

Pupil Premium Report 2019

The Halifax Academy received a total of £438,917. for the period September 2018-August 2019 as a direct grant from the Department for Education. In addition, a Pupil Premium Grant (PPG) of £24,731 was received for the Year 7 Catch Up premium.

In 2018-19 at The Halifax Academy- 463 students, 38.7% of students were 'Ever 6 FSM', compared to 15.4% nationally (DfE SFR, Jan 2019). Below is a table detailing a range of the school's provisions which have been allocated to Ever 6 FSM students. The Sutton Trust toolkit has been used to help identify and target the approaches used.

Approaches Used (Sutton Trust)	Provision	Approx. cost	Number of Disadvantaged students supported
Primary Phase			
One -to One/ Feedback	Transition programme/ Programme of Family Learning to enable parents to support their children's learning.	£1,875	52
Teaching Assistants	Increased levels of TA support to support good progress of disadvantaged cohort - e.g. targeted intervention in Year 1 phonics	£3,800	52
After school programmes	Early Bird club/After school club	£1,120	52
Parental involvement	Attendance monitoring by home school liaison officer	£1,200	52
	Total	£7,995	
Secondary Phase			
After school programmes/Parental involvement	Employ Raising Achievement coordinator to work with disadvantaged students in KS4	£26,000	240
Reducing class sizes	Accelerator groups used in years 7 and 8 to improve core skills of those below national average on entry. 4 x Accelerator teachers employed.	£187,096	171
Reducing Class sizes	Employ additional staff in the Maths and English faculty to enable smaller classes to be maintained.	£99,969	411
	Tutor time intervention programme: targeting Year11 C/D borderline students in English and/or maths or at risk of not making 3 levels progress in English and/or maths	No additional cost to the school	74

After school and Holiday programmes	After school and Holiday intervention programme: targeting Year11 students in English and/or maths or at risk of not making expected progress	£28,000	74
Metacognition	Raising Achievement Days -motivational speakers working with Year 10 and 11 to focus on goal setting	£2,000	171
Metacognition/ Feedback	Interview Skills sessions with Year 11 students and local employers	£3,500	74
Individualised instruction	FLC - Flexible Learning Centre targets pupils at risk of Exclusion or in need of shorter term support - individual courses created for KS4 students at risk of disaffection	£13,500	18
Individualised instruction	FLC leader and Internal Exclusion Manager have been recruited to work with pupils at risk of Exclusion or in need of shorter term support	£45,000	18
Enrichment/ Metacognition	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.	£1,000	74
Enrichment/ Metacognition	Enrichment Access Fund - Visits to universities and other venues to encourage students, particularly first generation university entrants into feeling that university is a viable option for them	£3,000	463
One-to-one/ Parental involvement	Deployment of attendance officer and safeguarding time to intervene in order to reduce absence and ensure student safety	£28,000	463
Rewards	Increased use of rewards system to encourage participation and reward achievement	£12,425	463
Homework	A homework club is staffed from 3.15-4.15pm every term day so that students with no PC access at home can undertake their studies, with support, and with all resources needed.	£4,000	411
Total Expenditure		£ 461,485	

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.

Impact of the use of Pupil Premium

Key Stage 4.

Disadvantaged students at The Halifax Academy make progress in line with the top 8% of all schools nationally for the same group.

The Pupil Premium is designed to ensure that the gap is narrowed between the most and least disadvantaged students in our communities. The data below, reflects the results gained by our Disadvantaged students and students who are in the care of the Local Authority and shows that in most areas our disadvantaged students make greater progress than the national average. However, a gap in attainment and progress within school does remain and we are determined to use a range of strategies to close this gap.

The new headline measure for Key Stage 4 performance is Progress 8, which reflects students' performance across a range of subjects from their starting point on joining the school. Alongside this, the number of students achieving a 'good' pass in English and Maths is also tracked, as is the number of students who achieve the 'EBacc' qualification which reflects the percentage of students who pass English, Maths, Science, History/Geography and a modern foreign language at grade C or above.

	Disadvantaged students at the Halifax Academy	Non - disadvantaged students nationally (2018)
Progress 8	0.41	0.13
English progress score	0.39	0.11
Maths progress score	0.00	0.12
Ebacc Score	0.34	0.13
Open Score	0.55	0.09
English and Maths 4+	52%	51
Average Attainment 8 score per student	44.2	49.8
EBACC 4+	14%	28.2

A progress score of 0 means a school is making progress in line with the national average.

Key Stage 3

The Halifax Academy has a two year key stage 3 and a curriculum that focuses on the development of core skills. (Please see curriculum page of the website for more information).

Students are below average attainment on entry with a mean Scaled Score of 94.1 compared to 104 nationally.

The data below compares in school variation in student attainment at the end of KS3.

	Disadvantaged students reaching age related expectations	Non - disadvantaged students reaching age related expectations	Disadvantaged Students reaching above age related expectations	Non-disadvantaged students reaching above age related expectations
English	72%	78%	16%	20%
Maths	75%	80%	19%	23%

Primary Phase

A support programme was put in place to target children who had left EYFS in summer 2018 having not met a Good Level of Development (GLD). On entry to Year 1 54% of PP children were at the expected standard compared to 84% of their Non-PP Peers. Targeted intervention was used in Phonics to ensure that the gap between the 2 groups narrowed. By the end of the Year the attainment difference between PP and Non PP children in terms of pass rate was -0.5%. Average raw score difference for the phonics test was -0.07%.

In EYFS 69.4% of pupils achieved GLD - National Standard 2018 was 71.5%. The in school difference between PP and Non-PP children was -8% (62.5% and 70.5% respectively). Focussed intervention was used to target PP pupils to ensure that any gap between them and their peers was diminished. (There were 8 children within the cohort of which 5 achieved GLD.)

End of KS1 data whilst in terms of raw data was less than 2018 data showed improved outcomes for PP children. PP children outperformed their Non-PP counterparts in Writing and Maths for expected level of attainment (gap of approximately +8.5%). Within Reading they were behind their peers by -0.9%. This difference is in part linked to the discrepancy of gender within the PP group. (4 boys, 10 girls). Girls outperformed boys by 17% in terms of expected standard attainment in reading across the whole year group.

Impact of Specific Initiatives

Additional staffing in English and Maths

Additional staffing in English and Maths allowed the school to run small class sizes in Key Stage 4, which have had a positive impact on student progress. Strong progress for disadvantaged students in 2018-19 was seen in English, with a progress

score 0.39, whilst Maths progress at 0.00, remains ahead of disadvantaged students nationally. We continue to work hard to eliminate the in school gap in performance for disadvantaged students.

Additional staffing in Accelerator

The Accelerator programme has had a positive impact on the outcomes for disadvantaged students in Key Stage 3. The 25 disadvantaged students in Accelerator all made expected progress for both English and Maths, with 32% making more than expected progress in Maths and 28% in English. Reading Ages are another measure which demonstrate the progress of these students. Disadvantaged students in Accelerator saw their reading ages increase by 14 months on average in the last academic year. This compares to an average increase of 8 months for all students nationally.

Flexible Learning Centre Provision

Of the disadvantaged students who received some provision from FLC over the course of the year, 13 were successfully reintegrated into mainstream lessons with an improved 'Attitude to Learning' grade being seen at the last assessment point. The average A2L grade for disadvantages students who have received this provision has been reduced from 3.2 to 2.8. Whilst this still represents a lower than average attitude to learning, it demonstrates a significant improvement for a number of students who might otherwise be at risk of exclusion.

Deployment of Attendance and Safeguarding officer

125 disadvantaged students were monitored for safeguarding issues. 74 of these students ended the year with an attendance of 95% or higher.

43 disadvantaged students were referred for attendance issues. Of these students 75% saw an improvement in their attendance after the initial referral. Students whose attendance has not yet improved sufficiently are still undergoing remedial work. In terms of general attendance, the following figures demonstrate that our disadvantaged cohort have an attendance comparable with those who are not disadvantaged and which is significantly above national averages:

	% attendance		% of persistent absentees (below 90% attendance)	
	School	National Average	School	National Average
Disadvantaged students	94.8	93.3	11.8	21.5
Non-disadvantaged students	96.6	96.0	6.2	8.2
Gap	-1.8	-2.7	-5.4	-13.3