



The Halifax Academy

'a voice to change the world'

School Development Plan

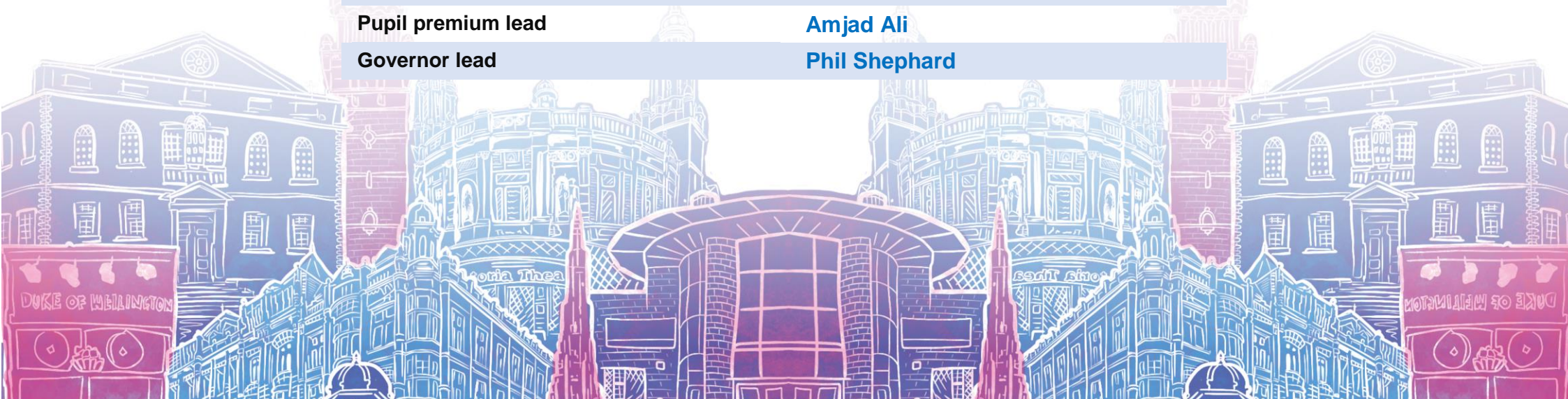
2021 - 2024





School overview

Pupils in school	1421
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	487 610
COVID Recovery Premium	42 720
Academic year or years covered by statement	2021 - 2024
Publish date	July 2021
Review date	June 2021
Statement authorised by	Matt Perry
Pupil premium lead	Amjad Ali
Governor lead	Phil Shephard





School Planning 2021-2024 (Based on EEF guide)

Teaching

Literacy

- **Reading Recovery Programme:** development, delivery and implementation.
- **Development of Voice strategy:** to deepen oracy across through school as means to increased independence, development of literacy skills.

Numeracy

- **Numeracy Recovery Programme:** development, delivery and implementation.

Inclusion

- Continue to develop classroom practice and use of TAs as outlined by the EEF toolkit
- **Self-regulation Programme:** development, delivery and implementation

Early Years

- Increase provision across Phase 1
- Develop outdoor areas to support literacy and numeracy opportunities

Targeted academic support

Through school intervention strategy

- Development of through school intervention strategy for both literacy and numeracy
- Review assessment approach and principles to provide intelligent data

Inclusion

- Specialist intervention and training around the four areas identified in the SEND code of practice
 - o Cognition and Learning
 - o Communication and Interaction
 - o Sensory and Physical needs
 - o Social, emotional and mental health

Literacy/Numeracy

- NELI early years intervention
- Targeted support for students below chronological reading ages and gaps in numeracy
- Continue to develop oracy strategies in the classroom across all five phases

Wider strategies

Review whole school approach to wellbeing, safeguarding, behaviour and attendance to ensure approach to support impact of COVID on students and families

- Independent audit of practice and identification of need and capacity
- Establish Wellbeing strategy across phase

Partnership working

- Further develop community and parent links and partnership
- Build community opportunities into the curriculum
- Review approach to parental engagement



Local Context

	National	THA
Students in receipt of PP	20%	33%
Minority Ethnic	31.8%	99%
SEN EHC	1.7	2.1%
SEN Support	10.8	19.2%
EAL	16.9	72.2%
School Deprivation	0.2	0.33

Indices of Deprivation

	THA
Index of Multiple Deprivation	Lowest 10% Nationally
Index deprivation affecting Children (IDACI)	Lowest 10% Nationally
Employment deprivation	Lowest 10% Nationally
Education deprivation	Lowest 10% Nationally
Health deprivation	Lowest 10% Nationally
Crime deprivation	Lowest 10% Nationally

CRIME MAP IN HX2 OBA

Crime Rates by Incident Type

The following graph shows recorded crime between June 2017 and July 2018 in this LSOA area. Statistics are released by police.uk on a regular basis.

	UK Average	This Area
Anti-social behaviour	37	22
Burglary	12	9
Robbery	2	0
Vehicle Crimes	13	10
Violent Crimes	50	105
Shoplifting	10	3
Criminal Damage / Arson	15	21
Theft	20	16
Drugs	4	5
Other Crimes	3	8
Possession of Weapons	12	1

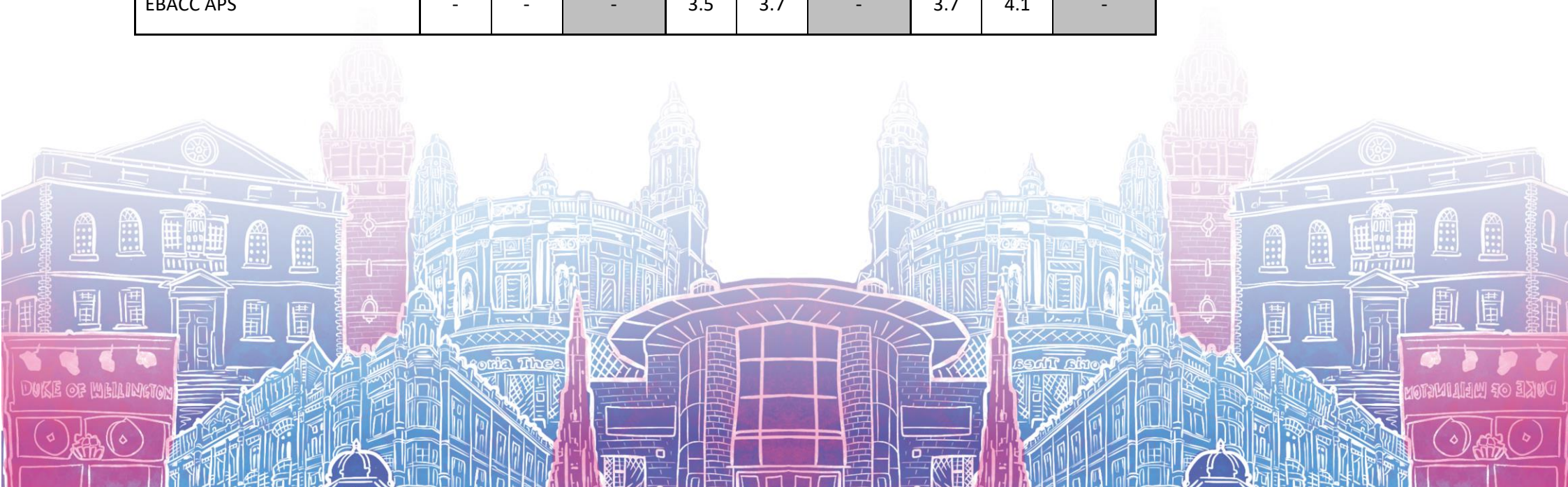
The Halifax Academy serves one of the most deprived communities in the country. THA's educational outcomes have been consistently strong for the past three years.





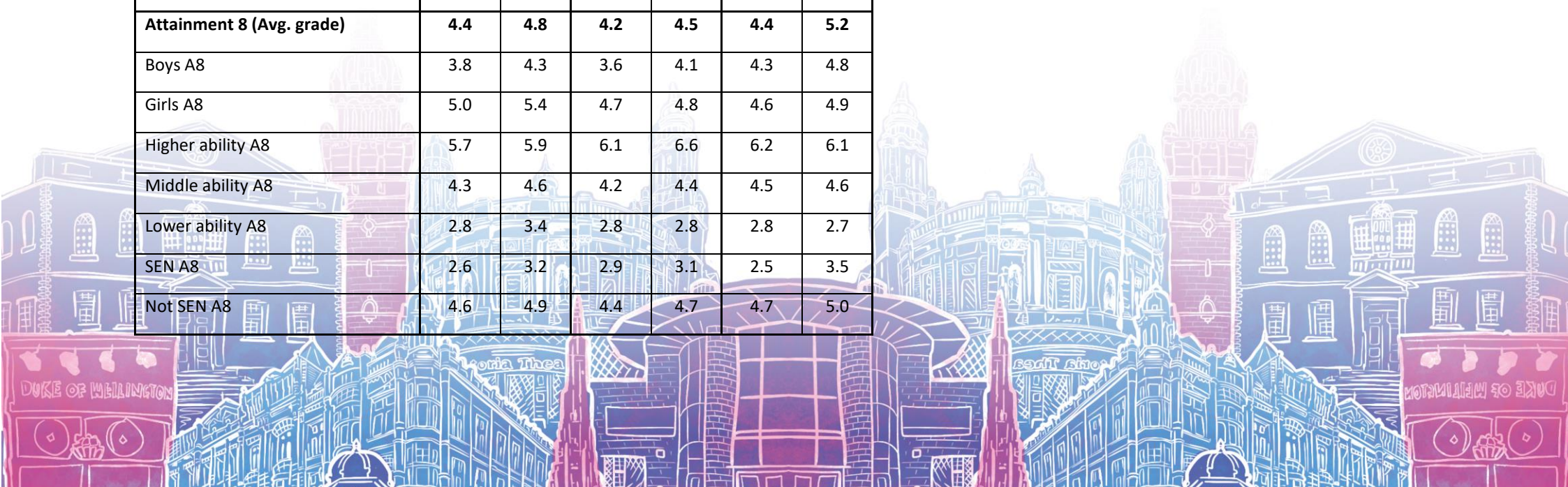
Disadvantaged pupil performance for last three academic years where verified data has been published

	PP/ NPP Headline measures over time								
	School 2017		National 2017	School 2018		National 2018	School 2019		National 2019
	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
A8 (avg. grade)	4.4	4.8	5	4.2	4.5	5	4.4	5.2	5
5+ EM %	26%	40%	49%	34%	36%	50%	35%	50%	50%
4+ EM %	50%	64%	71%	47%	54%	71%	52%	62%	71%
% Entering Ebacc	16.2%	23.2%	-	24.3%	16.2%	-	19.7%	27.4%	-
% Achieving Ebacc (Level 5)	4.4%	15.8%	-	16.2%	7.1%	-	11.3%	16.0%	-
% Achieving Ebacc (Level 4)	4.4%	15.8%	-	23.0%	13.0%	-	19.7%	19.8%	-
EBACC APS	-	-	-	3.5	3.7	-	3.7	4.1	-



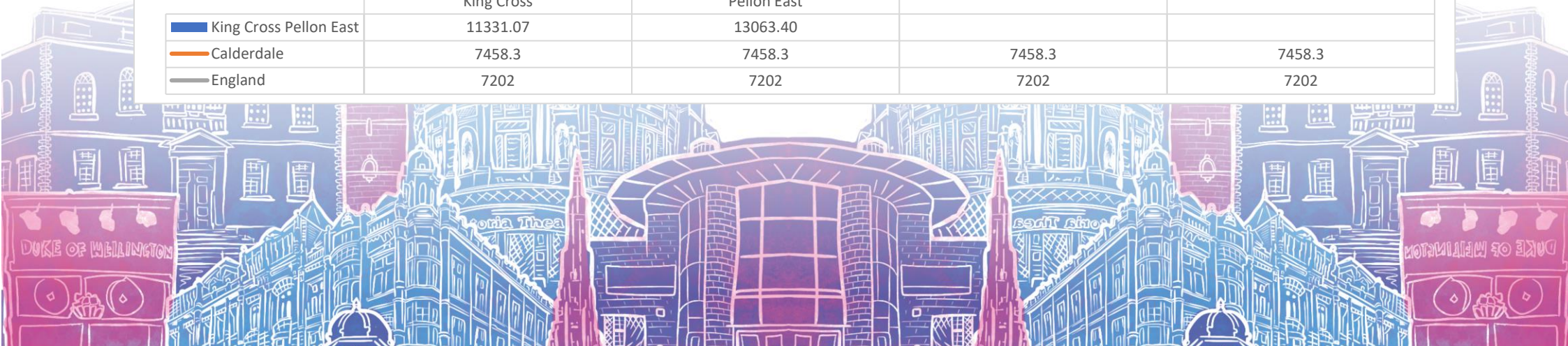
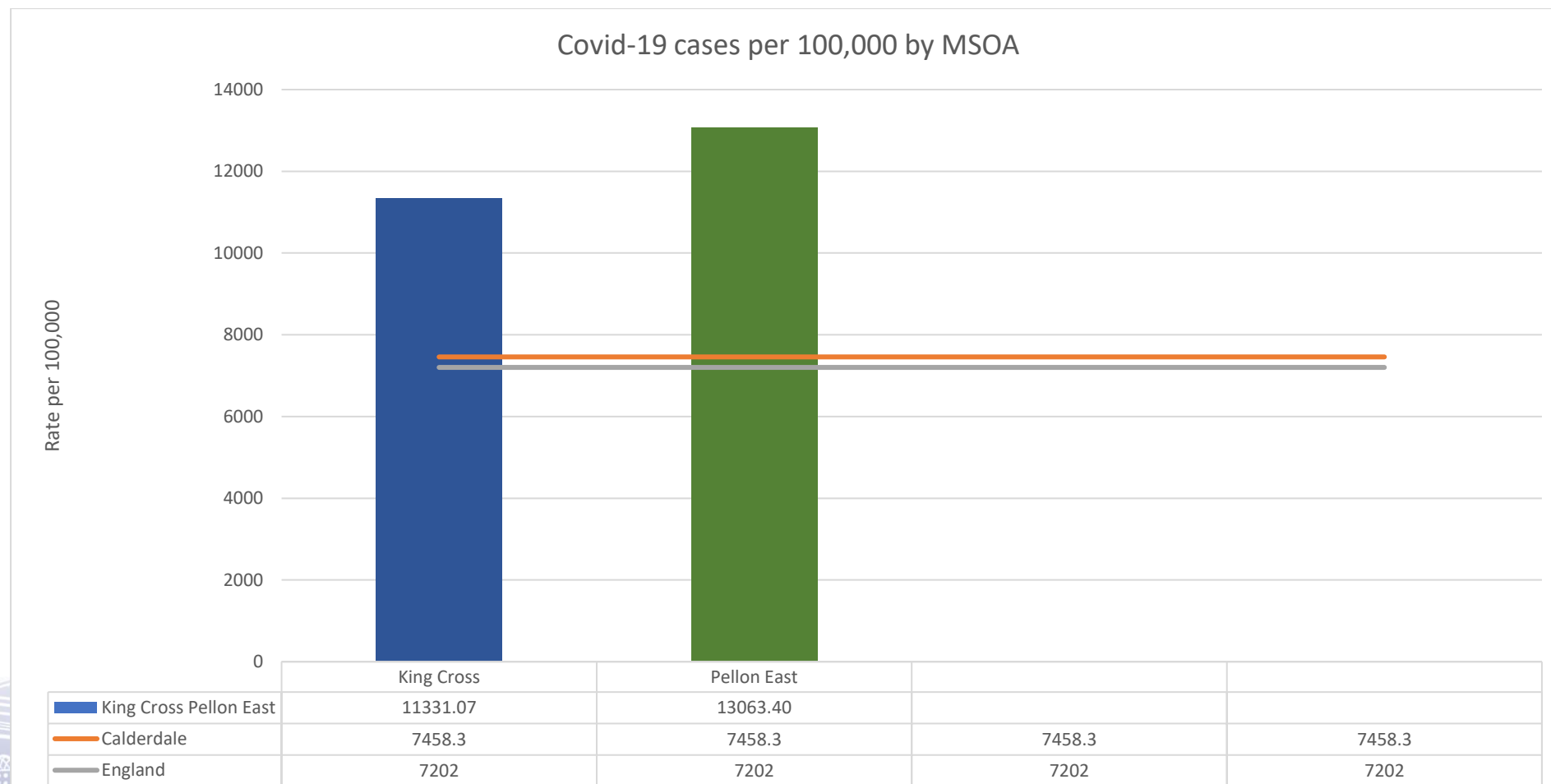


	PP/ NPP Additional Information					
	School 2017		School 2018		School 2019	
	PP	NPP	PP	NPP	PP	NPP
Progress 8 Score	0.33	0.46	0.21	0.41	0.43	0.53
Boys P8	-0.01	0.21	-0.40	0.06	0.34	0.37
Girls P8	0.69	0.79	0.73	0.67	0.53	0.69
Higher ability P8	0.18	0.29	0.13	0.77	0.31	0.48
Middle ability P8	0.33	0.46	0.08	0.32	0.46	0.59
Lower ability P8	0.56	0.80	0.37	0.29	0.44	0.34
SEN P8	0.35	0.76	0.16	0.32	-0.07	0.38
Not SEN P8	0.33	0.44	0.20	0.41	0.47	0.55
Attainment 8 (Avg. grade)	4.4	4.8	4.2	4.5	4.4	5.2
Boys A8	3.8	4.3	3.6	4.1	4.3	4.8
Girls A8	5.0	5.4	4.7	4.8	4.6	4.9
Higher ability A8	5.7	5.9	6.1	6.6	6.2	6.1
Middle ability A8	4.3	4.6	4.2	4.4	4.5	4.6
Lower ability A8	2.8	3.4	2.8	2.8	2.8	2.7
SEN A8	2.6	3.2	2.9	3.1	2.5	3.5
Not SEN A8	4.6	4.9	4.4	4.7	4.7	5.0



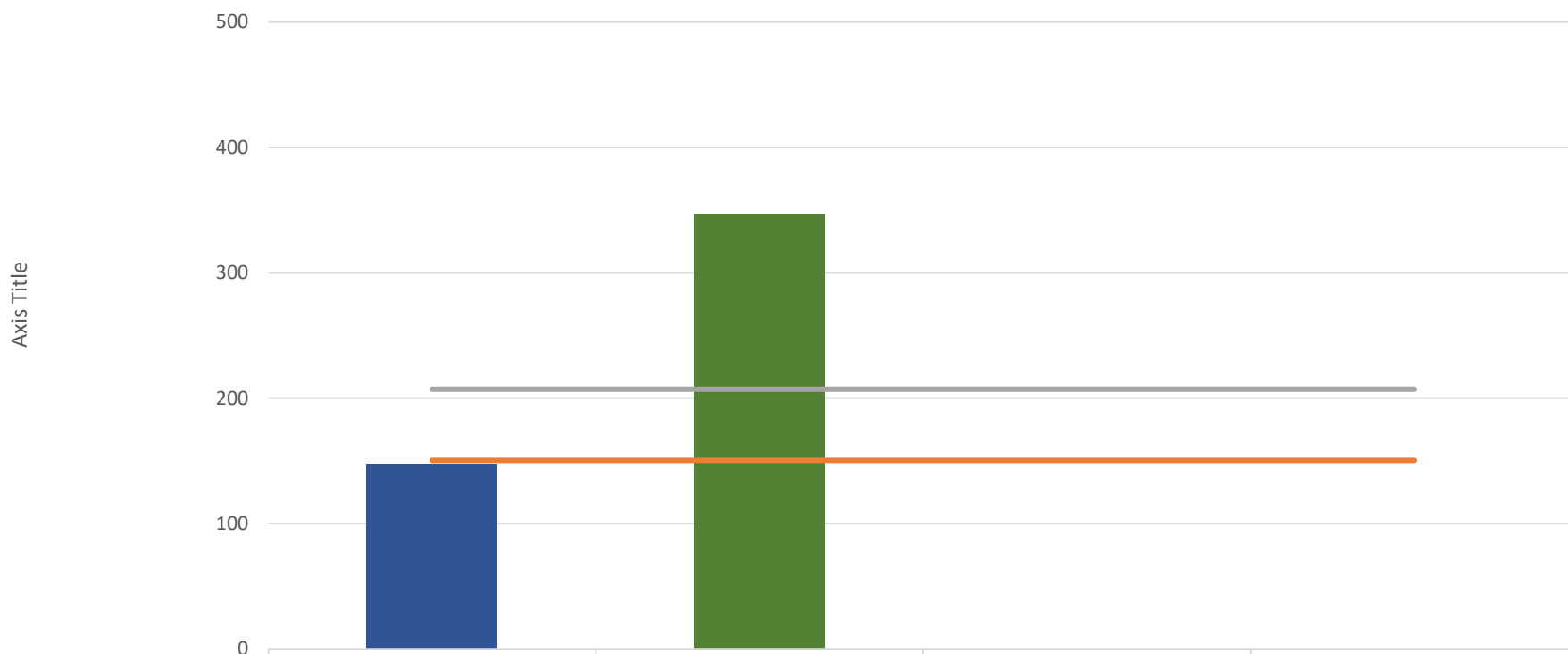


Health impact of COVID





Registered Deaths due to Covid per 100,000 by MSOA



King Cross Pellon East	147.73	346.71		
Calderdale	150.39	150.39	150.39	150.39
England	207.11	207.11	207.11	207.11





Impact of COVID

Literacy

'The analysis suggests that school closures in relation to the pandemic have led to a widening of the disadvantage gap. Furthermore, pupils from EAL backgrounds in secondary, pupils in Yorkshire and the Humber, and pupils in the North East, experienced a learning loss of a similar scale – around half a month larger than other pupils.'

Department of Education: June 2021

Numeracy

'Pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of the pandemic. Pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) lost, on average, approximately 2.2 months in reading amongst both primary and secondary aged pupils, and around 4.5 months in mathematics for primary aged pupils. This means that disadvantaged pupils lost about half a month more than non-disadvantaged pupils in reading and around a month more in primary mathematics.'

Department of Education: June 2021

Inclusion

'Pupils with special educational needs experienced catch-up of around 0.4 months, compared with around 0.6 months for all primary aged pupils;'

Department of Education: June 2021

Wellbeing

"Even before the Covid pandemic, we faced an epidemic of children's mental health problems in England and a children's mental health service that, though improving significantly, was still unable to provide the help hundreds of thousands of children required. It is widely accepted that lockdown and school closures have had a detrimental effect on the mental health of many children."

Ann Longfield, Children's Commissioner 2021





Partnerships

‘The school aims to build partnerships: with the community that enable the school to access the resources and expertise needed to remove all barriers to learning, including those that exist beyond the school gates; with parents and pupils, organised around ambitious goals for transforming life chances and building leadership capacity at every level.’

Skein Framework CUREE 2021

Early Years

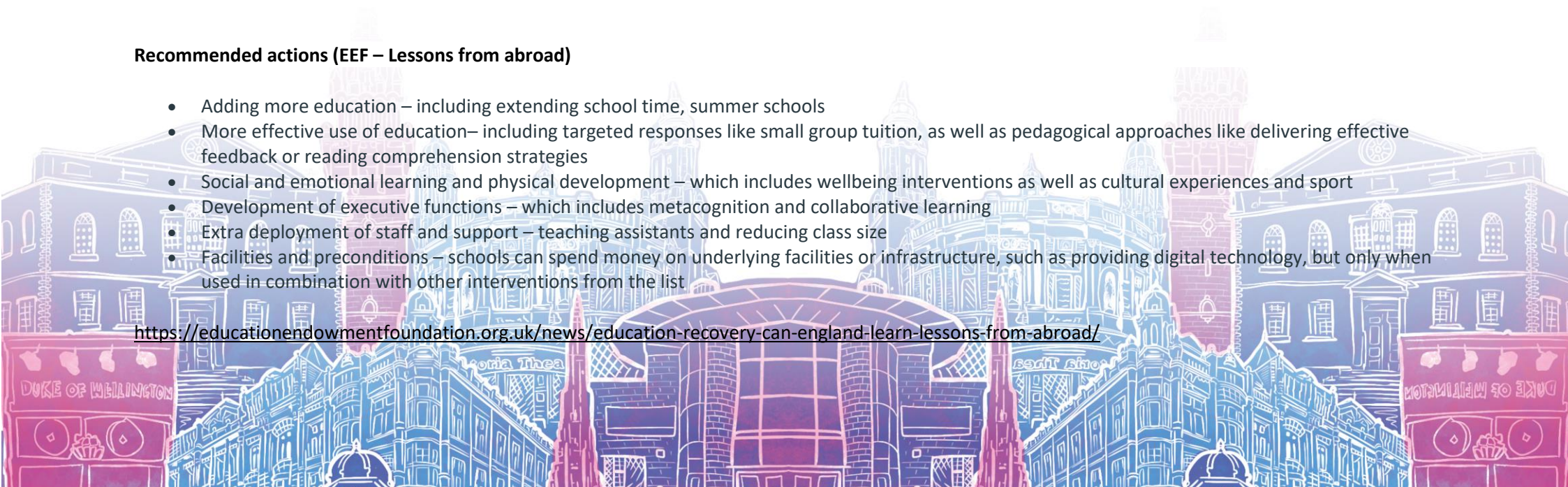
There has been widespread concern expressed about the impact of COVID-19 on young children’s development and well-being, with the largest impact likely to fall on children from the poorest families or those with vulnerabilities and particular needs, including those with Special Educational Needs or Disability (SEND). Attending an early years setting is highly valuable for all children, leading to positive social and emotional, language, and physical development. The lack of access to provision during lockdown means a further widening of the attainment gap may be occurring and that children’s development is being significantly compromised. There is a risk of isolated young children developing issues such as post-traumatic stress disorder, attachment problems or a sense of grief which could have fundamental and long-term effects. –

Sutton Trust ‘**COVID-19 and Social Mobility Impact Brief #4: Early Years**’

Recommended actions (EEF – Lessons from abroad)

- Adding more education – including extending school time, summer schools
- More effective use of education– including targeted responses like small group tuition, as well as pedagogical approaches like delivering effective feedback or reading comprehension strategies
- Social and emotional learning and physical development – which includes wellbeing interventions as well as cultural experiences and sport
- Development of executive functions – which includes metacognition and collaborative learning
- Extra deployment of staff and support – teaching assistants and reducing class size
- Facilities and preconditions – schools can spend money on underlying facilities or infrastructure, such as providing digital technology, but only when used in combination with other interventions from the list

<https://educationendowmentfoundation.org.uk/news/education-recovery-can-england-learn-lessons-from-abroad/>





Research Informed Strategies for Recovery

“Education recovery focus will be about doing a few things well rather than having a scattergun of lots and lots of gimmicks”

Sir Kevan Collins – A few bold things





Literacy

'The analysis suggests that school closures in relation to the pandemic have led to a widening of the disadvantage gap. Furthermore, pupils from EAL backgrounds in secondary, pupils in Yorkshire and the Humber, and pupils in the North East, experienced a learning loss of a similar scale – around half a month larger than other pupils.'

Department of Education: June 2021

Nationally, EAL students from our socio economic and geographical background in both primary and secondary phases suffered greatest learning loss in reading. As such a focus for the coming years must be a well-resourced, clearly structured literacy strategy focusing on regaining fluency in reading.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
Development of library at phases 1- 3, 4 -5. Appointment of assistant librarian for phases 1 – 3.	Refurbishment and restocking of libraries and around school reading areas.	£70 000 (Quotes being tendered)	Reading age gains for targeted students above the expected annual average improvement.
Reading Recovery Programme: development, delivery and implementation. Development of Voice strategy: to deepen oracy across through school as means to increased independence, development of literacy skills.	To be delivered by additional English staff. To include support for and development of NELI strategy for pupils in phases 1, 2 and Guided reading groups for phases 2, 3.	Additional staffing across phases 1, 2 and 3. (Teach First £27 340, Library Assistant, £19 553). These positions would be fixed term for an initial two years.	Quality of spoken English in classrooms improved.





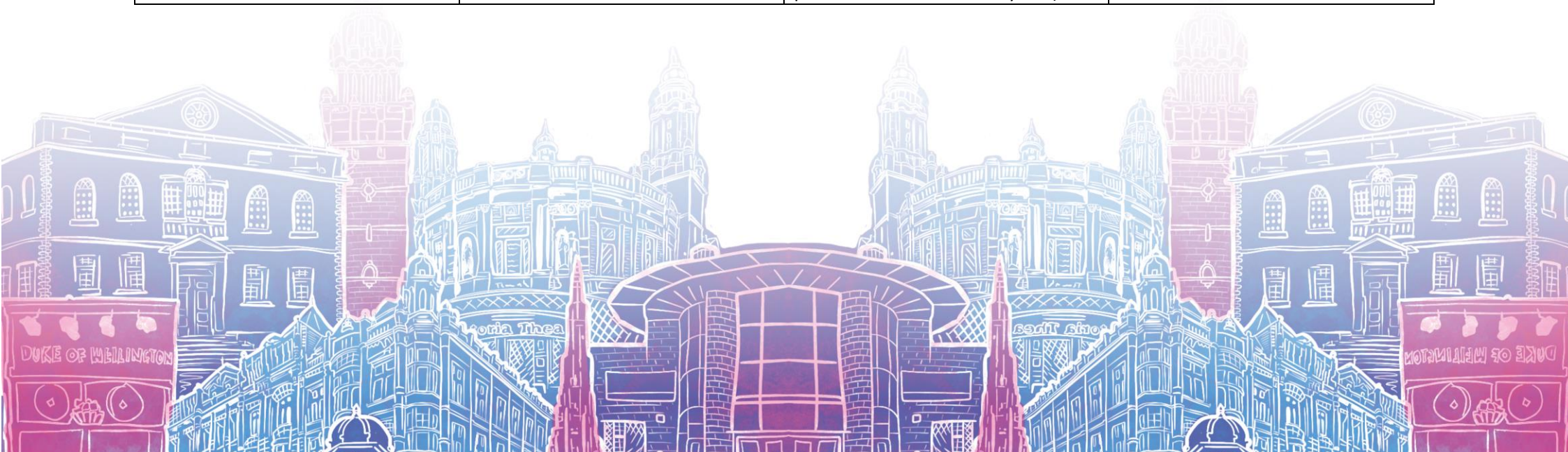
Numeracy

'Pupils from disadvantaged backgrounds have been amongst the biggest losers as a result of the pandemic. Pupils from disadvantaged backgrounds (eligible for free school meals at any point in the last six years) lost, on average, approximately 2.2 months in reading amongst both primary and secondary aged pupils, and around 4.5 months in mathematics for primary aged pupils. This means that disadvantaged pupils lost about half a month more than non-disadvantaged pupils in reading and around a month more in primary mathematics.'

Department of Education: June 2021

Nationally, EAL students from our socio economic and geographical background in both primary and secondary phases suffered greatest learning loss in numeracy. As such a focus for the coming years must be a well-resourced, clearly structured numeracy strategy focusing on regaining fluency and confidence in mathematics.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
Numeracy Recovery Programme: development, delivery and implementation.	To be delivered by additional Maths staff including a Head of Numeracy to coordinate work across phases 1,2, and 3.	Additional staffing across phases 1,2 and 3. (Additional member of staff to backfill Head of Numeracy – TF £27 340. This would be a fixed term position for an initial two years).	Numeracy gains for targeted students above the expected annual average improvement. Quality of numeracy fluency evident in classrooms.





Inclusion

‘Pupils with special educational needs experienced catch-up of around 0.4 months, compared with around 0.6 months for all primary aged pupils;’

Department of Education: June 2021

“Early indications are that the gap may have widened as a result of the coronavirus pandemic, therefore supporting children to self-regulate and relearn classroom routines such as strategies to use when they are stuck will be of even greater importance.”

Huntington Research School

Research shows that the most vulnerable students within school have suffered the greatest loss of learning and confidence during the pandemic. A sustained focus on improving the provision for Inclusion is fundamental to addressing this imbalance.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
<p>Inclusion: Continue to develop classroom practice and use of TAs as outlined by the EEF toolkit</p> <p>Increased staffing capacity using expertise from English, Humanities and science faculty.</p> <p>Further capacity in teaching and learning leadership to support QFT.</p> <p>Development of Inclusion area: kitchen, ICT, development of wellbeing and nurture space.</p>	<p>Appointments to Inclusion team: additional SENCO for phase 3, a inclusion lead practitioner role, additional support in administration.</p>	<p>Lead Practitioner for Inclusion £61650 SENCO qualification - £2000 Reduced Allocation for SENCO (5 periods @ 2200) £11000</p>	<p>Numeracy, literacy gains for SEN students above the expected annual average improvement.</p> <p>Improvement in attendance and A2L scores for SEN students.</p> <p>QFT evident in all classrooms.</p>
<p>Self-regulation programme: development, delivery and implementation</p>	<p>To be delivered by additional provision in Teaching and Learning team across phase 3 and Accelerator.</p>	<p>Additional staffing across phase 3. HLTA to support CL strategies.</p>	<p>Successful reintegration of learners into school routines and independence.</p>



			Improved attendance and A2L scores with identified groups.
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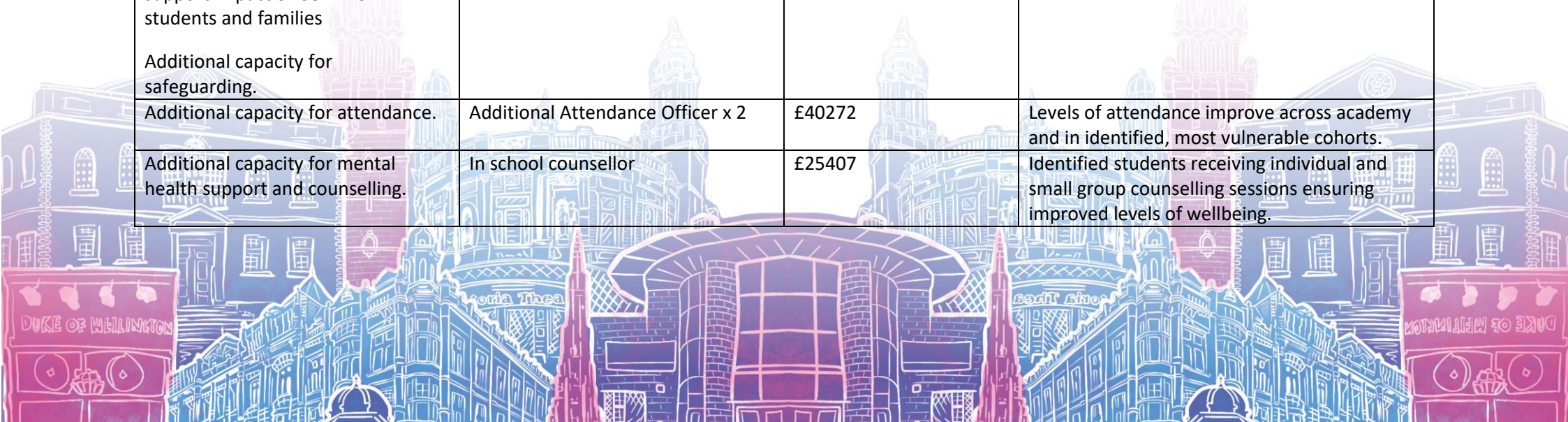
Wellbeing

“Even before the Covid pandemic, we faced an epidemic of children’s mental health problems in England and a children’s mental health service that, though improving significantly, was still unable to provide the help hundreds of thousands of children required. It is widely accepted that lockdown and school closures have had a detrimental effect on the mental health of many children.”

Ann Longfield, Children’s Commissioner 2021

Research shows that lockdown has had a definitive impact on the lives of our most vulnerable families with increased levels of domestic violence, truancy and high levels of employment insecurity. A sustained and substantial investment into the wellbeing of students is essential.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
Wellbeing: Review whole school approach to wellbeing, safeguarding, behaviour and attendance to ensure approach to support impact of COVID on students and families Additional capacity for safeguarding. Additional capacity for attendance.	Additional DSL for Phase 3	£20136	Increased levels of surveillance and support for students and their families. Students increasingly aware of practical strategies to support their own mental health.
Additional capacity for mental health support and counselling.	In school counsellor	£25407	Identified students receiving individual and small group counselling sessions ensuring improved levels of wellbeing.
	Additional Attendance Officer x 2	£40272	Levels of attendance improve across academy and in identified, most vulnerable cohorts.





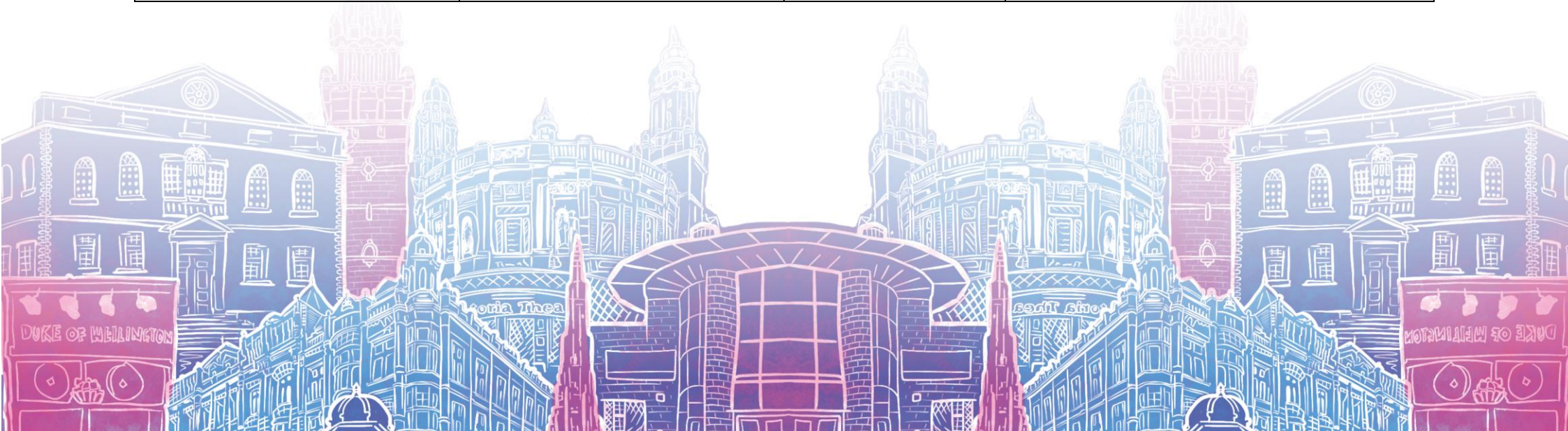
Partnerships

'The school aims to build partnerships: with the community that enable the school to access the resources and expertise needed to remove all barriers to learning, including those that exist beyond the school gates; with parents and pupils, organised around ambitious goals for transforming life chances and building leadership capacity at every level.'

Skein Framework CUREE 2021

As the community recovers from Covid, it will be imperative to build on the partnerships forged during the pandemic and renew and rebuild those which have broken or weakened.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
Establishment of community partnership team to devise, develop and implement partnership strategy.	Senior Strategic Partnership	£84714	Improved engagement with harder to reach families Widening of life experiences for students. Improved attendance at school, parents' events and other community activities.
	Community liaison manager (This is a two year fixed term post where additional funding should cover the post in the future.)	£29080	
Establishing Breakfast Club	External Provision to resource Breakfast club	<u>c.£15k</u>	Engage with vulnerable families
Development of partnership programme for intervention groups.	Additional resources as required		Improved attendance, A2Ls, wellbeing in identified cohort.





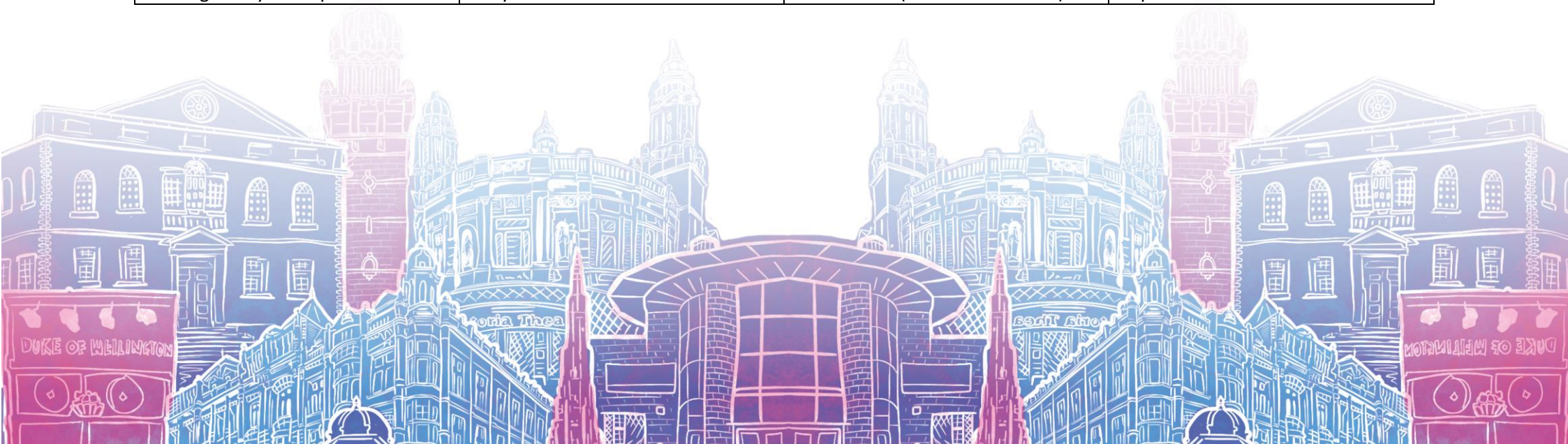
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Sutton Trust 'COVID-19 and Social Mobility Impact Brief #4: Early Years'

The impact of COVID on pre school children has been great. Many students have experienced fewer social interactions to be able to develop speech and language and fewer experiences to develop physical needs. As a result investment in our continuous provision is required to make sure that students have more literacy and physical learning opportunities.

<u>Strategy</u>	<u>Resource</u>	<u>Cost</u>	<u>Impact</u>
Redesign Early Years provision	Early Years Provision	£80k – 110k (Still out for tender)	Improved levels of GLD





Appendix

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923623/SMC Long shadow of deprivation MAIN REPORT Accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923623/SMC_Long_shadow_of_deprivation_MAIN_REPORT_Accessible.pdf)

Department of Education: June 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994350/Understanding Progress in the 2020 21 Academic Year Report 2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994350/Understanding_Progress_in_the_2020_21_Academic_Year_Report_2.pdf)

EEF Reports:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/>

Sutton Trust Reports

<https://www.suttontrust.com/wp-content/uploads/2020/06/Early-Years-Impact-Brief.pdf>

Guardian Comment:

<https://www.theguardian.com/commentisfree/2021/jun/22/johnson-school-catch-up-funding-tories-spending>

https://www.theguardian.com/society/2021/jan/28/childrens-mental-health-services-in-england-unable-to-meet-demand?CMP=Share_iOSApp_Other

