

Pupil Premium Strategy 2019-20

(Including Proposed spend of Pupil Premium 2019-20)

The term ‘Disadvantaged pupils’ refers to those pupils who attract government pupil premium funding.

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per secondary child, £1320 per primary pupil)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

The Halifax Academy is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2019-20. It is based around five key objectives which have been identified by the school as key barriers faced by eligible pupils.

Pupil Premium Grant 2019 - 2020 - £438,917

Barriers and Objectives

The Halifax Academy identifies five key objectives for our Pupil Premium spend. These have been designed to address the main barriers to success for disadvantaged students.

The five key objectives:

1. Transition: to improve transition and attainment outcomes for PP* students to ensure progress is in line with or exceeding expected levels of progress
2. Literacy: to maintain the reading scheme intervention to improve the reading age of students whose reading age is below expectations.
3. Numeracy: to improve levels of numeracy of PP students to diminish the difference to national standards for other students
4. Engagement: to improve curriculum engagement and academic achievement for PP students
5. Attendance: to implement strategies addressing any attendance gap between PP and the national non - disadvantaged students.

(*PP - referring to any student in receipt of Free School Meals in the past 6 years)

Primary Phase

Key Objective 1: Transition: to improve transition and attainment outcomes for disadvantaged pupils to ensure attainment is in line with that of other pupils nationally at the end of the Early Years.

Action: Transition Programme

To develop an extensive transition programme to ensure all PP children have a home visit and a visit to their previous setting, along with a programme of Family Learning to enable parents to support their children's learning.

Rationale: The importance of settings valuing parents and carers' knowledge of their children is recognised in *Ensuring a Smooth Transition from Nursery to Reception, Ofsted 2014*

Research, including Grayson, H. (2013) *Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children*, Slough and Oxford: NFER and Oxford University Press shows that developing positive relationships with parents, especially where there are high levels of child poverty, has a significant impact on narrowing the gap and in raising attainment.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
July - Sept 2019	KE/HAL	Evaluation of levels of engagement in transition programme. Analysis of pupil progress.	3 staff x 5 days (depending on number of disadvantaged pupils joining in summer 2018) Inc. staffing and resources needed for arts project, Ready Steady School course with release for EYs teachers to prepare and lead sessions - estimated proportional costs £3200	All PP families engaged in transition programme. (October 2019) PP pupils are attaining in line with non-PP pupils nationally. (June 2020)

Key Objective 2: To develop literacy skills to ensure PP pupils are attaining at least in line with other pupils nationally at the end of the Early Years, in the Year 1 Phonic Screening Check and by the end of Key Stage 1.				
Action: Focussed provision of quality first teaching, along with intervention where appropriate, matched to pupils' needs.				
To develop a cohesive provision map to ensure the needs of PP pupils at a level of development below that typical for their age are met enabling them to make good progress and raise the proportion working at a typical level of development to be in line with other pupils. Further professional development for support staff including 2 joining the Outstanding Teaching Assistant Programme. Strategies including: Same day early intervention for phonics; precision teach; social circles; dough gym and bespoke programmes matched to needs.				
Rationale: The Tickhill Review (2011) highlights the importance of early intervention, providing results that show that children in the lowest achieving fifth in terms of their learning and development at the end of the Early Years Foundation Stage (EYFS) are six times more likely to be in the lowest fifth at Key Stage 1.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019 - July 2020	SHW	Analysis of pupil progress.	Additional level of TA & HLTA support and training for all support staff, proportional costs for PP pupils £5600	PP pupils are attaining in line with non-PP pupils nationally. (July 2020) Quality of teaching and learning in interventions is at least good. (Dec 2019)
Sept - Nov 2019	ISM	Analysis of Accelerated Reader assessments. End of KS1 reading SATs.	Embed use of AR for all children reading at a level to access tests. £2285 TA time to lead development £625 Provision of 15 Wordshark Licences to help further develop language understanding and acquisition in Primary £870	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA - minimum expected progress after at least 6 months progress in reading. (Termly reviews) PP pupils improve in reading and writing in line with non-PP pupils nationally.

Key Objective 3: To raise rate of progress in mathematics, so that attainment for disadvantaged pupils is at least in line with other pupils nationally, from individual starting points, by the end of KS1.

Action: Focussed provision of quality first teaching, along with intervention where appropriate, matched to pupils' needs. Development of mastery approach to teaching mathematics.

To develop a mastery approach to teaching mathematics, including professional development

Rationale: An independent, randomised controlled trial funded by the [Education Endowment Foundation](#) found the Mathematics Mastery programme had a positive effect on pupil attainment after only one year.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019 - July 2020	SHW	Analysis of pupil progress.	Training days for the headteacher, Mathematics Mastery School Lead and classroom teachers, covering the key principles, leading the approach and launching the approach; - 3 National Leadership Days for MMSLs; - 2 in-school development visits and a designated Development Lead; - Integrated professional development via the online toolkit for select year groups (including lesson guides, assessments, e-learning); - Access to exclusive opportunities £6450 Release for staff to attend CPD £1800 Resources including manipulatives - proportional costs £600 Staffing for same day interventions £2400	Numeracy levels improve to enable greater access to the curriculum. PP students show clear progress on mastery scheme from starting points and attainment is in line with other pupils nationally by the end of Key Stage 1. (Review Dec 2019, April 2020, July 2020)

			Provision of 15 Numbershark Licences to help further develop mathematical understanding and problem solving in Primary £780	PP pupils improve in maths with non-PP pupils nationally.
Key Objective 4: Engagement in a range of extra-curricular activities and enrichment through educational visits				
Action: Provide Early Bird Club (before school) and Monday After-school Club with varied activities across the year, along with subsidising the cost of a number of enrichment educational visits.				
Rationale: Ofsted Handbook August 2019: Grade descriptor for outstanding Behaviour and Welfare: “ <i>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</i> ”				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019 - July 2020	KE	Evaluation of attendance and engagement by PP pupils. Analysis of pupil progress.	Proportion of staffing costs for PP attendance £1500 Subsidy for educational visits £1050 Cost of Early Bird Club £1500	All PP families engaged in enrichment programme. PP pupils are attaining in line with non-PP pupils in school. (review December 2020)
Key Objective 5: Attendance - to implement strategies to ensure PP pupils attend school regularly and on time.				
Action: Weekly monitoring of attendance and punctuality of all pupils and of PP pupils individually by Home School Liaison Officer, with individual support in place as early intervention where concerns arise.				
Rationale: EEF ‘ <i>the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.</i> ’				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
July 2019	KEA	Weekly analysis of PP pupil attendance and punctuality, compared with all pupils and with non-PP children in school and nationally in 2019.	£1500 element of Home School Liaison Officer’s costs Attendance and punctuality rewards £900	Attendance and punctuality of PP pupils is in line with other pupils. (Review termly)

Oct 2018	SHW	Parent feedback is positive about transition programme and all PP pupils settle quickly in to school.	Headteacher to meet with parents of all Pupil Premium children on entry to school and where attendance or punctuality falls below the average for the cohort. £2400.	Parents understand the importance of good attendance and unauthorised absence in primary phase reduces to be in line with national. Attendance for PP pupils is at least in line with other pupils. (Review termly)
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Key Stage 3

Key Objective 1: Transition: to improve transition and attainment outcomes for disadvantaged students to ensure attainment is in line with age related expectations.

Action: Year 7 Transition support mornings

Identified cohort of parents of PP students to be invited in to look at their child's timetable and go into some lessons and receive advice on how best to support their child in year 7.

Rational: Parental Engagement:

Improved levels of achievement - parents' active encouragement and support for children's learning produce tangible academic benefits that last throughout a child's school career

Bastiani, J. (2003). Materials for Schools: Involving Parents, Raising Achievement. London: DfES.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
October /November 2019	SAD - Y7 Progress leader	Data analysis KS2 - first Y7 data entry	£500 5 staff x 3 hours x £25/ hours of prep Inc. resources needed. Plus cost of refreshments.	Students of parents who attend the workshops are shown to be making good progress at each assessment point of Year 7. (review termly)

Action: Spring Bank Intervention Programme

Intervention to run with targeted cohorts in Year 8. Students to be identified as those underachieving in Ma & Eng & Sc . Intervention in the form of intensive workshops, focusing on skills needed.

Rationale: To address any attainment dip in year 8 prior to commencing GCSEs in year 9 To identify students who might struggle to meet the rigorous demands of linear subjects, with the exam skills and greater resilience needed in Year 9.

'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria

Spring Bank half term 3 days	GRA to coord KS3 Leaders DUR/NEW/KEI	Data analysis Year 8 term 1 Mocks Post intervention analysis	Staffing £2250 +resources £2000	75% of cohort achieve above or expected progress at the end of year 8 (July 2020)
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Action: 'Accelerator' Intervention for Year 7 and year 8

Continue Accelerator pathways in year 7 & 8

Rationale: Sutton document stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.

Thereby reducing the attainment variation between E6 and non E6

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn Term 2019	GRA, MOH	Data analysis KS2 -Y7 data, Y8 data RA analysis Analysis of Pupil Progress	Additional staffing of third accelerator group for Year 7. £46,774	Students below level of functional literacy make at least 6 months progress. (July 2020, termly reviews)

Key Objective 2: Embed the Accelerated Reading scheme to improve the reading age of year 7 and year 8 students whose reading age is below national average.

Action: Y7 reading scheme All students whose attainment falls below the national expectations for reading and functional literacy (RA 9 .6) are supported within English lessons and during registration time to follow reading scheme. Cohort identified from year 6 scores and from Term 1 RA data.

Rationale: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Starting Sept 2019	JOH	Reading level assessment at start of Y7 to identify cohort.	Cost £8000	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA - minimum expected progress after at least 6 months

		Appointment of TLR to oversee reading and library provision	£2000	progress in reading. (Termly reviews)
Action: Investment in Lexia reading programme. Lexia to be part of timetabled Accelerator lessons. All students whose attainment falls below the national expectations for reading and functional literacy (RA 9 .6) are supported with individual feedback given on areas of strength and weaknesses.				
Rationale: Sutton document stresses that improving literacy improves student outcomes overall. Thereby reducing the attainment variation between PP and non PP.				
Sept 2019	GOM	Reading assessment at start of Y7. Ongoing monitoring with regular reading tests.	£7000 for three year licence	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA - minimum expected progress after at least 6 months progress in reading. (Termly reviews)

Key Objective 3: Develop the Mathematics Mastery Programme to improve the numeracy of all students.

Action: Y7 Mathematics mastery All students whose attainment falls below the national expectations for numeracy are supported time to follow Mastery programme.

Rational: An independent, randomised controlled trial funded by the [Education Endowment Foundation](#) found the Mathematics Mastery programme had a positive effect on pupil attainment after only one year.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019	NEW	Numeracy assessment at start of Y7 to baseline cohort. Initial Training for Maths staff, with further training for Maths lead and SLT lead Additional meeting time of 1 hour per week for Maths staff to facilitate co-planning Cost of resources	Cost £3000 £1910	Numeracy levels improve to enable greater access to the curriculum. PP students show clear progress on mastery scheme from starting points. (review July 2020)

Key Objective 4: Engagement in a range of extra-curricular activities and enrichment through educational visits

Action: Develop Learning Launchpad for all KS3 students to improve engagement of Pupil Premium students

Rationale: Ofsted Framework 2019: In outstanding schools, “The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.”

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019	GEA, EAS	Tracking of engagement by PP pupils.	Cost of developing booklets £1200 Subsidy for Bolton Abbey Team Building/Literacy trip £2500	All PP families engaged in transition programme. PP pupils are attaining in line with non-PP pupils in school. (Dec 2019 review)

Key Objective 5: Attendance: to implement strategies addressing the attendance gap between Disadvantaged and non-disadvantaged students

Action: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students

Rationale: EEF *‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’*

For example, at secondary level PP pupils are three times more likely than their peers to be classed as ‘persistently absent’ - i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Intervention for targeting attendance
 EWO - to help target hard to reach parents
 During PSHE and registration weekly target of PP attendance cohort

Rewards - for cohort for improved attendance.
 Multi-layered approach alongside Non PP rewards and incentives for attendance.
 Rewards to maintain PP attendance.
 Incentives to address poor PP attendance.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019	EAS/SAD/KOS	Tracking of intervention to promote attendance	EWO £35 per hour. Approx. 40hrs *£35 = £1400	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% att average (termly review)
	EAS/SAD/KOS	Monitor rewards for all attendance with specific focus on PP students	£500 x 6= £3000	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% attendance average (Termly review)

Key Stage 4

Key Objective 1: Transition: to improve transition and attainment outcomes for disadvantaged students to ensure attainment is in line with age related expectations.				
Action: 'Accelerator' Transition to KS4				
Design and implement a transition programme for year 8 to 9 similar for year 6 to 7 for students moving from primary style organisation to main secondary style.				
Rationale: To help disadvantaged students make a successful transition between key stages.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn Term 2019 Then Summer 2020	GRA, NEW, DUR, MOH	Data analysis for Autumn Tracking to monitor progress from year 8 to 9. Data analysis KS2 -y8, Analysis of Pupil Progress y8 - y9 Appointment of TLR to oversee transition links into core subjects	Staffing and resources for 3 to 4 days = £1000 £4000	Students continue to make rapid progress from KS2 starting points. (Jan 2020)

Key Objective 2: Continue to focus on improving literacy levels in KS4 for those who remain below national expectations.				
Action: Y9 reading scheme All students whose attainment falls below the national expectations for reading are supported within English lessons to follow reading scheme. Cohort identified from year 8 scores.				
Rational: Sutton document stresses that improving literacy improves student outcomes overall.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Starting Sept 2019	PAT	Reading level assessment at start and end of year 8 and start of Y9 to identify cohort. Appointment of TLR 3 to oversee the delivery of Reading programme Visits of theatre groups to encourage PP students to develop a love of literature	Cost £8000 (in total) £2000 £800	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA - minimum expected progress after at least 6 months progress in reading. (Review termly - Dec, April, July)

Key Objective 3: To improve levels of numeracy for disadvantaged students

Action: Intensive Half Term Holiday maths provision for PP students not making 3 or more levels of progress. Maths level 4 are concern so target students at this level.

Rational: Sutton document ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
October 2019 Feb 2020	STE/REJ/JA B	Start and end assessment. Track new predicted against previous predicted grades and against actual to see impact.	Staffing costs - £200-300 per day Maths equipment packs for the sessions £50	Attainment gap between PP and non PP reduces. Selected students beat predicted grades. (March 2020)
Action: GCSE Topic Intervention. Key topics identified and students required to attend intervention Monday PM				
October 2019 - May 2020	STE/REJ/JA B	Short low stakes test of topic in maths lessons. Track new predicted against previous predicted grades and against actual to see impact.	After school time every Thursday until 415 pm. Maths equipment. Printing of tests. Follow up sessions by faculty staff	Attainment gap between PP and non PP reduces. Selected students beat predicted grades. (August 2020)
Action: GCSE Intervention for Maths and English. Students underperforming compared to expected grades identified and moved to a small group tutor time intervention programme. 1 teacher per 5 students. Focus primarily on A2L and Maths and English Key topics.				
October 2019 - May 2020	STE/REJ/JE F/PAT	Track new predicted against previous predicted grades and against actual to see impact. In class assessment.	6 staff - not allocated to full tutor group, no additional cost.	Attainment gap between PP and non PP reduces. Selected students beat previous predicted grades. (August 2020)

Key Objective 4: to improve curriculum engagement and academic achievement for disadvantaged students

Action: Implement an academic subsidy to enable PP students to fully access the curriculum and reduce attainment gap.

Rationale: Sutton Trust report ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’

All framework holders may make a bid for this fund .Examples of spending may include revision guides, resources for technology, staffing for PP workshops etc. all of which must have a direct impact curriculum attainment.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019	GRA/ STE/JAB/ HOF/HOH	Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms. Termly review and impact forms.	Holiday intervention - £10000 After school Sessions - £6000	Attainment gap between PP and non PP reduces. Significantly more PP students than NPP make progress that is higher than expectations. (August 2020)

Action: Develop positive Attitudes to Learning through the Mindfulness programme for key Y11 students and then Y10

OfSted Framework 2019 : “ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. “

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Y11 Oct 2019 - Jan 2020 Y10 Summer 2019	STE/GEA Progress leaders	Identification of cohort. Implementation of timetabled sessions Tracking of A2L grades	Mindfulness Coach £TBA Staff training to deliver programme £TBA	Improvements in A2L. Improved predicted P8 relative to students not taking part. (July 2020)

Action: Interview Skills sessions with Year 11 students and local employers

OfSted Framework 2019 : “ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. “

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Oct 2019	JAB/JEF	Student Voice Interviewer questionnaire & feedback.	£3500	Student feedback indicates improved confidence and

				performance at post 16 interviews. (Mar 2018)
Action: Post 16 Providers event at THA. Attendance to outside events as previously been very low. Colleges and universities attend in a Careers Fayre format. All Parents and students invited - attendance is expected.				
Rational: OfSted Framework 2019 : “ <i>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</i> “				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Nov 2019	JAB/STE/C &K	Student Voice questionnaire/ feedback. Feedback from Post 16 providers	£1200	All students who are able to attend. Students feel empowered to make more informed post 16 choices. Post 16 providers indicate it was worthwhile and ask for it to happen again. (Dec 2019)
Action: Year 11 Progress awards ceremony at end of Y11				
Rational: OfSted Framework 2019 : “ <i>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</i> “				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
June 2019	JAB/STE/HA W/NAZ	Student Voice Questionnaire & feedback. A2L data and predicted grades correlate	£500	Improved culture of performance linked to A2L. Student feedback shows that rewards are positive encouragement to improve A2L (July 2020)

Key Objective 5: Attendance: to implement strategies addressing the attendance gap between Disadvantaged and non-disadvantaged students

Action: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students

Rational: EEF *‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’*

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' - i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Date	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2019	EAS/Progress leaders	Tracking of intervention to promote attendance	EWO £35 per hour. Approx. 40hrs *£35 = £1400	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% att average (termly review)
	NAZ/Progress leaders	Monitor rewards for all attendance with specific focus on PP students	£500 x 6= £3000	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% average (termly review)

Outline plan 2017- 2017

Primary

Action	Cost
Transition Programme	£1910
Early Intervention Attendance Support	£1200
Extra -Curricular Early Bird, After-school club and subsidised educational visits	£2250
Intervention programmes	£4200
Mathematics Mastery CPD	£1000
	10560

KS3

Action	Cost
Y7 Transition Programme	£500
Summer school Year 8	£4250
TLR 3 for Reading Champion	£2000
Bolton Abbey Trip	£2500
Additional Accelerator teacher	£46774
Reading scheme (introduce Accelerated Reader)	£8000
Mathematics Mastery Programme	£4910
Curriculum Engagement Fund	£5000
Extra-curricular Engagement fund	£15000
KS3 Guarantee booklets	£1150
Team Building trip for Y7	£3000
Attendance	£4500
Total	£97584

Action	Cost
Afterschool Intervention	£6000
Mindfulness Programme	TBA shared cost with CPD budget
KS4 Guarantee Booklets	£1950
TLR for transition	£4000
TLR for KS4 Literature	£2000
Visits of Theatre Groups	£800
Maths Mastery preparation and Training	£1000
Half-term and holiday Intervention Sessions	£12000
Interview Skills	£3500
Attendance	See KS3
Post 16 event held at THA	£1200
Study skills and independent Learning Events	£3000
Year 11 Progress Awards	£500
	£50650

The above does not represent an exhaustive list of provisions made which benefit disadvantaged students but is a reflection of the nature of our financial expenditure to ensure that all students thrive during their time in the school.

In addition to the plan outlined above, the Academy has made a deliberate choice to use pupil premium funding for additional staffing costs in Maths and English so that small class sizes are attained for both subjects across all year groups. The rationale for this is outlined below.

- 1) Analysis of research from Dylan William (Emeritus Professor of Education) into the effects of reducing class sizes, shows that this is effective in accelerating progress when:
 - a) Class sizes are at an optimal size (10-20)
 - b) Pedagogy is changed to reflect the smaller numbers, rather than continuing with the pedagogy found with larger class sizes
- 2) Smaller classes provide increased time to provide students with quality feedback within lessons, which is possible when dealing with smaller numbers of students
- 3) There will be a greater scope within marking to provide more detailed feedback with which to effectively inform further work from students
- 4) Smaller class sizes can help with improved staff retention and enhanced recruitment to the school of quality staff due to the lower overall class numbers and consequent ability to deliver enhanced outcomes.

The costs associated with this strategy are;

1 x English teacher	£47987
1 x Maths teacher	£51982
4 x Accelerator teachers	£187096

Date of next pupil premium strategy review: May 2020