

Pupil premium strategy statement - The Halifax Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	The Halifax Academy
Proportion (%) of pupil premium eligible pupils	1421
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	31.5%
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Matt Perry
Pupil premium lead	Rachel Jones – Deputy Headteacher
Governor / Trustee lead	Lauren Parker Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£481 835
Recovery premium funding allocation this academic year	£148 675
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£630 510

Part A: Pupil premium strategy plan

Statement of intent

The Halifax Academy aims to ensure disadvantaged pupils make good progress and enjoy high levels of attainment. Our intention is to demonstrate a coherent academy wide approach: delivering an effectively ambitious yet appropriately sequenced curriculum; deploying a variety of diagnostic tools to identify pupils' needs; implementing a programme of evidence informed interventions as appropriate; monitoring and evaluating our impact. This will ensure the best possible support and ongoing success for the young people under our care.

At the heart of our approach is high quality teaching. We will work hard to develop the professional expertise of teachers through coaching, use of educational research and programmes of on-going professional learning. We will hone teachers' ability to identify gaps and barriers to learning and adapt lessons to address them. This has the greatest impact in closing the disadvantage attainment gap. Where gaps continue to be a concern, we will firstly adapt our curriculum and pedagogical approach, before implementing targeted interventions. We want all our pupils, especially those from disadvantaged backgrounds, to have strong literacy and numeracy skills so that they have a firm foundation to build upon when they leave us; therefore, literacy and numeracy are at the forefront of our intervention programme.

We recognise that attainment is only one aspect of ensuring we shape our pupils to be well-rounded individuals. Therefore, we will incorporate other aspects into our strategy such as development of metacognition, mental health support and increased exposure to cultural capital and careers education. Whilst valuable in their own right, these activities are effective in further minimising the attainment gap and promoting social mobility.

We appreciate that education is a partnership between us, pupils and families. As such, we will increase family engagement and out-reach work, and further deepen our links with the community, ensuring a co-ordinated approach to raising standards for our disadvantaged pupils.

As a school we have been successful in ensuring our disadvantaged pupils achieve well, either surpassing or performing in line with their peers. However, our approach is iterative and we are always striving to improve. All staff are committed to supporting our pupils to achieve their full potential and we continue to invest in areas we feel will further benefit our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessment data and teacher observation suggest that many disadvantaged have poor reading and writing abilities. This impacts all subjects.</p> <p>Data from NGRTs show that year 4 disadvantaged pupils have a SAS of 94 (national = 100). Similarly, year 7 disadvantaged pupils have a SAS of 95.</p>
2	<p>Assessment data and teacher observation suggests that many disadvantaged students struggle with Maths. This impinges progress and attainment in a number of subjects.</p> <p>Data from PTs (GL assessments) show that year 3 disadvantaged pupils have a SAS of 83 (national = 100). Similarly, year 8 disadvantaged pupils underperform their national peers with a SAS of 96.</p>
3	<p>Attendance is a focus area, with persistent attendance impacting progress and attainment. Average attendance for disadvantaged pupils at the school has consistently been poorer than their peers (87.4% vs 90.6%)</p>
4	<p>Observations suggest a barrier for learning for many disadvantaged students is self-regulation and metacognition. Many students struggle organising themselves, have difficulties in knowing what steps need to be taken to be successful or lack the willingness to engage in their metacognitive or cognitive skills thereby hindering their ability to be successful.</p>
5	<p>Qualitative data and well-being surveys suggest there is an increasing prevalence of social and emotional issues such as anxiety amongst students, especially those from disadvantaged background. Poor levels of mental health, exacerbated by partial school closures, has a direct impact on attainment. Academic studies have shown disadvantaged students and students from Yorkshire in particular appear to have fallen further behind their peers academically due to the legacy of the pandemic.</p>
	<p>Many disadvantaged pupils lack the cultural capital enjoyed by more affluent peers nationally. This can, if not addressed, result in pupils not realising their full talents and potential, academically and in adulthood.</p>
	<p>Disadvantaged students are nationally more like to become NEET and live in poverty as adults partly due to lower exposure to different career routes and lower levels of aspirations.</p>
	<p>There can often be poor parental engagement for a large number of disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils at key assessment points	<p>PP progress 8 score to be above +0.5 by 2025.</p> <p>Disadvantaged pupils to have a progress score that is above or marginally below (-0.10) non-disadvantaged pupils in three quarters of all GCSE subjects offered.</p> <p>KS1 Disadvantaged attainment gap to be at least 2% less than any national attainment gap by 2025.</p> <p>KS2 Disadvantaged progress gap to be at least 0.2 less than any national attainment gap by 2025.</p>
Improved reading and maths scores among disadvantaged students across phases 1-4	<p>GL assessments to show a narrowing of gaps between PP and non-PP scores overtime.</p> <p>Disadvantaged pupils to show greater reading comprehension, passage completion and numeracy skills.</p>
Sustained improvement in attendance figures for disadvantaged students	<p>Attendance figures for PP and non-PP to be inline (0-2% difference).</p> <p>Persistent attendance figures for PP and non-PP to be inline (0-2% difference).</p>
Disadvantaged pupils to show improved metacognitive and self-regulatory skills	<p>Observations and student voice suggest disadvantaged pupils are able to better monitor and regulate their own learning including home learning.</p> <p>There should be an increase in disadvantaged students completing home learning tasks. This by 2025 will be inline with non-disadvantaged students.</p>
A curriculum that provides pupils a range and variety of experience to aid personal development.	<p>The enhancement of the wider curriculum to ensure personal development opportunities are maximised.</p> <p>A greater number of opportunities for pupils to visit places in the local area and wider afield.</p> <p>A significant increase in the participation in enrichment activities, especially by disadvantaged students.</p>
Exposure to a range of career pathways and a greater number of pupils opting for academic pathways in post-16	<p>A higher proportion of disadvantaged students attending grammar sixth forms or similar compared to previous years.</p> <p>Lower than the national average in NEET pupils.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 421 283

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching including the recruitment and retention of staff and accelerator provision. CPD sessions.	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.' EEF Quality first teaching	1, 2, 4
Purchase of standardised assessments (GL assessments, nomoremarking and Star Reader)	Standardised tests can provide insight into specific strengths and weaknesses so that the correct interventions can take place and the curriculum can be adapted to meet pupils' needs. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improving literacy in all subjects. This includes training of staff and the purchase of programmes – Bedrock, Lexia and Accelerated Reader.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1
Improving numeracy by continuing to enhance our maths teaching and curriculum planning. This includes: the appointment of a Numeracy Lead, cross-phase planning and training, continual use of external programmes such as Hegarty and Maths Mastery.	Recommendation 6: 'Use tasks and resources to challenge and support pupils' mathematics' EEF Maths	2
Support the development of meta-	Teaching metacognitive strategies can help pupils become more independent	4

<p>cognition and self-regulation skills in pupils. This includes: teacher training, coaching time, and continual development of the Character programme.</p>	<p>learners and thereby improve attainment. <u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Continued revision of the school curriculum. This includes greater opportunities for pupils to experience trips and visitors, an increase in the range of extra-curricular activities, enhancement of the touchstone curriculum, a clear embedding of careers within the Character curriculum (co-ordinated by the careers lead)</p>	<p>‘Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace, and there is an increasing emphasis on their value, given labour market trends towards automation.’ <u>Sutton Trust Improving Essential Life Skills for Young People</u></p>	<p>4, 5, 6, 7</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 53 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework clubs to be run after school for different year groups – disadvantaged pupils with poor A2L for home learning to be guided to attend. Includes the payment of staff for running these clubs.</p>	<p>Studies suggest homework has a +5 months increase for Secondary pupils and +3 for primary pupils. <u>EEF Homework</u></p>	<p>4</p>
<p>Tutoring of pupils to address gaps. Includes the payment of staff in English, Maths and Science to run tutoring sessions after school and during holidays.</p>	<p>‘Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.’ <u>EEF One-to-one tuition</u></p>	<p>1, 2</p>

Guided reading during tutor time to support pupils with poor reading scores.	Studies suggest a focus on reading comprehensive is a high impact strategy with a +6 scoring. <u>EEF Reading Comprehension</u>	1
Training of primary TAs in literacy strategies.	If trained well TAs delivering targeted interventions with small group of pupils or individuals can have an effect size of around 4 months. <u>EEF Teaching Assistant Interventions</u>	1
Peer readers. Students from later phases supporting the reading of younger peers.	Impact can be as high as 5 months. <u>EEF Peer tutoring</u>	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 155 687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity within student support team. This includes the employment of a mental health specialist.	Social and emotional learning approaches can on average have 4 month's additional progress. <u>EEF Social and emotional learning</u>	5
Daily monitoring of attendance via the employment of dedicated attendance officers. This includes the employment of two additional staff.	DfE (2016) research suggests that pupils with higher attendance figures achieve better attainment at the end of KS2 and KS4. <u>Dfe Attendance and attainment</u>	3
Running of Community Programme including community kitchen, coffee mornings (lower phases) and also breakfast club (for older phases). This includes the cost of staffing and food/drink provision.	Parental engagement can have a positive impact of up to 4 months' additional progress. <u>EEF Parental Engagement</u>	8
Increased parental and community links through the creation of	As above.	8

the Community Programme.		
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Total budgeted cost: £ £630 510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High Quality Teaching: The curriculum across all phases and subjects has been restructured to address social disadvantage. It is underpinned by a focus on improving basic numeracy and literacy skills whilst also providing pupils with access to a greater number and more broadly ranging set of subject specific opportunities. This will develop essential skills, enhance personal development and increase cultural capital.

Literacy and Numeracy skills are the bedrock of the new curriculum. Subjects have worked hard, with expert support, to improve schemes of learning so that reading, writing and numerical fluency is increased for all students but especially the disadvantaged. Classroom practices and organisation – through group work, setting lesson content and pedagogical routines - have been adapted to close the identifiable gaps in learning.

Defining ‘touchstone moments’ within the curriculum, where pupils explore key issues or texts in a sustained and detailed way, has ensured a richness of experience. All ‘touchstone moments’ include visits out and visitors in, leading to increased opportunity for disadvantaged pupils to take part in activities that bolster essential life skills. This is in addition to the variety of enrichment activities on offer on a daily basis where the attendance of disadvantaged students is prioritised, supported and monitored.

Improvements to the curriculum and the school’s pedagogical approach have been designed and implemented with the support of the school’s coaching programme and use of professional learning time. Schemes of Learning in a number of subjects have been strengthened through subject specific expertise to further ensure high quality teaching. Pedagogical expertise has also been used to enhance classroom practice. For example, retrieval practice has been embedded as a key component of our approach.

Improvements have also been implemented to enhance the delivery of the school’s personal development provision. A careers lead is now in post and, as part of our Character programme, we have a fully integrated careers curriculum addressing all eight Gatsby benchmarks. The Careers team are working alongside staff in each faculty to refine the approach to careers in a subject specific way.

Targeted Academic Support: The school has a clear picture of the performance of disadvantaged students. The investment in external assessments allows for a triangulation of data so that the right students are targeted with the appropriate intervention. External assessments now include PT Maths and Science, and NGRT from GL assessments. In conjunction with teacher and other assessments, (e.g. STAR reading tests and nomoremarking) these provide detailed information so that relevant,

high quality interventions can be implemented and their efficacy measured. 2021-22 will be the second academic year these strategies have been used.

Wider Strategies: Relationships between school and home have been strengthened. Staff have worked hard to develop their use of Microsoft Teams to ensure home learning provision is improved and consistent across different subjects. This has aided the school in providing high quality home learning for all pupils and thereby ensuring that disadvantaged pupils do not fall further behind. Funding has been used to provide disadvantaged pupils with a device to use at home, successfully increasing the number of disadvantaged students accessing home learning. Funding has also been used to enhance our support of our most vulnerable families through providing access to heating, food and education during the cost-of-living crisis. Our Community Kitchen and Connect Programme ensures that families are supported in practical terms and that children are fed. In partnership with our extended attendance team, they work to break down practical barriers to effective learning, further strengthening relationships between school and home. This means that the most vulnerable families are confident in their home-school relationship and can access a familiar and regular point of contact.

Our Wellbeing Curriculum has also been reviewed and redesigned so that students are now fully aware of how to best manage their mental health. In addition, a designated member of staff has trained as a Wellbeing specialist, and is now a full-time member of our team. This provision is used to support disadvantaged pupils who are struggling. PP pupils achieved a P8 score of +0.67, compared to a non-PP score of +0.81 in 2020-21. This was a slight increase in the gap compared to 2019-20 (PP = +0.81, NPP = +0.89), however the P8 score remains much higher than national indicators (e.g. NPP in 2019 was +0.13).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider