

2020-21 Pupil Premium Strategy and Evaluation

Hasmonean Multi-Academy Trust is committed to diminishing the difference in terms of the academic, social and emotional achievements between students who come from disadvantaged backgrounds and those who do not. The Trust receives Pupil Premium (PP) funding for students who are currently, or have in the last six years have been, eligible for Free School Meals (FSM) or have LAC status and uses that funding to implement strategies to diminish this difference.

The report that follows outlines how we intend to use our funding to directly address the barriers to learning faced by disadvantaged pupils. The challenges that Covid-19 brings about for our Pupil Premium and Free School Meal students will also be addressed.

School overview

Metric	Data
School name	Hasmonean Multi Academy Trust
Pupils in school	1224
Hasmonean High School for Boys	646
Hasmonean High School for Girls	578
Proportion of disadvantaged pupils	6.7% (81 students)
Hasmonean High School for Boys	48 PP students
Hasmonean High School for Girls	34 PP students
Pupil premium allocation this academic year	£78,310
Publish date	October 2020
Date for next internal review	October 2021
Statement authorised by	Mr Andrew McClusky, CEO
Pupil Premium Lead	Ms Rivka Benarroch
Pupil Premium Governors	Mrs Nathalie Eida (Boys) Mrs Charlotte Klass (Girls)

Teaching priorities

Objective	Activity	Expected outcome
To promote high quality teaching for all.	Provide appropriate CPD training for all teachers to ensure high quality teaching is delivered to all. Support to be given to newly	All students regardless of background to have access to high quality teaching. This will be seen in progress 8 results.

	qualified teachers from the Assistant Head for Teaching and Learning. and Associate Senior Leader in charge of teacher training	
To increase online learning provisions for all.	<p>Continue developing online learning provisions offered via Google Classroom.</p> <p>1000 Chromebooks have been ordered for all students, as the school is moving toward blended learning. A commitment has been made to all Pupil Premium students that their Chromebooks are sponsored by the school.</p> <p>A partnership with Sandringham School an ED Tech school in St Albans has been created to enable seamless education during covid-19 and beyond</p>	<p>Feedback from stakeholders regarding the effectiveness of Google Classroom.</p> <p>All Pupil Premium to have equal access to blended learning.</p>
Projected spending	£43,310	
Review	<p>Ongoing CPD was offered on a termly basis to all staff, encouraging high quality teaching. The sessions took place online to ensure that all staff members had access. An example was training on using Britannica to further pupils' academic achievements. Furthermore, training was offered on blended learning, unconscious bias and using Senso digital management software.</p> <p>The Associate Senior Leader in charge of teacher training had a successful year supporting NQTs: all four teachers passed their NQT year.</p> <p>The use of Chromebooks during lessons became common practice throughout the year. The school ensured that all pupils had access to a Chromebook regardless of their socio-economic background. Teachers and pupils were given many opportunities to continue developing their skills. Digital Coordinators were employed to</p>	<p>The promotion of Blended Learning by Digital Coordinators increased teachers' pedagogical repertoires and pupils' engagement both inside the classroom and remotely.</p> <p>A significant achievement was that we ensure that all students had access to their own device, ensuring that they had equal opportunities to access their education.</p> <p>The Value Added results were as follows</p> <p><u>Boys</u> Non Pupil Premium 1.49 Pupil Premium 0.96</p> <p><u>Girls</u> Non Pupil Premium 1.53 Pupil Premium 1.71</p> <p>These are calculated by comparing students' actual results to expected</p>

	<p>help develop and support teachers' abilities to use Google Classroom and other technologies.</p> <p>A series of Blended Learning sessions were offered to teachers to help upskill them.</p>	grades calculated by FFT20.
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Targeted academic support

Objective	Activity	Expected outcome
<p>To use Year 10 and 11 data more effectively to ensure that academic underperformance is quickly identified and addressed.</p> <p>To improve Progress 8 scores for Year 11 students.</p>	<p>Designated teacher to work closely with the Year 10 & 11 Leaders to help identify the students in need of support.</p> <p>Small group tuition to be offered to Year 11 pupil premium students in English and Maths.</p>	All Pupil Premium students will pass English and Maths GCSE and that there is an increase in Progress 8.
To provide Pupil Premium students with educational resources such as electronic devices and music lesson to offer a well-rounded education. In addition, to provide equipment, such as textbooks and art packs, enabling all pupils to have the resources needed to access their learning.	Designated teacher for Pupil Premium and Directors of Learning to organise the buying and distributing of Chromebooks to support student's online learning. In addition, if a student needs updated equipment this will be provided for by the relevant department.	Pupil Premium students have access to the same resources that they need as non-Pupil Premium students.
To provide Pupil Premium students with food and school clothing when needed, especially those families affected by Covid-19.	Designated teacher to work with the school's pastoral team and parents to identify and support those families in need of extra financial help. In line with government guidelines, if a FSM pupil has to isolate due to Covid, the school will offer food vouchers.	All Pupil Premium students will have not gone without in terms of food and clothing.
Projected spending	£15,500	
Review	Year 10 and 11 data was used to identify pupils who were struggling to achieve their target grades in certain subjects. The Designated Teacher worked with teachers and DOLS to consider what interventions could be implemented to support pupils.	Due to the pandemic, Year 11 became the major focus in terms of tuition for GCSE exams. Year 10 will now become the priority for this area to enable to catch up on any lost learning. The feedback about the online Year 11 tuition was excellent (as

	<p>Year 11 tuition in Maths and English was offered via Google Classroom by an external agency with a proven track record.</p> <p>The Designated Teacher liaised with parents and staff to ensure that pupils had all relevant equipment and clothes for school.</p> <p>The Designated Teacher worked with the Local Authority and local charities to apply for Covid-19 grants, ensuring that families in need had access to extra funds.</p>	<p>evidenced by emails to the Designated Teacher received from pupils and parents).</p> <p>The Designated Teacher worked directly with parents to help them purchase equipment and clothes.</p> <p>The Designated Teacher distributed financial e-voucher from the Local Authority and local charities to families in need.</p>
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Wider strategies for current academic year

Objective	Activity	Expected outcome
To offer care, guidance and pastoral support to all Pupil Premium students when needed.	Ensure that if a Pupil Premium student needs access to pastoral care and or school counsellor, priority status is given.	All Pupil Premium students to use the pastoral support and well-being systems on a priority basis when needed.
To ensure that Pupil Premium students' attendance is in line with the national average for non-Pupil Premium students.	Employment of a new Educational Welfare Officer to offer priority guidance and strategies for Pupil Premium students with low attendance.	Pupil Premium students attendance to match or be higher than that of national average levels for non-Pupil Premium students.
Projected spending	£20,000	
Review	<p>There was a rise in anxiety and other issues that Covid-19 brought to the surface amongst a number of pupils. Pupil Premium students were given priority status for counselling/ pastoral support and had the opportunity to be taught in school during the lockdowns.</p> <p>The Educational Welfare Officer (EWO) was consulted with regard to Pupil Premium students who had low attendance to ensure that their attendance improved.</p>	<p>Pupil Premium students were given priority status for counselling/ pastoral support and had the opportunity to be taught in school during the lockdowns.</p> <p>Overall attendance for the academic year was 94.2%, whilst Pupil Premium attendance was 91.7%. Covid-19 had implications on Pupil Premium students' attendance figures due to isolations of bubbles but poor attendance for other reasons was mitigated by pastoral support, counselling, inviting Pupil Premium Students into school and EWO support. Remote teaching was offered to all students throughout the lockdowns/ any absences due</p>

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Looked After Children - Hasmonean MAT has 1 LAC students and three Post LAC students.

Objective	Activity	Expected outcome
<p>To provide academic and welfare support for LAC and Post LAC children.</p> <p>Cost: £2,345 per LAC and Post LAC children dependant on the authorisation of the Local Authority</p>	<p>The Designated teacher for Pupil Premium will attend termly PEP meetings with the Virtual School and Social Worker to set academic, attendance and well-being targets for students.</p> <p>The Designated teacher will keep in regular contact with their LAC students’ social workers, the virtual school and carers.</p> <p>Extra tuition to be set up for the Year 11 LAC student.</p> <p>Access to the school counsellor and other well-being services will also be offered on a priority basis.</p> <p>If needed Post LAC children will have access to therapy and assessment.</p>	<p>For all LAC students to meet their academic and attendance targets.</p> <p>For all LAC students to access well-being and pastoral support if needed.</p>
<p>Review</p>	<p>The Designated Teacher attended the termly PEPs and/or offered feedback.</p> <p>Regular contact was kept with social workers and carers.</p>	<p>The one LAC student found Covid-19 very unsettling and has a long commute from his care home. This affected his attendance to school and him meeting his progress targets. This student was offered pastoral support but he was not in an emotional place to take up much of what was on offer. The main aim became to make his experience in school as positive as possible; his teachers were regularly updated about his situation and were given guidance on how best to meet his needs.</p> <p>The Post LAC students all made good progress and carers/parents were kept in regular contact with by their year leaders.</p>