



**Projected Pupil Premium and Catch Up Impact Report for Academic Year 2018-2019**

Category	Details	Estimated Projected Spend 19/20	Review of Impact – September 2020
<b>Staff Development</b>	Staff training has focused on building challenge in lessons and the importance of building aspirations. Staff mark PP books first and know their PP students.	N/A	<ul style="list-style-type: none"> <li>Staff are provided with internal continuous professional development focusing on the key priorities of the school which all have a focus on improved progress and outcomes for disadvantaged students.</li> </ul>
<b>Primary Transition</b>	Principal, Vice Principal and careers lead have developed strong links with local feeder primary schools and sixth forms. Summer school is fully funded for disadvantaged students.	£1000	<ul style="list-style-type: none"> <li>For the first time in the school's recent history, 100% first choice places filled in September 2019 with a waiting list for Year 7</li> <li>A transition partnership has been established with the three main feeders (Clockhouse, Crownfields and Pinewoods) which has included a KS2/3 Teach Meet and planned joint CPD and ongoing curriculum work established ensuring continuity of learner journey for all students but especially the more vulnerable.</li> <li>85% of students and 97% of their parents said summer school improved their confidence in starting secondary school and information gathered from summer school was shared with staff in advance of the new academic year to ease transition.</li> </ul>
<b>Entitlements</b>	Career and progression lead ensures that students are building social capital, mindsets and skills to success in later life through monitoring and increasing engagement with the Pledge and the Edge (LORIC).	£700	<ul style="list-style-type: none"> <li>100% of Year 7, 8, 9, 10 &amp; 11 have participated in enrichment activities. LORIC and Pledge launched in Sept 2017. All Key Stage 3 students are on track to complete the Pledge and LORIC by the time they leave Bower Park Academy.</li> <li>Year 9 and 10 are all participating in NCOP London Access project with particular targeting of disadvantaged students.</li> </ul>

<p><b>Mathematics and literacy intervention and coordination including Catch Up Literacy and Numeracy</b></p>	<p><u>Numeracy and Maths</u></p> <ul style="list-style-type: none"> <li>Two mathematics tutors to support in the classroom and small group interventions</li> <li>Lead practitioner in Maths to develop numeracy across the curriculum</li> <li>Higher Level Teaching Assistant supporting students to 'catch up' who were below national expectations at KS2</li> </ul> <p><u>Literacy and English</u></p> <ul style="list-style-type: none"> <li>Lead practitioner develops literacy skills through intervention and across the curriculum. Training a team of teaching assistants in SOUND and LIT programme</li> <li>SOUND training which includes catch up reading led by teaching assistants in small group interventions</li> </ul>	<p>£120, 219</p>	<p><u>GCSE Maths</u></p> <ul style="list-style-type: none"> <li>Percentage of pupil premium students achieving a Grade 4+ (Standard Pass) increased from <b>47.7%</b> in 2018 to <b>59.2%</b> in 2019.</li> <li>Percentage of pupil premium students achieving a Grade 5+ (Strong Pass) increased from <b>27.3%</b> in 2018 to <b>30.6%</b> in 2019.</li> </ul> <p><u>GCSE English</u></p> <ul style="list-style-type: none"> <li>Percentage of pupil premium students achieving a Grade 4+ (Standard Pass) increased from <b>50%</b> in 2018 to <b>61.2%</b> in 2019.</li> <li>Percentage of pupil premium students achieving a Grade 5+ (Strong Pass) increased from <b>40.1%</b> in 2018 to <b>49%</b> in 2019.</li> </ul> <p><u>GCSE English and Maths</u></p> <ul style="list-style-type: none"> <li>Percentage of pupil premium students achieving a Grade 4+ in both English and Maths increased from <b>43.2%</b> in 2018 to <b>53.1%</b> in 2019.</li> <li>Percentage of pupil premium students achieving a Grade 5+ in both English and Maths increased from <b>25%</b> in 2018 to <b>28.6%</b> in 2019.</li> </ul> <p><u>Hackney Lit - Reading Age Improvement</u></p> <ul style="list-style-type: none"> <li>Year 7 – 72% improvement from Nov 2018 to July 2019</li> <li>Year 8 – 60% improvement from Oct 2018 to July 2019</li> <li>Year 9 – 88% improvement from Oct 2018 to July 2019</li> <li>Year 10 – 80% improvement from May 2018 to July 2019</li> </ul> <p><u>SOUND Training</u></p> <ul style="list-style-type: none"> <li>Year 7, 35 students received the intervention - 97% improved</li> <li>Year 8, 11 students received the intervention - 91% improved</li> <li>Year 9, 25 students received the intervention - 84% improved</li> </ul> <p>Overall, 75 students received the SOUND training intervention, with <b>92%</b> of students showing significant improvement.</p>
<p><b>Raising Aspirations</b></p>	<p>University visits and targeted careers guidance and support.</p>	<p>£3000</p>	<ul style="list-style-type: none"> <li>Both AccessHE and Brilliant club have target pupil premium students. Students reported that these have helped to raise aspirations this is evidenced in post trip surveys and in the impact reports produced by Brilliant club. <b>80%</b> of PP students surveyed</li> </ul>

			<p>agreed the experience had made them more likely to consider university in the future.</p> <ul style="list-style-type: none"> <li>• The BPA compass report shows that we are above national average in 7 of the 8 Gatsby benchmarks.</li> <li>• Destination data had been positive &amp; the School has maintained low NEET over the past 2 years with the majority of PP students moving on to Further Education.</li> </ul>
<b>Support and Guidance</b>	The student body is divided into four houses (Edison, Moore, King and Rowling). Each House has a Support and Guidance Manager. Their role is to focus on removing social, emotional and behavioural barriers to learning.	£131, 367	<ul style="list-style-type: none"> <li>• Barriers to learning are removed by our support and guidance managers who work closely with students and their families.</li> <li>• This has impacted positively on PP attendance (92.9%) and reducing the gap between PP and non PP attendance (gap of 1.5%).</li> <li>• It has also helped reduce numbers of internal exclusions as well as fixed term and permanent exclusions.</li> </ul>
<b>Department Based Subsidies</b>	Departments request money to subsidise equipment, uniform, PE kit and revision resources. Subsidies to fund trips which build social and cultural capital of disadvantaged students.	£2000	<ul style="list-style-type: none"> <li>• Staff are able to bid for a grant from the £2000 to help support the disadvantaged students to take part in extracurricular activities, school trips and cultural visits ensuring no disadvantaged student misses out on curriculum based cultural capital enhancing enrichment activities.</li> </ul>
<b>Outward Bound</b>	Outdoor trip to Wales to develop students' self-esteem, independence and team work skills.	£5000	<ul style="list-style-type: none"> <li>• This week long residential targeted Year 8 (into 9) students to improve their independence, attitude to learning and interpersonal skills.</li> <li>• The success of the project can be seen through improved ATL scores for the targeted year group. There was a <b>28%</b> increase in individual students with an overall good or outstanding ATL. Prior to the intervention staff rated the ATL of the year group as a whole as "inadequate", following the intervention this was rated as "good".</li> </ul>