

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | The Halifax Academy |
| Number of pupils in school | 1421 |
| Proportion (%) of pupil premium eligible pupils | 31.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Matt Perry Headteacher |
| Pupil premium lead | Amjad Ali Assistant Headteacher |
| Governor / Trustee lead | Phil Shephard Chair of Governors |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £487 610 |
| Recovery premium funding allocation this academic year | £42 720 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £530 330 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan

Statement of intent

The Halifax Academy aims to ensure disadvantaged pupils make good progress and have high levels of attainment. We aim to do this with a joint-up approach that firstly uses a range of diagnostic tools so that we know what our pupils' needs are, this is then followed-up by changes and interventions that are evidence informed. Once strategies are in place we will continue to monitor and review our approach so that we are able to ensure the best possible support for the young people under our care.

At the heart of policy is quality first teaching. By ensuring we develop the skillset of teachers through coaching, using educational research, identifying gaps and subsequently adapting lessons, we will have the greatest impact in closing the disadvantage attainment gap. Where gaps continue to be a concern we will adapt our curriculum and carry out interventions as needed. We want all our pupils, especially those from disadvantaged backgrounds to have strong literacy and numeracy skills so that they have a strong 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 one aspect of ensuring we shape our pupils to be well-rounded individuals. Therefore, we incorporate other aspects into our strategy such as metacognition, mental health support, increased exposure to cultural capital and different career paths. These all minimise barriers to attainment but are all valuable in their own rights too.

We appreciate that education is a partnership between us, pupils and parents/careers. As such, we will continue to push to increase parental engagement and work closer with the community to ensure 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 at our schools inline with their peers. However, our approach is cyclical and we know there is always room for improvement. All staff are invested in supporting our pupils to achieve their full potential and we continue to invest in areas we feel will benefit our pupils further.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessment data and teacher observation suggest that many disadvantaged have poor reading and writing abilities. This impacts all subjects. 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. |
| 2 | Assessment data and teacher observation suggests that many disadvantaged students struggle with Maths. This impinges progress and attainment in a number of subjects. 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. |
| 3 | Attendance is an area of concern, with persistent attendance impacting progress and attainment. Average attendance for disadvantaged pupils at the school has consistently been poorer than their peers with. |
| 4 | 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. |
| 5 | 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. This appears to have been aggravated by partial school closures over the past two academic years which impacts 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 ongoing pandemic. |
| 6 | 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. |
| 7 | Disadvantaged students are nationally more likely to become NEET and live in poverty as adults partly due to lower exposure to different career routes and lower levels of aspirations. |
| 8 | There can often be poor parental engagement for a large number of disadvantaged pupils. |

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 touchstone 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> |

| | |
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| Increased parental engagement | Increased percentage of parents of disadvantaged pupils attending events e.g. parents' evenings. |
|-------------------------------|--|

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: £ 341 103

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality first 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.</p> <p>This includes: teacher training, coaching time, and continual development of character programme.</p> | <p>learners and thereby improve attainment.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Continued revision of the school curriculum. This includes greater opportunities for pupils to attend trips, an increase in the range of extra-curricular activities, enhancement of the touchstone curriculum, a clear embedding of careers within the 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.' Sutton Trust Improving Essential Life Skills for Young People</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.</p> <p>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.</p> <p>EEF Homework</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.'</p> <p>EEF One-to-one tuition</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. EEF Reading Comprehension | 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. EEF Teaching Assistant Interventions | 1 |
| Peer readers. Students from later phases supporting the reading of younger peers. | Impact can be as high as 5 months. EEF Peer tutoring | 1 |

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

Budgeted cost: £ 135 687

| 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. EEF Social and emotional learning | 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. Dfe Attendance and attainment | 3 |
| Running of coffee mornings for parents (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. EEF Parental Engagement | 8 |
| Increased parental and community links through the creation of new job roles. | As above. | 8 |

Total budgeted cost: £ 530 330

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The school has invested heavily in external assessments to triangulate and diagnose how well disadvantaged students are performing. External assessments now include PT Maths and Science, and NGRT from GL assessments. These are run alongside the previous assessments (e.g. STAR reading tests and nomoremarking) and provide us with further information so that the relevant interventions can be carried out. 2021-22 will be the first academic year these tests are run comprehensively.

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 good quality home learning for all pupils and thereby ensure disadvantaged pupils do not fall further behind. Funding has been used to provide disadvantaged pupils a laptop/chrome book to use at home. This has resulted in an increased in the number of disadvantaged pupils turning in homeworks.

The curriculum across all phases and subjects was reviewed to ensure that curriculum time was being maximised. Within this overhaul the curriculum was tailored to provide pupils (especially those of a disadvantaged background) to provide more opportunities to build their personal development and increase their cultural capital. This has been done by clearly demarcating ‘touchstone moments’ within the curriculum where we think pupils should explore issues or texts in more detail. Some of these ‘touchstone moments’ include visits to places in the local area and further afield, this should lead to increased opportunities in subsequent years for disadvantaged pupils to experience activities that bolster essential life skills.

Changes to the curriculum were designed and implemented through the support of the school’s coaching programme and the use of CPD time. SoW in a number of facilities were strengthened to ensure quality first teaching. Where needed, retrieval practice was further embedded.

A careers champion has been appointed and they have been successful in implementing a more cohesive approach to careers such as ensuring careers is not seen as a tag on but is built in within the curriculum. They are working alongside staff in each faculty to refine the approach to careers in each faculty area. Furthermore, a member of staff has trained to become a mental health specialist, and their skillset can be 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 is much higher than what is normally scored nationally (e.g. NPP in 2019 was +0.13).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.