



Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Hampton College
Pupils in school	Secondary (7-11): 1019
Proportion of disadvantaged pupils	Secondary: 26% (263 students)
Pupil premium allocation this academic year	Secondary: £212, 010
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Alex Macfarlane
Pupil premium lead	
Governor lead	

Disadvantaged pupil performance overview for last academic year

Covid Centre Assessed Grades (CAGs)	Pupil Premium	Non Pupil Premium	School
Progress 8	+0.14	+0.46	+0.38
Ebacc entry	32.65% (16)	30.00% (48)	30.62% (64)
Attainment 8	45.83	55.90	4
% Grade 5+ in English and Maths	36.73%	63.75%	57.42%
% Grade 4+ in English and Maths	59.18%	84.38%	78.47%

Attendance 2019-2020

School	Pupil Premium	Non Pupil Premium
94.06%	91.97%	94.63%

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Strategy aims for disadvantaged pupils

Aim	Target	Target date
High levels of progress evident for all students eligible for PP.	Pupils eligible for PP in all years make good progress, as evidenced through the College tracking system and in the KS4 outcomes.	September 2021
Ensure attendance rates for pupils eligible for PP are at least as good as all students nationally.	Attendance for disadvantaged students at Hampton College will be improving, to be in line with national data on attendance for all children (94.7%).	September 2021
Destination data indicates students are well prepared for the Post-16 stage of their education and ultimately for life after education. Students have access to enhanced careers provision.	100% of all students choose to continue with full time education, apprenticeship or employment and remain on their chosen course/employment path. No PP students will end up NEET. Key students followed through for three years	September 2021
Engagement and home links will be improved to support with all aspects of school life.	Increased participation by parents and students at school events. Increase personalised contact with parents via phone call and text messages.	September 2021

Measure	Activity
Pupils eligible for PP in all years make good progress, as evidenced through the College tracking system and in KS4 outcomes.	<ul style="list-style-type: none"> PP leads and Heads of Department will ensure that recommended strategies to support students are highlighted and revisited during briefings and staff-training. The aim is for these to be embedded into everyday practice. Feedback and assessment for PP students to continue to be closely monitored. Encourage the development of independent learning skills with supported access to online and revision materials. All KS4 PP students are provided with revision guides and all KS4 students access to key apps. All students have access to Hegarty maths and to Kudos and are encouraged to use Seneca Learning and the Oak Academy resources. Development of whole-school literacy: CPD, tutor activities include two reading sessions per week and idiom of the week, key vocabulary identified in SoW. PP focus group, at KS3, to identify resources and raise profile. Additional classes provided in Year 11 Maths and English to provide opportunities for individualised learning and withdrawal groups.
Barriers to learning these priorities address	Gap in attainment and progress on entry for PP students; literacy and numeracy skills of students; engagement of students and parents, specific individual/personal barriers as identified through work with families and highlighted on profiles

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Targeted academic support for current academic year

Measure	Activity
<p>Pupils eligible for PP in all years make good progress, as evidenced through the College tracking system and in the KS4 outcomes.</p> <p>Increased participation by parents and students at school events.</p>	<ul style="list-style-type: none"> All students receive mentoring from their tutors two times per year, focusing on academic progress and setting targets for improvement. Targeted disadvantaged students, in year 11, are allocated a mentor help build confidence and develop resilience. Provision of an environment to aid effective revision by offering afterschool and holiday revision session to year 11 students. All students to be sent direct invitations, PP students will receive personalised phone calls for this. Year 8 PP students and all year 11 students who access The Bridge will complete the PASS Survey and interventions put in place. This will be completed as a trial with a view to a whole-school roll out. Individual phone calls will be made to parents of PP students in Year 7 and 8 to assist with Parents' evening appointments
<p>Barriers to learning these priorities address</p>	<p>Gap in attainment and progress on entry for PP students; engagement of students and parents, , specific individual/personal barriers as identified through work with families and highlighted on profiles</p>

Wider strategies for current academic year

Measure	Activity
<p>Attendance for disadvantaged students at Hampton College will be improving, to be in line with national data on attendance for all children.</p> <p>100% of all students choose to continue with full time education, apprenticeship or employment and remain on their chosen course/employment path. No PP students will end up NEET. Key students followed through for three years</p> <p>Increased participation by parents and students at school events.</p>	<ul style="list-style-type: none"> Continued tracking and follow up of all students who arrive late to school by pastoral staff; HoH follow up students who are late to lessons. Non-attendance procedures are followed through for all students; disadvantaged students are the subject of key conversations to enable personalised support. Support is provided for uniform and essential equipment where this is a barrier to attend school. Student well-being is monitored. Support is provided to raise self-esteem and resilience by providing programmes of support (ELSA) and counselling. External providers offer boxercise, social skills and counselling. All Year 9 students have an individual ILP interview prior to the options process, PP students are prioritised to ensure that there is time to address any issues that arise. All students have a Careers Interview with an independent careers advisor and bespoke 1:1 careers support. PP students are given priority in this process and bespoke provision is provided for those student at risk of being NEET. Key students are followed through for three years. Trip to The University of Peterborough planned for all Year 10 students in June to raise aspirations. PP students are provided with assistance to find work shadowing placements.



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Measure	Activity
	<ul style="list-style-type: none">Enrichment and subject specific excursions that may be too costly for PP students are subsidised. Including support and provision for Young Carers.
Barriers to learning these priorities address	Attendance and persistent absence of PP students, engagement of parents and students, risk of students being disaffected/NEET, low aspirations.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the impact of the appropriate targeted support (QFT) is closely evaluated	Rigorous QA in place at both faculty and whole-College level
Targeted support	Ensuring academic mentoring and targeted mentoring is effective. Resources for effective revision	Time allocated for all staff, training to ensure this is done effectively. Revision sessions to be costed - staff remunerated financially or with time of in lieu.
Wider strategies	Engaging the families facing most challenges and those where underachievement is historic	Working closely with all agencies and with families from entry in year 7/ transition in year 6. Good liaison with primary schools.