainment 8 score average	32.17	44.5

3. Barriers to future attainment (for students eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	CAT score testing in September 2020 that indicates 60.17% have low literacy and numeracy skills on entry
B.	Below 'good' standard of quality first teaching to effectively engage students in their studies. In school data demonstrates 36% of RI or inadequate teaching at the start of 2018/19 (pre covid)
C.	A history of poor attendance from disadvantaged students, as demonstrated by PP attendance figures from 2018/19 showing an average attendance of 87.15% for the PP cohort

Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	<ul style="list-style-type: none"> 25.58% of all students have English as an Additional Language 45.14% of all students come from areas which are within the bottom 20% nationally for deprivation – Schools mobility score is 39.12% A significant minority of students live outside the school catchment, with the majority of these coming from families who have moved as a result of immigration or rehousing from another part of the country, to social housing in other areas of Bradford. As the school is under number in several year groups, it sees a significant number of students join the school in year. The current FAP process followed by school adds volatility to the transient nature of

	our student cohort resulting in high student migration. To demonstrate the volatile nature of this, almost 15% of the current Year 11 cohort did not start their secondary school journey at Hanson.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged students improve their literacy and numeracy skills during KS3 to achieve 4+ or better in English and Maths in Year 11 (AFI 2.1, AFI 2.2, AFI 2.4, AFI 2.6, AFI 2.7, AFI 3.5)	An improvement in the GCSE results achieved by disadvantaged students compared to the results achieved by the school in 2018 / 2019
B.	The attendance of disadvantaged students increases by 0.45% every half term and the percentage of disadvantaged students who are persistently absent falls to be in line with national average of similar settings (AFI 1.2, AFI 3.6)	An improvement in the attendance of disadvantaged students and their rates of persistent absence compared to the school figures from 2018/2019
C.	The school provides strong pastoral care to disadvantaged students, in order to remove barriers for learning and achievement and reduce the risk of fixed term and permanent exclusion (AFI 1.1, AFI 1.4)	A reduction in the number of disadvantaged students who receive a permanent and/or fixed term exclusion from the school compared to the results achieved by the school in 2019 / 2020
D.	The removal of economic and organisational barriers to vulnerable children accessing, enjoying their education.	A reduction in the absence rates of pupil Premium students (and vulnerable targeted learners), an increase in their engagement in learning and in turn their enjoyment of school.

5. Planned expenditure					
Academic year 2020/2021		£533,224			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD focuses on improving teachers' ability to consistently deliver stronger teaching	Teaching enables disadvantaged (and all) students to make strong progress in lessons.	Sutton Trust report on What makes great teaching? States that 'the quality of instruction, which includes using strategies like effective questioning and the use of assessment to target teaching content lead to the greatest gains in attainment'.	CPD programme is led by the senior team and the school's T&L team, supported by the NSS External scrutiny in the quality of delivery of CPD and its impact will be sourced from the NSS and LA SIP.	Deputy Headteacher Acting Deputy Headteacher Teaching and Learning Team	<p>The impact of the CPD will be reviewed regularly through learning walks.</p> <p>The structure and content of the CPD will be agile; enabling it to be adapted based on findings from the school's quality assurance strategy.</p> <p>A formal external review of the quality of teaching will take place in the summer term, led by the NSS and LA and reported back to governors.</p> <p>Termly updates on progress through the headteachers report will be made termly</p>

<p>CPD focuses on improving the ability of teachers to plan and effectively differentiate for pupil premium and all learners</p>	<p>Disadvantaged (and all) students receive high, well planned teaching and high-quality feedback on their work. This ensures there is a reduction in misconceptions and an increase in their understanding of why? Moreover, what? they</p>	<p>EEF toolkit states that this strategy has a 'high impact', it also states that 'this impact effects all age groups'</p>	<p>The school's quality assurance programme, that has a strong focus on analysing the quality of work (and teacher feedback) in students' books is implemented every 7 weeks</p>	<p>Deputy Headteacher Acting Deputy Headteacher Teaching and Learning Team Faculty Leaders</p>	<p>Students work scrutiny regularly and is formally analysed at a senior leader level at least every half term.</p> <p>NSS reviews the progress Faculty Leaders are making in improving the quality of planning in their faculties.</p>
<p>Teachers use Accelerated Reader in the classroom with more consistency and understanding alongside the overarching school literacy strategy to ensure students are making the best start to school</p>	<p>Students demonstrate improved literacy skills and understanding in lessons across the curriculum.</p>	<p>EEF toolkit states that reading comprehension strategies have a 'high impact', furthermore 'on average, reading comprehension approaches deliver an additional six months progress.</p>	<p>AR testing will provide the school with a detailed picture of student performance compared to their starting points / reading age.</p> <p>The quality of delivery of AR is analysed by the SENDCo and T&L team as part of the school's quality assurance system.</p>	<p>SENDCo, Deputy Headteacher Acting Deputy Headteacher Teaching and Learning Team Faculty Leaders</p>	<p>AR testing reports are analysed termly.</p>

Covid-19 Addendum	<p>Adjust CPD plans to align with wider opening and remote learning training needs. CPD reprioritised to support vulnerable provision and develop online learning skills and resources. Confidence in ability to improve remote learning offer to meet the needs of all students including disadvantaged students.</p>	<p>To improve and continue supporting the engagement and progress of all learners. Realignment of plans to national lockdown.</p>	<p>Clear communication of T&L strategies and CPD. Led by Senior Leaders (including Director of Digital Learning) and delivered to all staff. Offered 1:1 and small group surgeries throughout.</p>	<p>T&L team quality assured the resources and the format. Written and verbal feedback given to Curriculum Leaders. Weekly engagement tracker to monitor student participation.</p>	<p>DHT Director of Digital Learning T&L Team</p>	<p>Staff and student voice regarding remote learning. Review of CPD priorities after Easter.</p>
	<p>CPD focus shifted from effective differentiation to meeting the needs of all students and improving high quality feedback for remote learning.</p>	<p>Through the blended learning approach staff have tackled misconceptions through live interactions.</p>	<p>Emerging practice of use of Teams to support the exchange of high quality targeted feedback.</p>	<p>Adjusted Quality Assurance Plans to actively assess the quality of remote provision. Regularly visited live interactions and in-school provision. Some work sampling.</p>	<p>DHT Director of Digital Learning T&L Team Curriculum Leaders</p>	<p>Weekly engagement tracker to monitor student participation. Review of CPD priorities after Easter. Review of QA priorities after Easter to include book looks (as appropriate).</p>

	Accelerated Reader has been used within in-school provision for Y7 and 8 Key Worker and vulnerable students. Adapted AR resources for remote learning offer.	Students demonstrate improved literacy skills through book reviews, comprehension tasks and understanding in all lessons across the curriculum.	No adaptation required. As described above	T&L team quality assured the resources and the format. Written and verbal feedback given to Curriculum Leaders. Weekly engagement tracker to monitor student participation.	DHT Director of Digital Learning Director of English SENDCO T&L Team	AR testing reports will be analysed on return to wider opening.
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Staffing time	Staffing cost (% of salary including on costs of 20%)	
40% of the Deputy Headteacher (L20)	35,419	
20% of the Teaching and Learning team (UPR3)	32,922	
20% SENDCo (L10)	14,226	
25% of HLTA x 2 (SO1)	14,836	
Total staffing cost	97,403	
External analysis, review and reporting	3500	
Total budgeted cost	£100,903	

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To implement small group work in Key Stage 3 that focuses on improving Phonics, Spellings, oracy and handwriting for the most vulnerable students.</p>	<p>Baseline testing completed and all students who were identified as requiring extra support are allocated to interventions.</p>	<p>EEF states that collaborative learning techniques and phonics develop students reading skills.</p> <p>EEF toolkit states that reading comprehension strategies deliver high impact for low cost.</p> <p>The EEF toolkit states that small</p>	<p>The school's robust quality assurance programme encompasses analysis of the quality of delivery by teaching staff.</p>	<p>SENDCo, Faculty Leader in English.</p>	<p>This area will encompass part of the school's weekly learning walk programme and will be part of the regular review of standards led by the SENDCo and Faculty Leader in English.</p>
<p>Senior Leaders and curriculum leaders strategically plan and deliver intervention focused on Year 10 and Year 11 disadvantaged students.</p>	<p>Gaps in disadvantaged students learning (from previous poor school performance) are narrowed, resulting in stronger student performance in targeted subject areas.</p>	<p>The EEF toolkit states that small group working has a positive impact on students' learning</p>	<p>Senior leaders will work closely with Faculty Leads, using several strands of data to conduct an impact analysis of the interventions.</p>	<p>Deputy Headteacher, Head of Year 11, Heads of Faculty</p>	<p>Half termly learning walks</p> <p>Weekly RAP meetings will analyse and react to the effectiveness (or lack) of these strategies.</p>
<p>Attendance Officer/s to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.</p>	<p>Improvement in targeted students' attendance and punctuality.</p> <p>Communication records with parents demonstrate the school's efforts to build positive relationships with the school community</p>	<p>2020 / 2021 data and oral feedback demonstrates that disadvantaged students from distinct communities were more likely to be absent from the school.</p>	<p>A wide range of data will be analysed to assess targeted students' access to the school, led by the Year Leader and reported to the Assistant Headteacher.</p> <p>Communication records with parents are analysed and used to inform / improve practice.</p>	<p>Assistant Headteacher</p>	<p>Data sourced from targeted students' attendance, conduct and academic performance will inform a weekly review.</p> <p>Communication records are reviewed by the Assistant Headteacher half termly.</p>

<p>The school's Pastoral Team will be realigned to support the most vulnerable students - maintaining a strong focus on in-house Outreach provisions alongside external agency support</p>	<p>There will a reduction in behaviour incidents and fixed term exclusions for disadvantaged (and all) students by 10% every half term until in line with national average of similar settings</p>	<p>The levels of deprivation of the community the school serves are high, resulting in many barriers for students. Addressing these barriers are often aligned with external agency support services.</p>	<p>Data sourced from targeted students' attendance, conduct and academic performance will inform a weekly review of the Pastoral Team roles.</p>	<p>Assistant Headteacher</p>	<p>Detailed reviews will take place through existing systems (TAC, CP review) at east half termly.</p> <p>Weekly 'at risk' students will be reviewed by the Pastoral Team.</p>
<p>Development of a proactive intervention programme through the outreach centre, that offers bespoke support and small group teaching throughout the year targeted at vulnerable students – of this cohort of allocated students, 70.6% are disadvantaged</p>	<p>There will be a reduction in behaviour incidents, fixed term and permanent exclusions for disadvantaged students.</p> <p>The attendance of disadvantaged students attending the centre improves as does their access to formal learning.</p> <p>Students will have access to bespoke curriculum pathways that better meet their individual needs</p>	<p>The levels of deprivation at the school are high, resulting in many barriers for students that are often due to a variety of emotional, social and/or mental health issues.</p> <p>Historic school data demonstrates that disadvantaged students are more likely to have behaviours which lead to fixed term and/or permanent exclusion.</p> <p>The EEF toolkit states that small group working has a positive impact on students' learning.</p>	<p>To check on the success of the provision student attendance analysis will take place through the Assistant Headteacher reporting formally to the Deputy Headteacher and senior team.</p> <p>The achievement of students attending the outreach centre will be assessed through teacher and external assessment.</p> <p>Quality of provision at the Outreach centre will be assessed through regular visits from the LA SIP.</p>	<p>Deputy Headteacher, Assistant Headteacher</p>	<p>Targeted student rates of attendance reviewed weekly.</p> <p>Student outcomes assessed half termly in line with the school's teacher assessment programme.</p> <p>Bi annual assessment of the provision conducted by the LA SIP and reported to governors</p>

Covid-19 Addendum	Adapt small group work to remove barriers for home learning and provide all students with access to an electronic device and other appropriate equipment.	Students continue to make progress with the above inline with intended outcome.	No adaptation required. As above.	Pastoral and Teaching staff will maintain regular contact with students (in-school and remote) to support students accessing remote learning and provide issue of government laptops and PP funding to provide additional resources.	SENDCO Pastoral Teams ICT Technicians Director of English Teaching Staff	Testing reports will be analysed on return to wider opening. Small group work to be established after Easter.
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	<p>Significant improvement of remote learning offer with introduction of Live interaction for exam groups (prioritised) to support rapid progress). Personalised learning and feedback through engagement in remote learning. Identified cohort to access external online tutoring.</p>	<p>Gaps to be identified on students return to wider opening through formal assessments and preparation for CAGs (Centre Assessed Grades). Targeted use of variety of remote learning platforms to support individual subject areas for example Hegarty Maths and GCSEPod.</p>	<p>No adaptation required. As above.</p>	<p>Senior Leaders and Director of Digital Learning worked closely with Curriculum Leaders to adapt sequences of learning and implementation of resources and platforms to support progress.</p>	<p>Director of Digital Learning Pastoral Progress Leader Y11 Curriculum Leaders</p>	<p>Updated assessment calendar Updated sequences of learning Review student progress on return to wider opening. Internal Tests to inform CAGs and Assessment Points for exam groups. Review intervention plan to include remote period 7 delivery.</p>
	<p>Attendance support, Pastoral Teams realignment and development of intervention through Outreach centre will all continue as described above.</p>					
Staffing time			Staffing cost (% of salary including on costs of 20%)			
20% of Deputy Headteacher (L20)			18,513			

100% Assistant Headteacher (L12)	74,017	
100% of Attendance Officer (HSLO) x 2	52,340	
10% English Faculty Leader (L12)	14,992	
10% SENDCo (L12)	14,992	
100% Outreach Centre worker x 5 (2xB8, 3xB6)	124,711	
100% Director of Outreach (L8)	66,335	
Total staffing cost	365,900	

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The introduction of a Mini Bus to collect targeted students	Improvement in targeted students' attendance and punctuality.	Feedback gathered from face to face meetings with targeted students and their families was that they did not have the necessary income to consistently pay for a return journey to the school	A review of targeted students' attendance and punctuality rates led by the ASO team will react to which students need targeted support	Assistant Headteacher	The review of targeted students' attendance and punctuality rates will occur weekly, led by the Assistant Headteacher
The introduction of an incentive driven rewards programme to support rapid progress	Improvement in disadvantaged students' attendance and punctuality	2020 / 2021 data and oral feedback demonstrates that disadvantaged students from distinct communities were	A wide range of data will be analysed to assess targeted students' access to the school, led	Assistant Headteacher	Both attendance rates and behavioural instances will be analysed weekly for whole cohorts and targeted

<p>within both areas of behaviour and attendance</p>	<p>The attendance of disadvantaged students attending school improves as does their access to formal learning.</p> <p>There will a noticeable reduction in behaviour incidents and fixed term exclusions for disadvantaged (and all) students.</p>	<p>more likely to be absent from the school.</p> <p>Student feedback in the most recent pupil premium review evidenced the high value they place in being involved in the development and receipt of school based rewards.</p>	<p>by the Year Leader and reported to the Assistant Headteacher.</p> <p>Communication records with parents are analysed and used to inform / improve practice.</p>		<p>groups, led by the Assistant Headteacher.</p>
<p>Purchase of ICT resources for CLA students and Outreach provisions to support disadvantaged students in accessing online resources/materials and to support communications between Outreach staffing and the main school. This resource will also support accurate records on progress, attendance and behaviour.</p>	<p>Improved access to learning for CLA students</p> <p>All recording systems within the Outreach provisions will be fully aligned to whole school systems to allow more timely support and interventions</p>	<p>Feedback from school staff indicate that record keeping from outreach provisions was not always timely due to resource restrictions and transferring data on different systems</p> <p>CLA students have the opportunity to experience learning away from the classroom</p>	<p>Communication records with social workers/carers, including personal education plan paperwork, will evidence usage of ICT materials and impact this has made.</p> <p>Progress data on CLA students will evidence progress</p> <p>Remote learning system analytics to demonstrate access</p> <p>Students records throughout school will be accurate and fully aligned</p>	<p>Assistant Headteacher</p>	<p>Students accessing Outreach will have their records and data checked weekly to successfully review their progress</p> <p>CLA students will have the progress data analysed termly, in line with their data inputs and reported to the standards committee</p>
<p>Introduction of a Breakfast and lunch</p>	<p>Improved welfare/wellbeing of</p>	<p>The levels of deprivation at the school are high, resulting in</p>	<p>Attendance data from targeted cohort.</p>	<p>Assistant Headteacher</p>	<p>Data sourced from targeted students' attendance,</p>

club for disadvantaged students	targeted cohort to increase engagement in learning	many barriers for students. It is well known that happy students engage better in their learning.	Data on progress and conduct from targeted cohort		conduct and academic performance will inform a weekly review.
Mental health and well-being support programmes promoted and/or introduced to support the vulnerabilities of disadvantaged (and all) students.	An increase in students' positive mental health. Proactive approach in signposting services and supporting students experiencing mental health difficulties via specialist services such as Kooth and on-site Education Mental Health Practitioners (EMHPs).	The levels of deprivation of the community the school serves are high, resulting in many barriers for students. Addressing these barriers are often aligned with external agency support services.	Quality of specialist mental health provision will be assessed through regular feedback from the EMHPs based on targeted cohorts.	Assistant Headteacher	Targeted student rates of attendance and engagement/progress reviewed half termly and reported to the standards committee
Covid-19 Addendum	No changes required. All provisions and strategies continue as described above.				
Staffing time/Allocated Resources			Staffing cost (% of salary including on costs of 20%)		
20% of mini bus driver time			9,493		
20% of support staff to accompany mini bus (Band 6)			3,519		

10% of support staff to run breakfast/lunch clubs (Band 6)	1,759.50	
Total staffing cost	14,771.5	
Resources for 'high tariff' rewards for attendance and behaviour	£25,000	
ICT resources for CLA students	£5,000	
ICT resources for Outreach	£3,000	
Allocated resources for breakfast and lunch groups	£20,000	
EMHP x 2 for 2 days per week for mental health support	Free	
Kooth (online support for low level mental health needs)	Free	
Total budgeted cost	53,000	
Total staffing cost	478,074.50	
Total budgeted cost	56,500	
Total spend	534,574.50	