



Halewood Academy

Wade Deacon Trust

Pupil Premium Summary Report to Governors:

Pupil premium spending academic year 2019-2020:

SUMMARY INFORMATION			
Date of most recent pupil premium review:	10/3/20	Date of next pupil premium review:	TBC
Total number of pupils:	1033	Total pupil premium budget:	£437, 580
Number of pupils eligible for pupil premium:	509	Assistant Principal- Pupil Premium: Link Governor- Pupil Premium	Miss M. Catterall Miss R. Smith

PUPIL PREMIUM IMPACT SUMMARY

Overview of pupil premium strategy so far:

- **What has worked well:**

Peer Mentoring/Student Leadership Initiatives.

Learning Walks for Pupil Premium Students/Student Voice on various Pupil Premium initiatives.

A more robust/effective data reporting system for Pupil Premium Students is in place.

CPD initiatives/Work of Lead Practitioners.

Parental Engagement Initiatives.

- **Areas for further development:**

More effective monitoring of pupil premium students undertaking extra-curricular activities/clubs.

Embed 'Pupil Premium Champions Initiative' as this was prevented due to Covid-19 school closure.

To implement a system whereby Pupil Premium attendance is monitored more closely.

To consider ways to ensure rapid catch up for Pupil Premium students- one to one/small group tuition.

To ensure that any enrichment activities restricted by Covid-19 are rescheduled at the earliest opportunity.

The core pupil premium approaches that are currently implemented and how these have/will contribute to closing gaps:

Provision

The range of provision may include:

- Facilitating pupils' access to education- positive impact on progress.
 - Facilitating pupils' access to the curriculum- positive impact on attainment.
 - Additional teaching and learning opportunities- positive impact on SMSC.
 - Alternative curriculum support and intervention- Positive impact upon progress.
 - Raising aspirations and careers advice and guidance- positive impact upon aspirations of pupils.
 - Residential Trips and Educational Visits- positive impact upon aspirations of pupils.
 - Experiential Learning Visits- positive impact upon aspirations of pupils.
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Assessment information:

Centre Assessed data on SISRA for Year 11

END OF KS4 (FOR SECONDARY SCHOOLS)			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	Gap
% achieving 9-4 English and Maths	37 (45.7%)	65 (65%)	19.3 %
% achieving 99-44 combined science	28 (38.9%)	49 (61.3%)	22.4%
Progress 8 score average	-0.75	-0.31	0.44
Attainment 8 score average	35.57	46.44	10.87

Academic barriers:

A	Teaching and Learning: Disadvantaged pupils on average make less academic progress in school than their peers, especially in English, Maths and some EBacc subjects, including Science.
B	Attendance: 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.
C	Aspirations: Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career.

ADDITIONAL BARRIERS

External barriers:

D	Behaviour and attitudes: Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress.
E	Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress.
F	Social and Emotional Needs: These issues can often impact on a child's ability to learn effectively.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Teaching and Learning: To diminish the difference in attainment between disadvantaged pupils and their peers, particularly in English, Maths and Science.	Improved outcomes for disadvantaged pupils, particularly in core subjects.
B	Attendance: To improve the attendance rate for disadvantaged pupils in order to enhance learning time and improve progress.	Improved attendance for disadvantaged pupils.
C	Aspirations: Disadvantaged pupils to benefit from experiences or opportunities to help them have high aspirations for their future career.	Pupil voice to outline improved aspirations for the future.
D	Behaviour and attitudes: Disadvantaged pupils to access additional support to ensure their attitudes and behaviour are conducive to good progress.	Heatmaps/staff voice/pupil voice to demonstrate improved attitudes to learning for disadvantaged pupils.
E	Parental engagement: Parents/carers to have access to additional information, support and guidance to help their child to learn and make progress.	Parental voice to demonstrate confidence in supporting disadvantaged pupils.
F	Social and Emotional Needs: Students to have access to support to ensure their social and emotional needs are catered for effectively.	Mental Health questionnaires/pupil voice to show improvements and student voice to demonstrate well-being.

*Please see the Full Pupil Premium Impact Report for detailed outlines of spending/examples of impact.