

# Pupil Premium Strategy Statement/Impact

2021-2024



# Pupil Premium Strategy Statement 2021-2024

This statement details the use of pupil premium funding to help improve the attainment of disadvantaged pupils.

It outlines the 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

<b>D</b> etail	<b>D</b> ata
School name	Halewood Academy
Number of pupils in school	1156
Proportion (%) of pupil premium eligible pupils	49.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are	2021-2022
recommended)	2022-2023
	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement Authorised by	Mr I. Critchley
Pupil premium lead	Miss M. Catterall
Governor / Trustee lead	Mrs C. Roe

# **F**unding overview

<b>D</b> etail	<b>A</b> m ount
Pupil premium funding allocation this academic year	£523,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£523, 710

# Cohorts for academic year 2023-2024

Year	<b>C</b> ohort	Male	%	Fem ale	%	PP	%	Non- PP	%
Year 7	251	134	53.39	117	46.61	127	50.60	124	49.4
Year 8	238	133	55.88	105	44.12	119	50	119	50
Year 9	218	126	57.80	92	42.2	128	58.72	90	41.28
Year I0	232	134	57.76	98	42.24	95	40.95	137	59.05
Year	217	105	48.39	112	51.61	104	47.93	113	52.07
Totals	1156	632	54.67	524	45.33	575	49.74	581	50.26

#### Part A: Pupil premium strategy plan

#### Statement of intent

At Halewood Academy we will utilise the Pupil Premium Fund to provide additional educational support to improve the progress and to raise the standards and academic outcomes for disadvantaged pupils. The funding will be used to diminish the difference between the achievement of Pupil Premium pupils and their peers. The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it and that it makes a significant impact on their education and lives.

The Pupil Premium strategy looks to ensure that this is the case by incorporating small group or individual support; allowing the opportunity for experiential learning activities; ensuring alternative Curriculum Pathways; supporting the funding of enrichment activities and educational visits as well as ensuring the support of the funding of specialist learning software/resources.

The key principles of the strategy plan are to counteract the key challenges that our Pupil Premium students face and to negate these issues. The key issues identified and to be addressed over the next three academic years ensure that they are designed to help students retain information in the long term, key knowledge and concepts are a focus to improve achievement; further strategies are implemented to develop reading, numeracy and promote oracy, especially for those that are SEND and disadvantaged; develop a culture of high expectations, where behaviour, attitudes and attendance are good and ensure the personal development programme prepares students well for their next steps.

It is the responsibility of the school to ensure parents/carers are fully equipped with both the knowledge and resources to support their child effectively at home and to eradicate/minimise the social/emotional issues that impact Pupil Premium Pupils' ability to meet their full potential.

# <u>Challenges</u>

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

Challenge number	Detail of challenge
I	Quality of Education - At Halewood Academy disadvantaged pupils, on average, make less academic progress in school than their peers. Links to SDP-
	QEI: Implement a clear strategy for PP and NTP (Catch Up) funding so that students' achievement improves across the school.
	Q E2: Embed the RAMAR Model in lessons to ensure that teaching across the school is routinely good or better.
	Q E3: Ensure the design and implementation of assessment is robust so that data is accurate across the key stages.
	Q E4: Further develop teachers' ability to use assessment to adapt teaching so that it stretches, challenges and develops core knowledge.
	Q E5: Embed literacy, numeracy and oracy across the school so students achieve well.
2	Behaviour & Attitudes - At Halewood Academy some disadvantaged pupils need additional support to ensure that their attitudes and behaviour are conducive to good progress.  Links to SDP-
	BAI: Strengthen our culture of high expectations so that students' behaviour, attitudes and attendance are at least good.
	BA2: Further develop the consistent application of the BfL Policy.
	BA3: Embed whole school rewards so that they remain high profile and are valued by students.
	BA4: Continue to improve attendance with a clear focus on reducing in-school variation for key groups.
	BA5: Ensure staff are consistent in tackling bullying, aggression, discrimination and derogatory language quickly and effectively.
	BA6: Further develop our graduated response that includes high quality inclusion supported by internal and external provision.
3	Personal <b>D</b> evelopment - <b>A</b> t <b>H</b> alewood <b>A</b> cademy some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career. Links to S <b>D</b> P-
	PDI: Embed the PD curriculum so that it goes beyond the expected, so that pupils have access to a wide, rich set of experiences.
	PD2: Further develop a programme of activities so students demonstrate an understanding of MBV which supports students' cultural capital.
	PD3: Develop form time activities to support students to be confident, resilient and independent, and to develop strength of character.

# Intended outcomes- Updated October 2023

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				
Quality of Education continues to improve throughout the Academy and impacts positively upon Pupil Premium	Increase proportion of PP pupils achieving 9-7 in English and maths to 3%				
pupils.	Increase proportion of PP pupils achieving 9-5 in English and maths to 24%				
	Increase proportion of PP Pupils achieving 9-4 in English and maths to 50%.				
	Progress gap (< -0.5) and attainment gap (< 6) will close when compared to 2023 for PP Pupils.				
	There will be <5% difference between PP and others' attendance.				
	There will be a reduction in the rate of PP pupils that receive a suspension compared to 2022-23.				
	>50% of students taking the Ebacc will be entitled to PP funding.				
The behaviour and attitudes of Pupil     Premium pupils are improved.	BFL/ATL statistics demonstrate that there is an improvement in Pupil Premium pupils' attitudes term by term.				
Tromam papilo a o improvoa.	Book looks demonstrate that there is no difference between the Pupil Premium/Non-Pupil Premium pupils' books.				
	Learning walks demonstrate positive attitudes to learning from the vast majority of Pupil Premium pupils.				
	Increase attendance of disadvantaged students. There will be <5% difference between PP and others' attendance.				
Personal Development of Pupil     Premium pupils are catered for and	Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career.				
improved.	<ul> <li>A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum.</li> </ul>				
	Pupil Premium student voice regarding welfare is positive.				

<ul> <li>Pupil Premium student voice regarding resources provided is positive.</li> <li>Suitable support is evidently in place for our Pupil Premium pupils.</li> </ul>
Case studies

# 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: £286, 455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for staff- Quality first teaching/marking strategy	EEF- Metacognition and Self-regulation- high impact EEF- High impact/ www.gov.uk/government/publications/pupil- premium/pupil-premium	I
Recruitment/Retention	www.gov.uk/government/publications/pupil-premium/pupil-premium	1
% staff time e.g.  X3 PP KS3 Leads - 15.66% staff time  X3 Lead Practitioners- 15.66% staff time  X1 Aspirations Coordinator- 15.66%	www.gov.uk/government/publications/pupil-premium/pupil-premium	
staff time		
XI Careers Advisor - 47% staff time		
XI Transition Coordinator- 15.66% staff time		
All subject Leaders- 15.66% staff time		
X I Assistant Vice Principal-Pupil Premium Lead I5.66% staff time		
X I Vice Principal – Personal Development Lead I5.66% staff time.		
X I Vice Principal- Q of E Lead- I5.66% staff time		
XI Assistant Principal – T&L/CPD Lead 15.66% staff time.		

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

Budgeted cost: £96,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tuition	EEF- High impact/ www.gov.uk/government/publications/pupil-premium/ Nasen- Moderate impact	1, 2
Small Group Tuition	EEF- Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	1, 2
Additional Lessons i.e Music tuition	EEF- Extending school time- moderate impact	1, 2, 3
Pupil Premium Intervention	EEF- small group/one to one- Moderate to high impact	1, 2, 3
Saturday sessions/Holiday sessions	EEF- Extending school time- moderate impact	1, 3
Peer tutoring	EEF- High impact/Nasen-High impact	1, 3,
Reading Programmes	EEF- Mastery learning- high impact	1, 3
Inclusion Centre- Targeted Support- Academic	EEF- Moderate-high impact	1, 2
Resources and materials/IT equipment/Online learning platforms to aid progress and attainment	Nasen- Moderate impact	1, 2

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

Budgeted cost: £ 141,034

Activity	Evidence that supports this approach	Challenge number (s) addressed
Attendance Strategy/Punctuality strategy XI Assistant Principal – Attendance Lead I5.66% staff time.	www.gov.uk/government/publications/pupil-premium/pupil- premium	1, 2
Behaviour Strategy  X I Vice Principal – Behaviour Lead I 5.66% staff time.	EEF- Moderate impact	1, 2
Mental Health and Well-being Strategy  X I Assistant Principal – MHWB Lead I5.66% staff time.	EEF- Moderate impact	3
Inclusion Centre- Targeted Support- Social/Emotional- e.g. Breakfast Club X I Assistant Principal – SEND Lead I 5.66% staff time.	EEF- Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil- premium	3
2x Counsellors	EEF-Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil- premium	3
Learning mentors	EEF-Moderate impact/ <u>www.gov.uk/government/publications/pupil-</u> <u>premium/pupil-</u> premium	3
Rewards and incentives	EEF-Moderate impact/ www.gov.uk/government/publications/pupil- premium/pupil- premium	2, 3
Extra-Curricular activities/Trips and Visits	www.gov.uk/government/publications/pupil-premium/pupil- premium	3
Super Curriculum - Student Leadership/Brilliant Club/FBB/STEAM/DofE/Careers	www.gov.uk/government/publications/pupil-premium/pupil- premium Oxford/Cambridge	3
Parental Engagement/Involvement	Nasen-Moderate impact	3

Total budgeted cost: £ 523, 710

# Part B: Review of outcomes in the previous academic year

# Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Attendance**

The attendance of PP students has improved:

Attendance PP students 2021-2022-83.35%

Attendance PP students 2022-2023-87.07%

#### Personal Development and extra-curricular experiences

In relation to Pupil Premium, every PP child has had 2 or more experiences this academic year which is in line with the school PP and Non-PP ratio. 488 PP students, the majority of this group, have had between 2 and 5 experiences. Whilst others have had more, there is a reduction in number of pupils experiencing this many. The most experiences a PP child has had this academic year is 3 students having had 19 experiences.

# **E**nglish

# PP Strategies

- Well-planned, well-executed lessons
- Questioning focus (ONWARDS target PP for verbal AfL)
- Ensure these students attend revision
- Purchase revision materials for YII PP students
- Ensure these students are chosen first for intervention
- Maximise parental engagement school comms, calls & meetings
- Quality assurance PP/Non-PP parity focus

# KS3 Impact:

Y7 PP Gap between students on/above target P2SI - I1% P2S3 - 4% (Reduced by 6%)

Y9 PP Gap between students on/above target P2SI - I3% P2S3 - 5% (Reduced by 8%)

# KS4 Impact:

Y10 PP Gap between students 4+ Language P2SI - 26% P2S3 - 22% (Reduced by 4%) Y10 PP Gap between students 4+ Literature P2SI - 24% P2S3 - 15% (Reduced by 9%) Y11 PP Gap between students 4+ Language P2SI - 23% Exams - 15% (Reduced by 8%)

- 2019- students achieving 4+ 63.6%
- 2022- students achieving 4+ 64.2%
- 2019- students achieving 5+ 44.2%
- 2022- students achieving %+ 44.2%

# Literacy

KS3 PP Strategies and Impact:

- <u>-Form-time reading for students in Years 7 and 8</u> alongside form tutor with tutor modelling reading aloud effectively, questioning and leading discussion. All students read along with their own copy of the book, discovering new vocabulary and discussing topics closely linked to the PD curriculum and life beyond the classroom.
- -Faster Reading for Years 7-9 during English lessons means all students in these years will read at least two full novels per academic year. They will have reading aloud modelling regularly by their teacher, will use reading skills and be questioned to assess comprehension and discussion encouraged. Mastery lessons will occur regularly with students having the chance to practise a combination of reading writing oracy and analysis skills during activities based around the novel studied. The first novel studied will be a set text for the whole year group (Ghost Boys, The Edge, I Am Malala) and the second will be chosen by the teacher based on the class. All books explore complex themes such as racism, terrorism, human rights, domestic violence, gender equality, justice all invite students to form their own opinions and show empathy towards characters from backgrounds and in situations very different to any they have experience. These provide valuable insight into global issues and should help students to develop their intercultural awareness.

# -Access Reading Tests data:

All students in Year 7 complete an Access Reading Test in Autumn term and then all students in Years 7-10 complete one in Summer Term. Recent analysis of Access Reading Ages from 22/23 shows positive trends. The percentage of PP students with reading ages of 16 or more has increased by 14%. The number of PP students with reading ages of 8 or below has decreased by 38 students. In Year 8, the percentage of PP students with reading ages of 16+ has increased by 7%. In Year 9, the percentage of PP students with reading ages of 8 or below has decreased by 15%. In Year 10, the percentage of students with reading ages of 16 years or above has increased by 7%, from 64 students up to 80. The percentage of SEND students with reading ages above 14 has increased by 3%, with the percentage of SEND students with reading ages of 8 or below decreasing by 10%.

#### -Lexia intervention:

Lexia used for students in lowest two Y7 English classes and the lowest two Year 8 English classes. Each class will need two/three sessions over a two-week period. Some of these students who are identified by SLE's screening as needing more help with word recognition receive IDL targeted intervention via the SEND team separately. Lexia data for the year 2022-23 has shown generally positive impact so far when the sessions are implemented consistently with students improving in Word Study, Grammar and Comprehension over time. Between June-July 2023; 11% of Year 7 Lexia students have moved onto Intermediate or Advanced level in Word Study, 19% in Comprehension and 5% in Grammar. For Year 8 Lexia students, 9% have moved onto Intermediate or Advanced in Word Study and 18% in Comprehension.

# -Precision Teaching intervention:

Reading coordinator MTO is delivering Precision Teaching intervention in the form of one to one sessions daily with the lowest 20% of readers in Year 7. All students complete a baseline with MTO when they first begin and then another when they are finishing a term to assess progress made. Impact is recorded and evaluated by MTO and fed back to SMT and AGB. This may expand to the lowest in Year 8 if capacity allows from September 2023. 2 students on a year 3/4 reading level and have completed this and moved onto year 5/6 reading level. From April-June 2023 the following progress has been made: 2 students on a year 1 reading level have now moved onto year 2 reading level. 7 (43%) students on a year 5/6 reading level have almost finished this level and are on track to complete the PT reading intervention by the end of the school year. All students have increased their word reading scores, as evidenced on tracker sheet. Students increased their word scores on average by 23% since their last assessment.

# KS4 Strategies and Impact:

Literacy am bassadors in place to lead literacy across the curriculum. Meetings take place regularly between SMT and Literacy Ambassadors. Discussion points include: whole school reading strategy examples, what reading looks like in each subject, tier two and three vocabulary and use of Literacy Marking Codes. Literacy Ambassadors have evaluated and amended Schemes of Learning for their subjects and completed an audit documenting where explicit opportunities for reading take place. Learning walks in Humanities, Science, Performing Arts, English and MFL and a book look in Maths/Art and DT and taken place and good practice seen in Humanities, Performing Arts, Science, English and MFL More opportunities for literacy support needed in Maths. Use of Literacy Marking Codes evident in books in English, Humanities, MFL and Performing Arts. Some examples in Science. More consistency needed in Maths. SMT delivered CPD to all staff on Modelling Reading Effectively with SLE delivering on Supporting Dyslexic Students. This should mean students are regularly reminded in all subjects of the importance of literacy in aiding their written and spoken communication

#### **Mathematics**

# KS3 Impact:

- Year 7 70% of year 7 PP students are working at or above the expected numeracy age
- Year 8 71% of year 8 PP students are working at or above the expected numeracy age
- Year 9 75% of year 9 PP students are working at or above the expected numeracy age

# KS4 Impact:

- 2019- students achieving 4+ 49.1%
- 2022- students achieving 4+ 54%
- 2019- students achieving 5+ 22.4%
- 2022- students achieving %+ 28.8

#### **Science**

# Impact for KS3:

- 35 students received PPI. Of these 35 students, 27 of them (77%) achieved their target grade or above. 80% of PP students surveyed said they found the feedback from PPI useful.
- 7/9 book looks found there was no difference in outcome between PP and non-PP students.
- 211 phone calls were made regarding PP students for the last academic year.
- From P2SI to P2S2, 23% of PP students targeted for class reviews improved their grade.
- 61% of the PP students selected from the class reviews achieved their target or above during P2S3, after being below target at P2S2.
- A further 22% of Y7 PP students achieved their target grade from P2S2 to P2S3. 84% of all Y7 PP students were on or above their target.
- A further 12% of Y8 PP students achieved their target grade from P2S2 to P2S3. 64% of all Y8 PP students were on or above their target.

# KS4 Impact:

- 83% of pupils who completed the NTP programme achieved a grade 4+.
- As a result of the strategies implemented for Year 11 the %9-4 results for all students improved for 38% in 2022 to 44.3% in 2023. With the PP results having a slight increase from 34.8% in 2022 to 35.1% in 2023.
- 84% of PP students targeted as part of the class review documents improved their attainment from P2S2 to P2S3.
- At P2S3 22 PP students had achieved a grade U, following the exam only 3 PP students achieved a U grade. Two of three pupils attended alternative provision placements for most of the academic year.
- Of the 30 students who achieved a grade U at P2S3 only 5 students ended up achieving a grade U. 4 of these students attended alternative provision placements for most of the academic year.
- 66% of targeted PP students achieved a 4+.
- 76.9% of PP pupils targeted improved their attainment from P2SI to the Exam.
- Of the 20 students who achieved attended the dropdown event 55% of students increased their attainment following their exam. Of the 12 PP students who attended 50% had increased their attainment following their exam.
- Of the 26 PP students invited to attend Saturday revision only 10 attended. 70% of the PP students who attended achieved a grade 4+ in their science exam. Compared to only 31% of PP students who didn't attend even though they were invited.
- 22/30 of Year 10 pupils targeted as part of the class reviews; 73% of pupils increased or maintained their attainment at P2S2. In addition, 40% of pupils achieved a grade 4+ compared with 20% at P2SI.
- 13 students have regularly attended revision from P2S2 to P2S3. Of those 13 76% have maintained or increased their attainment from P2S2 to P2S3. In addition, 100% of students have achieved a grade 4+ at P2S3.
- 90.9% of PP students contacted in year 10 in the lead up to P2S3 increased their grade from P2S2 to P2S3.

# <u>MFL</u>

KS3 PP Strategies and Impact: -Focus on teaching quality. The gap in our Y8 groups has narrowed - based on the analysis of their performance in Y7- to 9.3%, compared to 13% the previous year.

The gap in KS3 has been bridged and narrowed compared to KS4 results (9.3% in Y7, 15.1% in Y8 and 1.4% in Y9 comparing students' results in Ex-D performance.

KS4 Strategies and Impact: - YII PP students showed a 48% gap in the 9-4 scores for their first P2S, that gap was reduced to 41% in their actual GCSE results. The gap decreases to 33% in the 9-5 grades and to 5% in the 9-7.

# Physical Education

KS3 PP Strategies and Impact:

Within PE we used funding to ensure PP pupils had full and correct kit. This included a Halewood PE top which numerous families did not own and therefore were not bring correct Pe kit or any PE kit at all. We supplied 30 pupils with the correct Halewood PE top which aided their engagement and participation in PE lessons and reduced the number of poor behaviour points they received when not bringing their kit. This in turn helped build better relationships and increase participation time.

Within this PP funding we also purchased Halewood PE tops, leggings and shorts for our 'spare' stock. This allowed pupils who had forgotten their kit could borrow a full set of clothing and be ready to join in with their peers rather than missing out on learning. Having correct school kit as spare increased the frequency of borrowing from pupils as they matched what their peers were wearing and felt part of the lesson. We also purchased washing boxes for borrowed kit to be put in so pupils could see that laundry was being done, as well as washing powder so that there is a higher frequency of laundry going through ready for the next lesson. For example, several year 9 girls who in year 8 refused to borrow spare kit now will lend our kit as they know it looks the same as their peers, and it washed as soon as has been used.

#### KS4 Strategies and Impact:

KS4 pupils also benefit from the spare kit routines and spare kit we have purchased for their Core PE lessons as well as GCSE, Sport Studies and Sport Science practical sessions

As part of the practical assessments for GCSE PE we also used PP funds to pay for 10 students to attend 4 climbing sessions at North West face climbing walls. These sessions allowed these pupils increase their overall practical scores by replacing a lower scoring activity with a higher climbing grade. As a result, all the pupils who attended gained a higher practical score contributing to 30% of their final grade. Of the pupils who attended all climbing sessions, 6 of them passed the GCSE PE course with a minimum of a grade 4.

# Art, Design Technology and Food.

KS3 PP Strategies and Impact:

Within Food Technology, Pupil Premium students were offered the opportunity to request ingredients, with the vast majority of pupils taking advantage of this, teachers also identified pupils who would require additional support and used their discretion in order to break down barriers to learning.

The KS3 Art Club allowed students the opportunity to engage with pupils from other year groups and build relationships. Over half of this cohort was Pupil Premium and the success of this is evident due to the numbers already attending since September 2023. Feedback from parents has also been positive.

# KS4 Strategies:

PP students are catered for by providing pupils with specific media to use at home to ensure progression outside of the classroom. In Photography, cameras are available for pupils to use outside of the classroom.

#### Humanities Strategies

With Humanities Club (well attended by PP students) we have implement an extra-curricular programme and enrichment activities that develop an understanding of the fundamental British values and supports students' cultural capital. In addition, we have begun to run trips to Manchester, Liverpool and Wales. This year we will be running a GCSE History trip to London.

#### <u>ST**EA**M</u>

KS3 PP Strategies and Impact:

PP covered the cost of Meducators event last summer on the proviso that 50% of cohort was PP. In total 80 students across Years 8, 9 and 10 were targeted. 50% of these students were classed as Pupil Premium.

31 students involved in Year 8. 14 of those PP

22 students involved in Year 9. 11 of those PP.

# KS4 Strategies and Impact:

PP covered the cost of Meducators event last summer on the proviso that 50% of cohort was PP. In total 80 students across Years 8, 9 and 10 were targeted. 50% of these students were classed as Pupil Premium.

27 students involved from Year 10. 15 of those PP.

Item 2: A place on Aerospace programme "Fantasy Wings" paid for by PP. Further information around the programme is available here: <a href="https://fantasywings.co.uk/programme/">https://fantasywings.co.uk/programme/</a>

Ratings of the day (out of 10):

Between I and 4:0

Between 5-7: 18/80 (23%) Between 8-10: 62/80 (77%)

Has the event improved your understanding of medicine/healthcare? Yes 75/80 (94%) No 5/80 (6%)

Has the event made you consider exploring a career in this area? Yes 36/80 (45%) No 7/80 (9%) I'm Still Unsure 37/80 (46%)

#### **D**uke of **E**dinburgh

KS4 Strategies and Impact:

Bronze Award Level- 2022/2023 PP Numbers: 13/47 = 28% and all on course to complete.

# The Brilliant Club

The Brilliant Club, in collaboration with the Humanities Department- 79% of the cohort were PP.

Out of the cohort who completed the entirety of the course the following data applies:

100% of the Pupil Premium students attained a grade 2:1/1st, with national average being 56%.

100% of the cohort see further education as a viable and attainable route for them.

72% of the cohort clearly know the steps required for them to enter university.

The Scholars Programme supports Halewood Academy in fulfilling Gatsby Benchmark 7 and is embedded into our wider school Careers Programme, supporting the school to meet Gatsby Benchmark 3 for students who are both high attaining and disadvantaged

Further wider development opportunities can be evidenced on request.

