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## The Halifax Academy – Pupil Premium Report 2020 - 21

### Barriers to future attainment for students eligible for the PPG (including high ability)

#### Internal barriers

- In-school on entry attainment gaps in English and mathematics
- Disadvantaged students often start at The Halifax Academy with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.
- Achievement gaps between SEN disadvantaged and non-SEN disadvantaged students.
- The high attaining students (on entry) students are capable of higher levels of progress.
- There are inconsistencies in achievement of disadvantaged students in different subjects.

#### External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.
- 38% of the student population do not, or are believed not to, speak English as their first language.
- Lack of opportunity for disadvantaged students to extend learning at home.

### How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

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### Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively and examine educational research as a staff team every week during morning meeting. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff.

### Targeted Support

We find out where the basic skills gaps exist among students as soon as they arrive in Year 7 and deploy targeted interventions in literacy and numeracy to ensure these gaps are closed. We identify gaps in knowledge and skills of students in all subjects following each assessment cycle and implement teacher-led in class interventions, enabling teachers to ensure that interventions are planned and carried out to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress.

### Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. We employ staff to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning behaviours with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and students are expected to wear it with pride and there is a strong attention to detail.

### High expectations and broadening experiences

Our priority is to support students and their families to sustain high aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at The Halifax Academy is that no-one is too small to make a difference and we support every student to find their voice to change the world. We continuously expose students to further education opportunities and future careers. During their time at The Halifax Academy every student has the opportunity to participate in a variety of experiences to ensure that they have developed essential life skill which allow them to sit at the top table.

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Figure 1	PP/ NPP Headline measures over time											
	School 2017		National 2017	School 2018		National 2018	School 2019		National 2019	School 2020		National 2019
	PP	NPP	NPP	PP	NPP	NPP	PP	NPP	NPP	PP	NPP	NPP
P8 Score	0.33	0.46	0.11	0.21	0.41	0.13	0.43	0.53	0.13	0.81	0.89	0.13
A8 (avg. grade)	4.4	4.8	5	4.2	4.5	5	4.4	5.2	5	4.8	5.2	5
5+ EM %	26%	40%	49%	34%	36%	50%	35%	50%	50%	35%	50%	50%
4+ EM %	50%	64%	71%	47%	54%	71%	52%	62%	71%	62%	70%	72%
% Entering Ebacc	16.2%	23.2%	-	24.3%	16.2%	-	19.7%	27.4%	-	16.8%	18.9%	-
% Achieving Ebacc (Level 5)	4.4%	15.8%	-	16.2%	7.1%	-	11.3%	16.0%	-	9.5%	13.5%	-
% Achieving Ebacc (Level 4)	4.4%	15.8%	-	23.0%	13.0%	-	19.7%	19.8%	-	12.6%	18.0%	-
EBACC APS	-	-	-	3.5	3.7	-	3.7	4.1	-	3.9	4.4	-

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Figure 2	PP/ NPP Additional Information							
	School 2017		School 2018		School 2019		School 2020	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
<b>Progress 8 Score</b>	<b>0.33</b>	<b>0.46</b>	<b>0.21</b>	<b>0.41</b>	<b>0.43</b>	<b>0.53</b>	<b>0.81</b>	<b>0.89</b>
Boys P8	-0.01	0.21	-0.40	0.06	0.34	0.37	0.57	0.62
Girls P8	0.69	0.79	0.73	0.67	0.53	0.69	1.02	1.09
Higher ability P8	0.18	0.29	0.13	0.77	0.31	0.48	0.38	0.84
Middle ability P8	0.33	0.46	0.08	0.32	0.46	0.59	0.91	0.98
Lower ability P8	0.56	0.80	0.37	0.29	0.44	0.34	1.01	0.52
SEN P8	0.35	0.76	0.16	0.32	-0.07	0.38	0.57	-0.07
Not SEN P8	0.33	0.44	0.20	0.41	0.47	0.55	0.87	1.02
<b>Attainment 8 (Avg. grade)</b>	<b>4.4</b>	<b>4.8</b>	<b>4.2</b>	<b>4.5</b>	<b>4.4</b>	<b>5.2</b>	<b>4.8</b>	<b>5.2</b>

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Boys A8	3.8	4.3	3.6	4.1	4.3	4.8	4.7	5.0
Girls A8	5.0	5.4	4.7	4.8	4.6	4.9	5.0	5.4
Higher ability A8	5.7	5.9	6.1	6.6	6.2	6.1	5.9	6.5
Middle ability A8	4.3	4.6	4.2	4.4	4.5	4.6	4.9	5.1
Lower ability A8	2.8	3.4	2.8	2.8	2.8	2.7	3.3	3.2
SEN A8	2.6	3.2	2.9	3.1	2.5	3.5	3.6	2.9
Not SEN A8	4.6	4.9	4.4	4.7	4.7	5.0	5.1	5.5

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Quality First Teaching	EEF Toolkit	Cost	
		Lead	Review
Coaching and CPD time given to staff to support professional development.	9	JON	
Design and implement a bespoke CPD programme underpinned by development of a practice culture	9, 16	JON	
Further embed intervention and prevention strategies aimed at supporting disadvantaged students	12, 30	JON	
Embed and respond to retrieval practice through a carefully tailored curriculum	9, 16	GEA	
Embed homework expectations and provide support opportunities for students who need it	9, 11	GEA	
All staff are provided additional non-contact time to prepare and resource high quality schemes of work for students	9, 35	JON	

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Embed Voice 21 strategies into all subjects and through the bespoke Hearts and Minds curriculum	18	BUR	
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Targeted Support	EEF Toolkit	Cost	
		Lead	Review
Maximise the effectiveness of Lexia, AR and Bedrock for students reading below chronology in Y7 / Y8	18, 23, 25, 30	PAT	
Employ additional staffing to work with under achieving disadvantaged students.	17, 30	PPR	
Appoint a literacy lead	17, 30	PAT	
Appoint a wellbeing champion to support students with SEMH	3, 15	EAS	
Employ a counsellor to provide targeted support to students with anxiety and self-esteem issues	3, 15	EAS	
Create a bespoke approach for disadvantaged students who are SEND or CL needs	12, 30, 31	HOP	

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Provide opportunity for students to extend learning during out of school hours through remote learning for disadvantaged students.	9, 30	STE	
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Minimising barriers to achievement	EEF Toolkit	Cost	
		Lead	Review
Maximise the effectiveness of reading tutor time through guided reading so students read widely / often	18	PAT	
Strategically deploy an Attendance Officer and Educational Social Worker to target key disadvantaged students or hard to reach families.	3	EAS	
Provide a remote homework club for disadvantaged students to support learning outside the classroom	15, 30	STE	
Provide a range of revision resources and timetables for students to independently learn outside of the class	11	STE	
Offer subsidies for uniform	20	NAZ	
Provide targeted support to improve attendance, behaviour and links with families where these are barriers	2, 3, 20	NAZ	

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Provide access to a school nurse to assist with any issues that relate to personal hygiene and care	20	EAS	
Employ a careers advisor who provides support to disadvantaged students and prioritises their career aspirations	2	STE	



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High expectations and broadening experiences	EEF Toolkit	Cost	
		Lead	Review
Provide a wide range of extra-curricular electives to raise self-esteem and foster good relationships	1, 2, 19	STE	
Subsidise educational trips to support students enrichment opportunities.	3	STE	
Subsidise educational trips designed to motivate students to develop good learning habits	15, 30	STE	
Invite aspirational speakers into the academy to present to students	11	STE	
Employ a careers advisor who provides support to disadvantage students and prioritise their career aspirations	20	STE	



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Support a member of staff to undertake the Ambition School Leadership careers programme.	2, 3, 20	STE	
Maximise the effectiveness of Unifrog to support the CAIG of all students.	2,	STE	
Summer school to work on social cohesion and expectations	33	PRR	

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## Review of expenditure

### Quality First Teaching

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>• <b>Students are provided with excellent quality first teaching and feedback. Progress of disadvantaged students is better than disadvantaged and non disadvantaged students nationally.</b></li> <li>• <b>100% of teachers performing at least in-line with professional stage expectations due to coaching and development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support and develop staff with pedagogic techniques that raise standards in the classroom</li> </ul>

### Targeted support

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>• <b>Lexia, Accelerated reader and Bedrock have been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress</b></li> <li>• <b>100% of teachers performing at least in-line with professional stage expectations due to coaching and development</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review the targeted approach to literacy interventions and the efficacy on different cohorts.</li> <li>• Employ the use of other strategies to develop support for students in their comprehension</li> </ul>



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- Oracy programme has had a very positive impact in the first year with quality assurance evidence showing that the quality of talk in classrooms has improved.
- Continue to embed oracy framework in all subjects rather than just Voice lessons

### Minimising barriers to achievement

#### Impact

- Targeted support from staff ensured barriers are minimised for students by providing timely interventions resulting in reducing low level disruption and exclusions.
- Strong and robust attendance protocols in place to target students whose attendance is poor.

#### Lessons Learned

- Refine attendance procedures to include remote learning and engagement for school refusers.
- Continue to work with families to help reduce barriers including holding parental drop in sessions and information leaflets on key barriers to achievements including attendance, behaviour, homework and revision

### High expectations and broadening experiences

#### Impact

- All students in Y11 receive interview skills and part of ETON X programme
- 99.52% (98.04% Local rate) students in Y11 in education, employment or training. All PP students in education, employment or training.

#### Lessons Learned

- Continue to embed Unifrog across the tutor programme
- Support the Careers lead to work with Ambition
- Join up CAIG across the through school



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- Increase in students attending the Grammar schools and Greenhead college
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