

Use of Pupil Premium 2018-2019

For the academic year 2018-2019 Hasmonian High School was allocated £77,605 to support:

a) Pupil Premium Students who have been eligible at some point over the last six years for Free School Meals (FSM)

b) Those who are Looked After Children (LAC).

The aim of the funding is to diminish the difference between the progress and attainment of these students and those who are not in these categories. We have the highest expectations of all of our students regardless of their socioeconomic status and aim to ensure that all students have the very best academic opportunities open to them and that their specific needs are met.

Below we explain how used our funding to directly address the barriers to learning faced by disadvantaged pupils. These barriers were identified through in depth analysis of internal, local and national data as well as feedback from disadvantaged pupils and their teachers. We then selected strategies which have been researched by the Sutton Trust - Education Endowment Foundation (EEF) as being the most effective to support the progress of Pupil Premium students. Average impact is estimated by the EEF in terms of the additional months' progress one might expect pupils to make as a result of a particular approach being used, taking average pupil progress over a year as a benchmark.

Review – The effective usage of Pupil Premium funds 2018/9

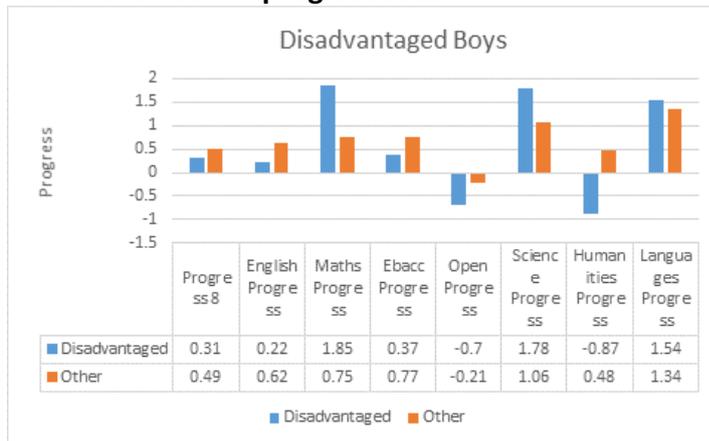
Last Year's Pupil Premium Plan was devised when the school was one school known as Hasmonian High School. Since the Hasmonian Multi Academy Trust was created on May 1st 2019, in which the school de-amalgamated into Hasmonian High School for Boys and Hasmonian High School for Girls.

	Pupils eligible for Pupil Premium in Hasmonian High School for Boys 2018/19	Pupils eligible for Pupil Premium in Hasmonian High School for Girls 2018/19	National Average – Pupils not eligible for Pupil Premium 2018/19	National Average – Pupils eligible for Pupil Premium 2018/19
Number of Year 11 Pupil Premium pupils	7	6	N/A	N?A
Progress 8 Score average	0.31	-0.9	0.13	-0.45
Attainment 8 Score average	48.93	37.08	46.55	36.77

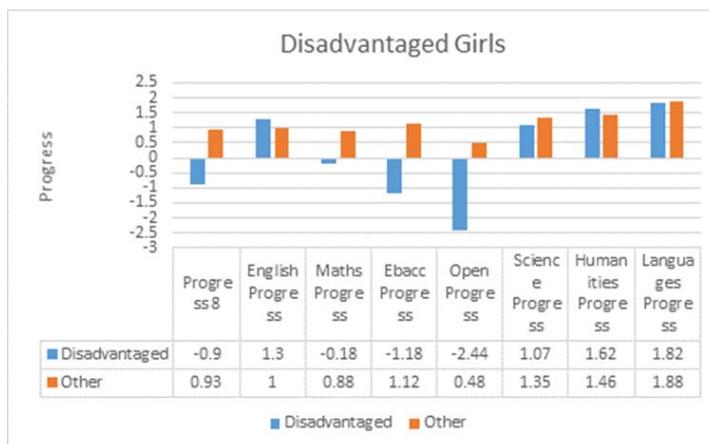
The data demonstrates that the Pupil Progress 8 Scores for both boys and girls is above the National Average for Pupils eligible for Pupil Premium. However, the data also demonstrates

that the strategies at Hasmorean High School for Boys eligible for Pupil Premium was more successful than strategies put in place at Hasmorean High School for Girls eligible for Pupil Premium and that the boys' progress was better than the National Average for Pupils not eligible for Pupil Premium whereas the girls was not. The same pattern is also true for the Attainment 8 average scores.

2018-2019 Year 11 progress data



The data demonstrates that Open Progress and Humanities subjects are areas for improvement.



The data demonstrates that Open Progress and Ebacc subjects are areas for improvement.

The case studies explain the reasons for the attainment and progress of each Pupil Premium student.

Review of targets

Target	Actions	Impact/Lessons learnt/ Actions to be carried forward
To continue to improve the quality of teaching and interventions to ensure students make good or better progress, reducing the gap between their progress and the progress of	Inset days were designed to enhance teachers' pedagogical knowledge. For example, Daisy Christoudoulou spoke about her book 'Seven Myths About Education', discussed how to help embed information and	Staff have expressed their desire to continue developing their pedagogical knowledge to raise the progress of all students. This provision will be developed further for all teaching staff.

<p>students not eligible for Pupil Premium.</p> <p>Cost:£50,605</p>	<p>knowledge into students long-term memory.</p> <p>Throughout the year, there were drives to increase positive referrals and build on student/teacher relationship to set the foundation for quality teaching to be delivered. Towards the end of the year, a focus group was created to help create a new behavioural policy, focusing on positive relationship building.</p>	<p>Year 7 negative and positive referral data demonstrates the impact of our. Year 7 Pupil Premium boys received 293 negatives referrals compared to 1,300 positive referrals. Year 7 Pupil Premium girls received 216 negative referrals compared to 1,075 positive referrals. A new behaviour policy was launched in September 2019, focusing on positive relationships between students and staff as well as quality lessons and teaching. The policy will differ between Hasmonian High School for Boys and Hasmonian High School for Girls to ensure that the behaviour policy is appropriate for each individual school within the MAT.</p>
<p>To improve Progress 8 scores of Year 11 Boys and Girls, narrowing the gap between Pupil Premium and Non-Pupil Premium students.</p> <p>Cost:£2,000</p>	<p>Teachers were asked to record all interventions put in place to support Pupil Premium Students who were not making progress. All teachers were asked to note the interventions on the students' academic reports.</p> <p>The Year 11 Leadership Team and Assistant Headteacher for Teaching and Learning continued to develop the 'Beyond Study Leave' programme of extra revision sessions for Year 11, offering a complete study leave programme of support for Year 11 PP students throughout the study leave period.</p>	<p>This action will continue, as it was seen as being helpful in reminding teachers that they will have to consciously reflect on the interventions they are putting in place. It was noted that more reminders need to be given to teachers about this strategy. Most Year 11 students accessed this provision, but there needs to be a further push to encourage all to attend intervention sessions.</p>

	<p>The 'Additional Parent' programme continued to be developed. Members of middle management or SLT were paired up with a Year 11 Pupil Premium student, to act as a second parent, supporting the revision needs of the student whilst in school.</p>	<p>The 'Additional Parent' programme was managed by the Designated Teacher for Pupil Premium, which was more successful at the Boys' school than the Girls' school. This was due to practical point that the Designated Teacher for Pupil Premium was based on that site and was able to manage it more directly. This needs to change next year.</p> <p><i>Boys' Year 11 PP progress.</i> <i>English -0.40</i> <i>Maths 1.08, which was better than those students not eligible for Pupil Premium.</i></p> <p><i>Girls Year 11 PP progress</i> <i>English: -0.26</i> <i>Maths: 1.06, which was better than those students not eligible for Pupil Premium.</i></p> <p>The subject progress data for Pupil Premium students (see charts above) demonstrates that support needs to be more targeted towards area of under-performance.</p>
<p>To improve the attendance of Pupil Premium students</p> <p>Cost: £5,000</p>	<p>As a daily priority, Student Support and the Attendance Officers tracked Pupil Premium student's attendance and shared the information with Year Leaders.</p> <p>Where necessary phone calls home and meetings with the</p>	<p>Tracking Pupil Premium attendance daily was, overall, very successful, as evidenced in the following data.</p> <p>Hasmonean Multi-Academy Trust absence rate for Ever 6 students</p>

	<p>school or Barnet EWO were arranged.</p> <p>Year Leaders kept a weekly log of the narrative of students falling behind 95% and the interventions put in place to support the rise in attendance levels.</p>	<p>was 4.6% compared to 7.8% which was the national average for Pupil Premium students.</p> <p>In addition, Hasmorean Multi Academy Trust's percentage for persistent absenteeism was 10% compared to the national average of 22.8% for Pupil Premium students</p> <p>To further improve on these attendance rates, we have invested in an Educational Welfare Officer service from Barnet who will also track and tackle Pupil Premium absence.</p>
<p>To provide Pupil Premium students with access to learning materials, educational trips and resources such as revision guides, core books and technology.</p> <p>Cost: £15,000</p>	<p>Directors of Learning and Year Leaders had the ability to request extra funds to provide additional resources such as course-related textbooks and revision guides and laptops to enable Pupil Premium students to make good or better progress. Most core subjects use this provision to support Year 11 students in the lead up to their exams.</p>	<p>This provision will be continued, but more departments will be encouraged to use it on a targeted basis. The Designated Teacher will speak directly to DOLs at SEAT meetings to ensure that this provision is used for those who need it most in subjects where it is needed most.</p>
<p>To provide Pupil Premium students access to the school counsellor and pastoral/well-being support if needed.</p> <p>Cost: £5,000</p>	<p>Pupil Premium students were prioritised if they were in need of counselling. An Emotional Wellbeing Practitioner was employed at the girls' school, again with priority of access being given to Pupil Premium students. At the boy's school, the newly appointed Director of Standards and the Pastoral Team continued to support all students with more complex behavioural difficulties, using specialised reporting systems, talk and art therapy,</p>	<p>Feedback from students, staff and parents proved that these provisions were successful.</p> <p>The school is committed to student well-being and therefore these provisions will be continued and where possible improved. For example, the school will be investing in CPOMS to ensure tracking of student welfare is as effective as</p>

	<p>social stories, parental meetings and referrals to appropriate external agencies and organisations. Pupil Premium students continued to have access to two Student Services Officers at the Girls and Boys site, supporting their pastoral needs. In addition, there was a drive to increase parental engagement, with Year Leaders and Designated Teachers writing directly to the parents of Pupil Premium students to ensure that they were aware of how to seek support if it was needed.</p>	<p>possible. Both schools were awarded national Wellbeing Awards in 2019.</p>
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Looked After Children - Hasmonean MAT had four LAC students, one of whom was in Year 11 and sat GCSEs.

Target	Actions	Impact
<p>To provide academic and welfare support for LAC children.</p> <p>Cost: £2,300 per LAC student – dependant on the authorisation from Local Authority</p>	<p>The Designated teacher attended regular PEP meetings with the Virtual School and Social Worker. Academic, attendance and well-being targets were created on the online PEP system to ensure LAC students made appropriate progress. The Designated teacher kept in regular with their social workers, the virtual school and carers. One-to-one tuition was set up both in school and outside of school. When one LAC student persistently refused to attend school, home visits were conducted by the Designated teacher. The school counsellor saw one of the LAC students and the others were offered access to this service but felt they did not need it.</p>	<p>The LAC student in Year 11 who completed her GCSEs was not in formal education before entering the school and therefore there is no progress 8 data available for her. The student’s grades were as follows: Combined Science – 6,6 Drama - 6 English Language - 5 English Literature - 4 Mathematics - 4 French - 9 A relentless focus needs to be on raising the attendance levels of the LAC boys. One of the LAC boys had an attendance rate of 84.29% compared to the other students who finished on the following attendance levels: 96.37%, 98.6% & 96.56%</p>

