



HALEWOOD
ACADEMY

Pupil Premium Strategy Statement

2020-21

Version Number: 5

Ratified by Local Governing Body:

Next Review Due: 24th March 2021

School Link: Miss M. Catterall



WADE DEACON
TRUST

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at Halewood Academy. The strategy focuses on the actions that will be taken to ensure that PP students at Halewood Academy achieve well and are prepared for the next stages of their education and career. This document contains data from the academic year 2019-20 for all Year Groups and also a summary of headline figures.

| Summary Information | | | | | |
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| School | Halewood Academy | | | | |
| Academic Year | 2020-21 | Total PP Budget | £459,832 | Date of most recent PP review | 10/3/20 |

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| On Roll | 1076 |
| Male | 580 |
| Female | 496 |

| Year | Cohort | PP | % | FSM | % | SEN | % | In Care | % | EAL | % |
|---------------|--------|-----|-----|-----|-----|-----|-----|---------|----|-----|----|
| Year 7 | 237 | 107 | 45% | 87 | 37% | 65 | 27% | 2 | 1% | 11 | 5% |
| Year 8 | 231 | 116 | 50% | 88 | 38% | 60 | 26% | 0 | 0% | 13 | 6% |
| Year 9 | 211 | 108 | 51% | 79 | 37% | 47 | 22% | 2 | 1% | 7 | 3% |
| Year 10 | 222 | 111 | 50% | 77 | 35% | 51 | 23% | 3 | 1% | 7 | 3% |
| Year 11 | 175 | 73 | 42% | 53 | 30% | 23 | 13% | 0 | 0% | 10 | 6% |
| Totals | 1076 | 515 | 48% | 384 | 36% | 246 | 23% | 7 | 1% | 48 | 4% |

| GCSE Attainment & Progress 2019-20/ 2018/2019 | | |
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| GCSE | Pupils eligible for PP (School) | Non-PP Pupils (School) |
| English & Maths (9-5) % | 22.5% (17.7%) | 39.1% (20.9%) |
| English & Maths (9-4) % | 43.7% (35.4%) | 64.5% (50%) |
| Attainment 8 | 34.61 (33.72) | 45.97 (37.72) |
| Progress 8 | -0.82 (-1.01) | -0.32 (-0.72) |

| Desired Outcomes | |
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| Focus | Success Criteria |
| <p>A. Teaching and Learning</p> <p>Disadvantaged pupils on average make less academic progress in school than their peers, especially in English, Maths and some EBacc subjects including Science.</p> <p>Aim: High quality teaching for all and sharing of good practice so that outcomes are good across phases and subjects. Employ additional staff to run small intervention groups where needed to enable catch up and narrowing of gaps That variation between groups, specifically PP pupils (boys) and subjects is decreased by supported PP student under-performance Staff challenge and stretch all pupils including PP pupils and especially the more able PP students.</p> <p>SDP Links: Improve day to day teaching and remote learning to improve outcomes.</p> | <p>T+L across the school improves, including the provision of remote learning.</p> <p>From data analysis, the gaps between PP and NPP students will reduce and PP progress moves closer to national average.</p> <p>Small group/individual tuition has impact upon progress of PP pupils.</p> <p>The outcomes for PP boys (particularly M and H attainers) will be improved.</p> |
| <p>B. Attendance</p> <p>Average attendance rate for disadvantaged pupils is lower than that of other students, and school target for all children. This reduces their learning time and diminishes progress.</p> | <p>Attendance improves for PP students towards the National Averages for all students. NA Attendance = 95.2% (2019)</p> <p>Halewood Academy whole school PP attendance will be monitored closely during the current COVID situation.</p> |

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| <p>Aim: To make use of the rigorous systems to make improvements in the attendance of PP pupils in order to impact positively upon their outcomes and life chances.</p> <p>SDP Links: Rebuild and recover quickly so that attendance and progress are not unduly affected.</p> | <p>PAs decrease.</p> <p>Attendance for PP and NPP pupils continues to improve and gaps narrow</p> |
| <p>C. Aspirations: Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career.</p> <p>Aim: To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially more able PP students. To remove the financial barriers associated with purchasing uniform, equipment and participating in extra-curricular activities To enable students to widen their post 16 options</p> <p>SDP Links: Improve the mental health and personal well-being of students.</p> | <p>Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning.</p> <p>Students will talk positively about the school and feel safe and happy at Halewood Academy.</p> <p>Students will receive helpful careers advice that leads to excellent NEET figures.</p> |
| <p>D. Behaviour and Attitude to Learning Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress.</p> <p>Aim: Reduce the social and psychological barriers our students experience by providing social and emotional support To ensure students are ready for the day by providing equipment/uniform needed for the day To reduce the incidents of behaviour and internal exclusion and FTE further by using heatmaps effectively To improve pupils' attitudes to learning.</p> <p>SDP Links: Improve the mental health and personal well-being of students.</p> | <p>There will be a reduction in the number of PP students that receive an internal / a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.</p> <p>Throughout the year there will be reductions in FTE as students settle into new routines and structure due to COVID situation.</p> <p>ATL / Grades improve as the year progresses and heatmaps will demonstrate ATL improvements.</p> |
| <p>E. Parental Engagement Some parents/carers need additional information, support and guidance to help their child to learn and make progress.</p> | <p>Opportunities are given to develop specific skills for parents in order to address needs for PP pupils whilst at home.</p> <p>Parental Voice outlines that they feel supported to support their child effectively.</p> |

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| <p>Aim: To ensure that Some parents/carers have access to additional information, support and guidance to help their child to learn and make progress.</p> <p>SDP Links: Improve the use of feedback to increase learning and progress.</p> | <p>Student Voice outlines that more PP pupils feel supported both in school and at home.</p> |
| <p>F. Social and Emotional Needs These issues can often impact on a child’s ability to learn effectively.</p> <p>Aim: To ensure that the social and emotional needs of all PP pupils are met, particularly in light of the COVID situation in terms of their mental health and wellbeing.</p> <p>SDP Links: Improve the mental health and personal well-being of students</p> | <p>Staff, parental and student voice will outline that the social and emotional needs of our students are met.</p> |

| Focus | Barriers to Learning | Pupil Premium Funding | Targeted Students | Staff Responsible | Intended Impact | Approximate amount |
|------------------------------|----------------------|--|--|-------------------|--|--------------------|
| Teaching and Learning | A | English and Maths/One to one Tutors/Small group Tutors/Tutoring Sessions Tutoring in all subjects for PP pupils that have fallen the furthest behind- P2S1 data | PP Pupils in Year 11 and 7 initially Key PP pupils- all Year groups | MCT/SL/Tutors | <ul style="list-style-type: none"> Improved progress of disadvantaged students. Rapid Catch-up from issues arising from Covid-19 | £61, 195.69 |
| | A | Revision Guides/Revision materials/Laptop and/or internet Provision for remote learning. | PP pupils at KS4 | PL/SL | <ul style="list-style-type: none"> Progress Leaders and subject leaders will ensure that those pupils that are having issues funding revision resources are provided with these. Stationery packs with things to make revision resources to be replenished each half term as necessary. Dictaphones for those will additional revision needs. Spellcheckers for those PP pupils with specific literacy issues. Dictionary/Thesaurus. Online tools such as Seneca Learning to be purchased for PP pupils to utilise. Pupil small group collaboration- revision sessions. | £20, 000 |

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| | | | | | <ul style="list-style-type: none"> Personalised revision materials for PP pupils. | |
| A | 'Brain Food' for Exams and healthy snacks at revision sessions | Yr11 students | MCT | | <ul style="list-style-type: none"> Year 11 pupils will be able to eat before exams/revision sessions. Foods such as bananas will be available before the 'real' examinations. | £5,000 |
| A | Saturday/Holiday Revision Sessions – See catch Up Strategy | Yr11 Students | SLs | | <ul style="list-style-type: none"> Year 10/11 PP pupils will have access to additional lessons on Saturdays and in holidays to aid progress. | £20,000 |
| A | Lead Practitioners | Yr7-11/Staff | LPs- VKE/STA/NST/J MA/NHI | | <ul style="list-style-type: none"> %staff time working with targeted pupils % staff time delivering training to staff | £20,000 |
| A | Progress school/AP | Yr 7-11 | FCA | | <ul style="list-style-type: none"> Programmes will also be provided within the progress school depending on the needs of the individual. Where main-stream education is not working for some pupils, AP will be provided to improve their life chances. | £70,000 |
| A | Literacy intervention | Yr 7-11 | AGB/SSC/ CSA | | <ul style="list-style-type: none"> Literacy support for underachieving PP pupils. Progress Centre lessons will be utilised for this. New reading programme at KS3 to be implemented and to engage PP pupils, particularly boys. | £6,000 |

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| A | Training | Staff/pupils | JHA/MCT | <ul style="list-style-type: none"> • Bespoke training for staff will improve the quality of teaching learning to enable pupil premium pupils who are underachieving to succeed. • Pupil Premium INSET will be given. | £15, 000 |
| A | Transition | Yr6-7 | PRY | <ul style="list-style-type: none"> • The Transition Coordinator's time will be utilised to ensure the smooth transition of PP pupils into the school. | £5, 000 |
| A | Curriculum development and projects/opportunities | Yr 7-11 | SL | <ul style="list-style-type: none"> • To allow personalised subject specific projects to run throughout the year which will support progress and attainment. • Subject specific trips and visits can be funded/partly funded for PP pupils | £28, 000 |
| A | Maths staffing contribution for PP intervention/Numeracy intervention | Yr 7-11 | NRO/ABA/Maths staff | <ul style="list-style-type: none"> • Targeted intervention of pupil premium pupils will be carried out by the maths intervention tutor. This will ensure any underachievement is rectified. • The progress of PP pupils will improve in order to diminish the difference with their peers nationally. • PP pupils will have access to one to one/small group support which is proven to impact PP pupils positively | £25,000 |

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| | A | Additional IT Equipment | Yr7-11 | IT Technician/JMA | <ul style="list-style-type: none"> In order to ensure that all PP pupils have access to the IT that they need in order to catch up/progress. | £27000 |
| | A | Class Charts | Yr7-11 | CHI | <ul style="list-style-type: none"> Attendance Tracking Well-being Tracking Literacy Assessment Tracking | £4000 |
| | A | Seneca online learning platform – Catch Up Strategy | Yr7-11 | CHI | <ul style="list-style-type: none"> Targeted exam style questions Exclusive questions and explanations Memory Techniques | £4800 |
| Teaching and Learning and Behaviour and Attitudes | A/D | Pupil premium champions – See Catch Up Strategy | Staff/all pupils | MCT | <ul style="list-style-type: none"> PP champions will support pupils in all subject areas to improve progress. MCT will work closely with those staff identified as champions in order to track the progress of PP pupils effectively- % staff time To utilise heatmaps more effectively in order to target PP ‘heavy’ classes that are causing issues in terms of either BFL or ATL. | £20, 000 |
| Attendance | B | Attendance Support | Yr 7-11 | DDA/APLs | <ul style="list-style-type: none"> Improve Attendance of PP pupils to diminish the difference with peers nationally. Attendance team – time will be used to ensure attendance of pupil premium pupils is improved, with a specific focus on disadvantaged | £40, 000 |

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| | | | | | <p>pupils at risk of becoming persistent absentees.</p> <ul style="list-style-type: none"> • Regular parental meetings and meetings with pupils will take place, as will home visits. • Alarm clocks for those that do not attend or are really late on a consistent basis. | |
| Aspirations | C | Aspirations | Yr 7-11 | CDA/MCT/ GWA | <ul style="list-style-type: none"> • CDA- Aspirations coordinator will support all pupils across the Academy by providing aspirational opportunities. • Pupils will develop confidence, improve self-belief, aspire to be the best they can be. • Mentoring programmes such as PP boys and a bespoke female mentoring programme will be implemented. In both programmes, pupils will work with external partners who will mentor pupils. • Peer Mentoring will be introduced by MCT/CDA and PP pupils targeted. • Peer tuition for mental health will be implemented by MCT and GWA and PP pupils will be targeted. | £10, 000 |
| | C | Mentoring programmes | Yr7-11 | MCT/CDA | <ul style="list-style-type: none"> • Mentoring programmes such as a PP boys and a bespoke female mentoring programme will be implemented. In both programmes, pupils will work with external partners who will mentor pupils. | £10, 000 |

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| | | | | | <ul style="list-style-type: none"> Peer Mentoring will be introduced by MCT/CDA and PP pupils targeted. Peer tuition for mental health will be implemented by MCT and GWA and PP pupils will be targeted. | |
| C | Experiential Learning Experiences for Pathway | Yr 7-11 | PL/SL/RKE/MCT | <ul style="list-style-type: none"> Support attainment and progress through wider life experiences. | £5,000 | |
| C | Student Leadership | Yr7-11 | MCT/CDA | <ul style="list-style-type: none"> Various Student Leadership Initiatives will target PP Pupils to aid progress and Social skills. | £10,000 | |
| C | Targeted independent careers advice and guidance | Yr 5-11 | LMC/PRY | <ul style="list-style-type: none"> Transition days will be utilised to ensure smooth transition into college/work placements. All pupils will have experience of an interview, writing a CV and access to careers advice and guidance. Identify and include 'at risk' primary school pupils (Yr 6) and their parents into aspiration and employment programme. | £10,000 | |
| C | STEM initiative | Yr 7-11 | RKE | <ul style="list-style-type: none"> Increase the proportion of pupil premium pupils choosing STEM careers. PP pupils will be more engaged with STEM PP girls will be targeted for more STEM related activities | £5,000 | |

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| | C | Parental Engagement/ Brilliant Club | Yr 7-11 | AGB/RKE | <ul style="list-style-type: none"> • Increase the level of parental engagement for PP pupils. • Increase the engagement and progress of PP pupils • PP pupils will have greater aspirations | £5, 000 |
| | C | Rewards | Yr 7-11 | HSC | <ul style="list-style-type: none"> • Rewards will be used to enhance the engagement of PP pupils. • PP pupils will be motivated by rewards on offer and this will improve progress. | £10, 000 |
| | C | Extra-curricular | Yr7-11 | SLs | <ul style="list-style-type: none"> • PP pupils will be targeted to take part in extra-curricular activities | £5, 000 |
| | C | Educational Trips/visits | Yr 7-11 | SL/PL | <ul style="list-style-type: none"> • To provide cultural and educational experiences for PP pupils • To build resilience, collaboration, teamwork and social skills along with independence. • To ensure that ALL students have the opportunity to experience learning outside of the school environment | £5,000 |
| Aspirations and Social and Emotional Needs | C/F | D of E | Yr7-11 | RKE | <ul style="list-style-type: none"> • Students will be supported to improve aspirations by undertaking the DofE Award. | £10, 000 |
| Parental Engagement | E | Feminine Hygiene | All Girls | PL/APL | <ul style="list-style-type: none"> • All female students to have access to the necessities that they need. | £500 |

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| | E | Transport & Uniform/Supplies for pupils | Yr 7-11 | PL/APL/SL | <ul style="list-style-type: none"> Where financial deprivation is a barrier to learning, pupils will be supported. PP pupils will be catered for in terms of uniform and transport costs if these are a barrier to attendance/punctuality. | £5, 000 |
| | E | Food Technology | Yr 7-11 | NKI | <ul style="list-style-type: none"> If financial deprivation is a barrier to learning, the purchase of ingredients for disadvantaged pupils will be provided. Students are more likely to engage effectively in practical lessons. | £2, 500 |
| Social and Emotional Needs | F | TLR for Male and Female Mentoring Initiative positions (when COVID-19 restrictions permit) | PP pupils in KS3 and 4 | MCT/TLR Holders | <ul style="list-style-type: none"> Improved ability to learn as social and emotional well-being will be positively impacted. | £5, 000 |
| | F | Counsellor | Yr 7-11 | AMC/FCA | <ul style="list-style-type: none"> Where mental health issues are a barrier to learning, support will be provided for targeted pupil premium pupils. Mental health and well-being will be improved which will positively impact attendance and progress of PP pupils. | £37, 580 |
| | F | Free breakfast for FSM and LAC pupils | Yr 7-11 | PL | <ul style="list-style-type: none"> Where financial deprivation is a barrier to learning a free breakfast will be provided to those who need one. | £11, 000 |

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| | F | Music Tuition | KS4 | CCO | <ul style="list-style-type: none"> • Support for underachieving PP students. • PP pupils will have the opportunity to learn a musical instrument that they would not have had the opportunity to. | £11, 000 |
| | | | | | Total | £481,080 |
| | | | | | Total PP fund | £459,832.50+ £48243.19 carried forward Total £508075.69 |

References:

- THE EEF GUIDE TO THE PUPIL PREMIUM EEF 2019
- EEF Teaching and Learning Toolkit
- EEF Closing the Attainment Gap- Lessons Learned 2018
- POTENTIAL FOR SUCCESS: Fulfilling the promise of highly able students in secondary schools, Dr Rebecca Montacute, – July 2018 Sutton Trust
- NASEN The Pupil Premium