



Pupil Premium Funding	Target Audience	Staff Responsible	Intended Impact	Approximate amount	Impact																																												
Educational Trips/visits/transport	Yr 7-11	SL's	Improving subject knowledge, assessment/examination preparation. To provide cultural and educational experiences.	£5, 500	<p>The impact has been taken from P2S2 and P2S3. Students started preparing for the performance of 'Work Bard Play Bard' at the Liverpool Everyman Theatre after P2S2. The use of this extra-curricular activity has allowed the students to work on their drama skills and explorative strategies. This additional time has enhanced the performance of all students practically, which has reflected in their P2S3 marks. This has been due to the students gaining more confidence when performing, which has transferred to their performances in lessons, and reflected in their final grade. Students across KS3 and KS4 have improved their marks as reflected in the table below.</p> <table border="1"> <thead> <tr> <th>PP Students</th> <th>P2S2</th> <th>P2S3</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>Pupil 1</td><td>7</td><td>8</td><td>+1</td></tr> <tr><td>Pupil 2</td><td>5</td><td>5</td><td>1</td></tr> <tr><td>Pupil 3</td><td>D2</td><td>D2</td><td>0</td></tr> <tr><td>Pupil 4</td><td>D2</td><td>D2</td><td>0</td></tr> <tr><td>Pupil 5</td><td>5</td><td>5</td><td>0</td></tr> <tr><td>Pupil 6</td><td>5</td><td>6</td><td>+1</td></tr> <tr><td>Pupil 7</td><td>7</td><td>8</td><td>+1</td></tr> <tr><td>Pupil 8</td><td>7</td><td>7</td><td>0</td></tr> <tr><td>Pupil 9</td><td>4</td><td>5</td><td>1</td></tr> <tr><td>Pupil 10</td><td>7</td><td>7</td><td>0</td></tr> </tbody> </table> <p>RE Revision guides for PP pupils The resource asked for above is an accredited RE source that is affiliated with the new specification. The books are also invaluable tools in order to practice exam technique and ensure that pupils are reaching the higher quality grades by completing regular homework and tasks taken from the books. Data shows an increase in progress for Year 9 RE students;</p> <p>Yr 9 P2S2 = +0.45 P2S3 = +0.65</p>	PP Students	P2S2	P2S3	Score	Pupil 1	7	8	+1	Pupil 2	5	5	1	Pupil 3	D2	D2	0	Pupil 4	D2	D2	0	Pupil 5	5	5	0	Pupil 6	5	6	+1	Pupil 7	7	8	+1	Pupil 8	7	7	0	Pupil 9	4	5	1	Pupil 10	7	7	0
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Halewood Academy
Pupil Premium Evaluation
2017-2018

					<p><u>PE. Indoor climbing</u> - Edexcel GCSE Rock Climbing course. Raising the practical scores of all pupils undertaken. Climbing to achieve at least one grade boundary higher than current sports. Data shows an increase in progress from P2S2 to P2S3; Yr 11 P2S2 = -1.14 P2S3 = -0.89 <u>Sports Science Coursework catch up session</u> Students spent the session completing coursework for Nutrition unit. 33 students out of 51 in the cohort attended the session and the majority of students completed at least ¼ units, with some completing 2.</p>
<p>Maths staffing contribution for PP intervention/ Numeracy intervention</p>	<p>Yr 7-11</p>	<p>NRO</p>	<p>Targeted intervention of pupil premium pupils will be carried out by maths intervention tutor.</p>	<p>£20, 000</p>	<p>In Maths, we have an intervention tutor, ABA, who takes groups of underperforming students from their lesson once or twice a week to provide personalised intervention. In 2017-2018, ABA also had some groups of PP and HAT PP students from Years 7-10 as we identified this as a target group of students who are not achieving their MEG. Following P2S3, we analysed the data from the HAT PP groups and found that 75% of students had achieved the same grade or outperformed what they achieved in P2S2.</p> <p>Another part of the intervention tutor's role is to provide after school revision sessions alongside members of maths staff. We offer these revision sessions for all year groups and advertise them regularly to parents and carers. In KS4, especially with Year 10 last year, these were well attended and we are going to continue this momentum to ensure Year 11s are attending their revision sessions consistently this year too. However, for the other year groups, attendance is very varied, especially with last year's Year 8 and 9 where numbers were very low, this should be a priority moving forward as these students are now our Year 9 and 10. We will continue to use parental engagement evenings, parent's evenings and social media to advertise these with parents, as well as advertising them to students in lessons. We have also begun to send letters home for students who require intervention making these sessions compulsory.</p> <p>Last year, we gave every student in Year 11 who is eligible for pupil premium a free revision guide at the start of the year and encouraged them to use them for revision. The Year 11 results for last year</p>

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

				<p>showed a progress 8 score for maths of -0.48 which is a significant improvement from the previous year which was -1.14.</p> <p>At P2SI the progress 8 score for Year 11s who are eligible for PP was -1.25, hence between October and May we have improved this score by 0.39. This was achieved through consistent quality teaching, the use of intervention sessions, regular revision sessions, revision guides and parental contact. Further, the previous cohorts results in 2017 showed a progress 8 score for PP students of -1.51 so in 2018 the P8 score for students eligible for PP improved by +0.65.</p>												
Attendance Support	Yr 7-11	JBA/JGR	<p>Improve Attendance of PP students to diminish the difference with peers nationally. Attendance team – time will be used to ensure attendance of pupil premium students is improved and also with a focus on disadvantaged students at risk of becoming persistent absentees.</p>	<p>£20, 000</p> <p>PP attendance at the end of 2017-2018 academic year was 92.9%, which is a 0.1% decrease from the same time the previous year, however the most able pupil premium cohort improved by 0.4%. PP money was used for employing APL's to ensure first day of contact calls are completed timely and home visits take place for the students identified. Barriers to learning are targeted and parental engagement has improved. To support in breaking down barriers to learning money has been used for a variety of individual reasons: bus passes, equipment, uniform, dinner money, lifts.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Cohort</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>93.0</td> <td>92.9</td> <td>-0.1</td> </tr> <tr> <td>Most Able PP</td> <td>94.5</td> <td>94.9</td> <td>0.4</td> </tr> </tbody> </table> <p>Regular parental meetings, meetings with pupils take place, as do home visits.</p>	Cohort	16/17	17/18	Diff	Pupil Premium	93.0	92.9	-0.1	Most Able PP	94.5	94.9	0.4
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Halewood Academy
Pupil Premium Evaluation
2017-2018

<p>Access to alternative provision and progress school</p>	<p>Yr 7-11</p>	<p>FCA</p>	<p>Where main stream education is not working for some students, AP will be provided to improve their life chances. Programmes will also be provided within the progress school depending on the needs of the individual. Progress centre - staff cost/time will be used to support students where underachievement is evident. Subject specialists working in the progress</p>	<p>£145,914.14</p>	<p>336 students have accessed the Progress Centre from September 2017 to July 2018. The students who accessed the centre had varying needs from significant personal issues that impacted substantially on their overall performance. These included long-term illness, high-level CP issues and many other factors. In addition to this, students who had Special Educational Needs to High Attaining students accessed the centre for a range of interventions. Pupil Premium was used to ensure that these students experienced success despite overwhelming personal and academic difficulties.</p> <p>Students have accessed:</p> <ul style="list-style-type: none"> • Maths/Numeracy intervention - 208 of which 118 are PP (57%) • English/Literacy Intervention - 77 of which 32 are PP (41.5%) • WBL programme - 11 student's year 11 – 8 PP – 73% PP • Mentoring - 160 student's year 7 - 11 • Breakfast Club - 62 student's year 7 - 11 – of which 42% are PP • Social and Emotional Programmes - 14 student's year 7 – 10 <p>Turnaround S02 53 YR 7 and 8 students have accessed the turnaround room. They have been supported by a TA3. They follow a thematic curriculum which is also supported by teaching staff. Please see feedback from students (see attached). In July, 12 YR 6 students who have varying needs attended and extended transition programme to enable them to manage the transition more effectively.</p> <p>Breakfast Club 86 students have attended breakfast club regularly since September 2017, 39 are PP. Students who have attended breakfast club have improved their punctuality, attendance and social skills.</p> <p>WBL 11 students attend a WBL programme, 8 of these are PP. The students have a range of needs from Mental Health, attendance, or risk of permanent exclusion. The provision has enabled them to remain in the education system and reduce the risk of them becoming NEET. 8 of the students have gained a place in education, training or apprentices.</p> <p>Medical 3 students from year 11 have significant medical/mental health concerns. They have had accessed 1 to 1 tuition, home liaison, hospital link to support them accessing the curriculum when in hospital or home. In addition to this, one of the student's completed her maths and English GCSE at home.</p> <p>Mentoring</p>
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Halewood Academy
Pupil Premium Evaluation
2017-2018

			centre to underachieving students.		<p>160 students from year 7 to 11 have accessed a mentoring. The mentoring cohorts have focused on specific areas of need, such as social, emotional, behaviour and attendance. The cohorts are reviewed regularly with Progress Leaders.</p> <p>Exclusions There were 65 FT exclusions 4 of which were permanent in 16- 17, 30 were PP. In comparison to last year's data there is a reduction in FT's, 64 FT's 2 were permanent, 25 were PP. Internal exclusions have reduced significantly from 55 in 16-17, 29 PP to 39 pupils in 17-18, 21 pupils were PP.</p> <p>Maths/English Intervention Cohorts of students are identified by Heads of Department and Progress Leaders. This is done at key times which link with P2S cycles.</p>
Summer Schools	Yr 6/7	PRY	Encourage further community links with primary schools to experience time at HA and also engage our own and prospective parents.	£15, 000	<p>On average we had 75 students attend summer school cycle 2017-18 each day. The impact in terms of their development in confidence is difficult to measure. The students appeared to be happy and kept attending. Teaching staff commented upon their progress over the course of the week. A pupil voice analysis was completed;</p> <p>I felt nervous at the start of summer school -40% I know my school building and facilities far better after summer school - 90% The prefects have really helped support me and made me settle in - 85% The food provided was really tasty - 35% I really enjoyed the activities at summer school - 96% I am really happy that I came to Summer School 2017 - 94% I feel more confident about life at Halewood Academy - 94%</p> <p>Analysis of the P2S1 assessment has revealed that out of the year 7 students who attended summer school 59.5% received a positive P8 score. This is a positive overall grade when compared to students who did not attend summer school, 41% had a positive P8 score. This was similar in the P2S2-3 grades. 66% of the students who attended the summer school achieved a positive P8 score when compared to those who did not attend. 60% of these achieved a positive P8 score.</p>
Literacy intervention/ Bedrock Learning	Yr 7-10	FCO/KWL	Catch up literacy sessions led by qualified teachers to	£2000	<p>Halewood Academy has been using Bedrock Learning as a tool for improving the vocabulary of students since October 2017.</p> <p>Please find below, a summary of the impact of this programme;</p> <ul style="list-style-type: none"> • The starting point of Halewood Academy was below national averages by 6%. • The whole cohort has improved by an average of 39% from their baseline.

Halewood Academy
Pupil Premium Evaluation
2017-2018

			improve low literacy levels.		<ul style="list-style-type: none"> • The PP cohort have improved their attainment by an average of 55% from their baseline. • The cohort with SEN have increased their attainment by an average of 43% from their baseline. • The data shows the students from disadvantaged backgrounds are improving their academic vocabulary and that the gap between them and their peers has narrowed. • SEN cohort are making good progress.
Transport & Uniform/Supplies for pupils	Yr 7-11	PL's	Where financial deprivation is a barrier to learning, students will be supported.	£500	<p>Pupil premium funding is used to support students where attendance is an issue and/or family are in financial hardship. Examples of case studies are below;</p> <ol style="list-style-type: none"> 1. Student 1 - PE Kit, replacement tie and bus pass – support family finance/attendance and to support uniform standards and accessing curriculum – improved attendance by 10% 2. Student 2 – Taxi provided due to medical issues – improved attendance by 35%. 3. Reward - 83 pp students. Cinema day 177 out of 216 students attended. Snacks and treats. Through pupil voice 100% of pupils said they enjoyed being rewarded for their improved attendance. 4. Bus pass supplied to student 3 to improve attendance as family struggle to afford bus fare and he would not come to school. Student 3 attendance has improved by 5% since the end of last academic year and he has only been absent due to illness. 5. Uniform and PE kit purchased for student 4 to improve attendance and self-confidence (previous uniform was too small). Student 3 attendance currently stands at 95% compared to 85% at the end of the last academic year, an improvement of 10%.
Experiential Learning Experiences for Pathway/SLA /D of E/Mentoring programme/ Leadership	Yr 7-11	P'sL/SBR/RKE	Support attainment and progress through wider life experiences.	£6, 625	<p>Mentoring A group of Y11 Pupil Premium students were identified from the P2S2 data. This group of students had a negative P8 score and we felt they would benefit from some mentoring support. In the run up to their exams the Senior Leadership Team were each given a student who they would mentor. The students were informed of this and meetings took place with parents/carer to explain the reasons and why the students had been selected. This took place on a weekly basis, before and after school. The intervention had a positive impact on all student within that group.</p> <p>Student Leadership Students are to be rewarded for the leadership activities that they take part in through an award called Student Leadership Accreditation.</p>

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

				<p>For the school, what sets the SLA apart from other awards is its flexibility, allowing schools to adapt it to their needs. Schools can either use the pre-designed criteria or develop their own school-specific criteria – with guidance from SSAT.</p> <p>In either case, schools use the SLA to:</p> <p>Engage more students Celebrate achievements beyond results – SSAT believe that student outcomes should not be limited to levels and grades Provide recognition for students’ leadership abilities – SSAT’s research shows that recognition of non-academic achievement is a ‘hook’ for underperforming students-PP in particular Give structure to the school’s student voice, leadership or impact activities - SSAT champions, student voice and leadership that has a real impact on learning</p> <p>There are already leadership qualities being demonstrated and there are 98 students either undertaking or showing an interest in undertaking the award across all year groups in school. This is impacting upon literacy initiatives, student voice initiatives and is also allowing for new roles in school, such as Junior Librarians. However, obviously, the main impact will be measured on successful completion of the award and the subsequent student/staff voice.</p> <p>Elevate We have had two Elevate sessions for year 11 students to help upskill them before their exams: ‘Ace Your Exams’ and ‘Memory & Mnemonics’.</p> <p>The ‘Ace Your Exams’ focused on revision skills, how to deal with the nerves and ways to approach exams.</p> <p>‘Memory & Mnemonics’ is self-explanatory but uses highly effective techniques to help aid memory, recall and retrieval.</p> <p>Staff feedback:</p> <ul style="list-style-type: none"> • 100% of staff said the information/techniques covered were relevant. • 100% of staff said the facilitators delivered it in an effective manner. <p>Student voice feedback:</p> <ul style="list-style-type: none"> • Student voice 96% Positive feedback that Elevate sessions improved their revision skills.
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Halewood Academy
Pupil Premium Evaluation
2017-2018

					<ul style="list-style-type: none"> • Student voice 97% Positive feedback that they would recommend Elevate sessions to their peers. • Student voice 98% positive that Shaping futures session are benefiting their revision. <p>The main advantage of the programme is the facilitators; they are young, more approachable and are gone at the end of the session. They basically have a script, but it seems to work and they can get students engaged as there are no previous negative experiences that can act as a barrier. Taking part in the project, students felt supported with a couple of positive initiatives and this will only boost their mind-set and therefore have some effect on their attainment.</p>
Counsellor	Yr 7-11	JBA	Mental health issues are a barrier to learning, support for targeted pupil premium students will be provided.	£40, 000	<p>Funding enables the Academy to provide counselling for all students. This supports the mental health agenda and helps in breaking down barriers to learning that compromised mental health brings. Assessment sheets/mood scoring are completed at the start of the counselling process and at the end. 100% of the students say they found counselling very helpful and their mood scores significantly improved.</p> <p>Year by year breakdown for number of students accessing counselling for 2017-2018.</p> <p>Year 7. 38 Students Year 8. 32 Students Year 9. 27 Students Year 10. 42 Students Year 11. 15 Students</p>
Training	Yr 7-11	JHA	Bespoke training for staff to improve quality of teaching learning to enable pupil premium students who are underachieving to succeed.	£12, 000	<p>Funding is used as a percentage of staff time when planning and delivering in-house CPD. In all there has been regular briefings, 20 CPD sessions and 20 collaborative planning sessions, ensuring that staff are confident in Halewood expectations and requirements. All staff are part of the Teaching and Learning team and staff use their strengths to deliver bespoke training to all staff.</p> <p>The new teaching and learning strategies are supporting metacognition and mastery of command words in lesson. The mastery of questions has now evolved into Green Zone; this ensures that all students will have an exam style question at the end of lessons in all subjects. This will develop all students exam styles and give them the confidence on how to tackle exam questions under P2S conditions. Briefings have including many different ideas on pedagogy, all subjects have delivered a sharing good practice pedagogy, numeracy, literacy and SEND updates. Briefings are also a good opportunity to highlight whole school events like charity work, sports day and world book day. It creates a positive learning environment at Halewood Academy.</p> <p>All of these CPD have sessions have:</p>

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

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Food Technology	Yr 7-11	GAL	If financial deprivation is a barrier to learning, the purchase of ingredients for disadvantage	£2, 000	<p>45% of PP students achieved their MEG in year 11. All PP students were given ingredients were they were required and all students were given a CPG revision guide to enable students to study at home. Revision sessions after school for all students- this is a focus for this year also. PP students in KS4 were given 'art packs' from the Art/DT budget which included equipment for them to be able to work on their portfolios from home. KS4 students given progress and tracker help sheets to them to work independently. KS3 students offered after school sessions.</p>																																								

Halewood Academy
Pupil Premium Evaluation
2017-2018

			pupils will be provided.		KS3 students given equipment in lesson that they were missing. KS4 students offered cameras to borrow to enable them to take photos in their own time- about 50% used this opportunity.
Targeted independent careers advice and guidance/Transition	Yr 7-11	LMC/PRY	To facilitate smooth transitions throughout school life.	£10, 500	<p><u>Discovery Day-Year 10 Students.</u> Students participated in a discovery day with Christine Pyke Media. Halewood Academy played host to an inspirational talk by two representatives from the media, Mike Hall, Granada Reports and Stuart Pyke, Sky Sports. They delivered a fantastic talk on how to get into and succeed in a Media/TV career, they also spoke about how Work Experience can help with getting the job of your dreams as well as the importance of work experience when applying for university. This then led onto a Discovery Day at St Helens College, all students were given an insight into various lessons including Graphics, Media, Employability Skills, Microbiology and CV writing Skills. Students also took part in two sessions with talks from Michael Parr, Emmerdale Actor and Andy Reid, ex-Army Soldier and Charity Fundraiser. Students were given various forms of advice and guidance throughout the day to help them make informed decisions about their future choices.</p> <p><u>Dream, Plan, Achieve –LJMU Widening Participation Activities- All year groups.</u> LJMU Dream, Plan, Achieve, this programme supports groups of students from each year group 7-11 encouraging students to consider university as an option after college. Various Sessions and campus visits are offered throughout the year to different year groups continuously building a vision of university and how these students can apply, entry requirement and how they can achieve their ultimate career goals. The sessions include; A students’ journey drama production, University-What’s it all about, The Three C’s- Careers, Courses & choices and Future Focus Days. LJMU monitor all the students who participate in the programme, keeping track of their journeys and achievements to gauge the impact of the programme and what choices they make in the future. Students are able to access additional information, advice and guidance again helping them make informed decisions on their future choices.</p> <p><u>Careers Carousel-Year 11 PSHE</u> A variety of Colleges and Training Providers were invited into the year 11 PSHE Session for each of them to present their full profile and what courses are available to all student. Students were able to access information on entry requirements for each specific course and what careers these course can lead onto. Students were able to gain a more in depth knowledge on each individual college and training provider, more so than just perusing a prospectus, they could ask different question direct to the tutors from the college and were able to gather succinct information to help make their choices for post 16 education.</p>

Halewood Academy
Pupil Premium Evaluation
2017-2018

					<p>Transition Case study</p> <p>A primary school students had her school uniform and PE kit paid for with Pupil Premium funding due to financial difficulties. The pupil had previously struggled with attendance in their primary school (91%) She currently has 100% attendance with only two lates. She also struggled with attitude and behaviour in her previous school. She currently only has 2 behaviour comments.</p> <p>Many transition activities were organised in schools. Pupil premium money paid for cookery ingredients for primary school student visit and technology equipment to make badges for our alternative induction day. The alternative induction day allowed students to see the school and become more at ease with their new environment. The feedback from staff and students was really positive.</p> <p>Pupil premium money also paid for our transition day school performance. The feedback from staff and students was very positive. Students were able to ask questions and ease their fears regarding the transition to secondary school. The data suggested a very positive experience for the students.</p> <p>99.4% of students 'enjoyed' the performance of 'big school'</p> <p>100% of students have 'learnt what to do' if they are being bullied</p> <p>100% of students have learnt 'who to tell' if they are bullied</p> <p>100% of students have learnt that they 'must report bullying' as soon as they see / hear of it.</p> <p>98.47% of students have learnt that you need a pen, pencil and ruler for school.</p> <p>99.49% of students learnt that it is natural to feel nervous moving into secondary school.</p>
Curriculum development and projects/opp ortunities	Yr 7-11 Yr 10-11	SL's	To allow personalised subject specific projects to run throughout the year which will support progress and attainment.	£15,000(20% of curriculum budget)	<p>PP funding was obtained to provide science workbooks for PP students in years 10 and 11. These workbooks are aimed at meeting the needs of student's dependent on their MEG.</p> <ul style="list-style-type: none"> • Foundation workbooks for MEGs between 1 and 3. • Grade 5 Booster workbooks for MEGs between 4 and 6. • Grade 8/9 books for MEGs of 7 or above. <p>These books were provided for year 11 students in March of 2017-2018.</p> <p>Student voice results:</p> <ul style="list-style-type: none"> • 100% respondents felt they had been useful to support learnings during lessons and revision • 100% respondents felt they would have benefitted more if they had been given the books at the start of year 10 • Respondents gave a usefulness rating of 4 out of 5 for the books <p>A staff voice has been carried out at the start of term. This will be followed by a full student voice for years 10 and 11 by half term.</p> <p>Staff voice results:</p>

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

					<ul style="list-style-type: none"> • 100% students have been given workbooks in years 10 and 11 • 100% staff include marking these as part of the marking and feedback policy • 100% of staff use the workbooks during lessons • Rating of 4.83 out of 5 on the impact on student understanding of the topic • 100% feel that they have an effective impact on student progress • Staff feel that the impact is highest in: <ul style="list-style-type: none"> ○ Confirmation of understanding ○ Improving application of understanding (AO2) ○ Stretch and challenge
Free breakfast for FSM and LAC students.	Yr 7-11		Where financial deprivation is a barrier to learning a free breakfast will be provided to those who need one.	£13, 000	<p>All FSM/LAC students are eligible for a free breakfast. Breakfast Club Impact – Case studies have been created. Below are examples of where impact has been;</p> <p>Student 1 - 2016-2017 – Absences 20.7% 2017-2018 – Absences 14.4% 2016–2017 – 23 Lates 2017-2018 – 19 Lates</p> <p>Student 2 - 2016 – 2017 Absences 7.1% 2017-2018 – Absences 1.7% 2016-2017 – 43 Lates 2017-2018 – 20 Lates</p> <p>Student 3 - 2016-2017 – 31 Lates 2017-2018 – 22 Lates</p> <p>Student 4 and 5– Social impact – developed social skills which enabled them to made friends which led them to joining an after school club and meeting up socially after school.</p> <p>Social Skill Lesson Student 6 1st term 45 lessons received 3's and 4's 2nd term 11 lessons received 3's and 4's</p> <p>Toe by Toe Student 7 – At start - reading age year10 (7.2) When completed - reading age year11 (8.6)</p>
STEM initiative	Yr 7-11	RKE	Increase the proportion of pupil premium	£1, 000	Medical Mavericks: The intended impact for the Medical Mavericks workshop was to provide an opportunity to stretch and challenge HAT PP students in relation to human biology and medical knowledge, as well as raising awareness of STEM skills and STEM careers.

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

			students choosing STEM careers.	<p>To measure the impact of the Medical Mavericks workshop, students completed a questionnaire and completed an Educake test before and after the workshop. In total we had 81 HAT students with 51 of those students being PP. From the student voice survey 100% of students enjoyed the workshop, in addition 62% of students felt as a result of the workshop they would be now interested in a STEM career. Also, 86% of students felt their knowledge of the topics covered in the workshop had improved (this will be further shown when looking at Educake data). Finally, 97% of students said that as a result of the workshop they can see the importance of STEM and STEM skills in other lessons. When analysing the Educake quiz data based on the content covered in the workshop, the average score for students prior to the workshop was 61%. After the workshop the average score for students increased to 77%. In addition, all students who completed the test before and after the workshop all improved. A sample of the data can be seen below.</p> <table border="1"> <thead> <tr> <th>Student</th> <th>% Before</th> <th>% After</th> </tr> </thead> <tbody> <tr><td>1</td><td>69</td><td>72</td></tr> <tr><td>2</td><td>0</td><td>48</td></tr> <tr><td>3</td><td>50</td><td>55</td></tr> <tr><td>4</td><td>58</td><td>72</td></tr> <tr><td>5</td><td>77</td><td>86</td></tr> <tr><td>6</td><td>31</td><td>66</td></tr> <tr><td>7</td><td>65</td><td>79</td></tr> <tr><td>8</td><td>46</td><td>97</td></tr> <tr><td>9</td><td>8</td><td>45</td></tr> <tr><td>10</td><td>54</td><td>79</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year group</th> <th>% increased/maintained</th> <th>PP increased/maintained</th> <th>HAT increased/maintained</th> </tr> </thead> <tbody> <tr><td>Year 10</td><td>3</td><td>0</td><td>3</td></tr> <tr><td>Year 9</td><td>24</td><td>38</td><td>24</td></tr> <tr><td>Year 8</td><td>53</td><td>50</td><td>62</td></tr> <tr><td>Year 7</td><td>88</td><td>100</td><td>88</td></tr> </tbody> </table>	Student	% Before	% After	1	69	72	2	0	48	3	50	55	4	58	72	5	77	86	6	31	66	7	65	79	8	46	97	9	8	45	10	54	79	Year group	% increased/maintained	PP increased/maintained	HAT increased/maintained	Year 10	3	0	3	Year 9	24	38	24	Year 8	53	50	62	Year 7	88	100	88
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Halewood Academy
Pupil Premium Evaluation
2017-2018

					<p>When looking at the P2S3 compared to P2S2 data we can see that the majority of PP/HAT students selected in years 8 and 7 increased or maintained their grade from P2S2 to P2S3, there was also an increase in year 9.</p> <p>Overall, the Medical Mavericks workshop has had a positive impact on student engagement and raising the student's awareness of STEM and STEM skills. All students felt that they have enjoyed the workshop and the vast majority of students all felt their knowledge and awareness of STEM had improved as a result of the workshop, as reflected in the given data. The overall impact may have been less due to the timing of the Medical Maverick workshop being just after P2S2.</p>																																	
Parental Engagement/ HAT/ Brilliant Club	Yr 7-11	GWA/SOW/ VKE	Increase the level of parental engagement for PP students. Support for underachieving PP students. To provide students with opportunities which will support them in stretch and challenge	£10, 000	<p>The Brilliant Club Scholars programme involved 12 Year 10 and 12 Year 8 students taking part in a University level STEM research project and writing a 2000-word assignment based on their research. The programme involved two trips to Universities, a campus University and a city University and weekly tutorials in school with a PhD tutor. The programme involved skills which students had not previously studied such as referencing which will support students' progression onto A-Level and beyond. They were selected on the basis that they enjoyed STEM subjects and had the potential to pursue a career in them.</p> <p><u>Year 10 programme (Autumn 2017)</u></p> <p>Of the 12 Year 10 students who were selected, 8 of them were eligible for pupil premium, 9 of them had no parental history of higher education, all of them were HAT students and 11 of them lived in the 40% most deprived areas in the country. The Year 10 students completed the same survey before and after the three-month programme which contained the same questions. Below is a table showing the average score awarded for each question (10 being strongly agree and 0 being strongly disagree)</p> <table border="1"> <thead> <tr> <th>Statement</th> <th>Oct 17</th> <th>Mar 18</th> </tr> </thead> <tbody> <tr> <td>I plan to go to sixth form.</td> <td>9.2</td> <td>9.8</td> </tr> <tr> <td>I plan to go to University.</td> <td>8.2</td> <td>9.3</td> </tr> <tr> <td>I would like to study a STEM subject when I leave school.</td> <td>7.2</td> <td>7.9</td> </tr> <tr> <td>I plan to pursue a STEM career.</td> <td>7.6</td> <td>7.8</td> </tr> <tr> <td>I believe there are many opportunities in STEM.</td> <td>8.5</td> <td>8.8</td> </tr> <tr> <td>I believe getting a good grade in maths and science GCSE is important.</td> <td>9.3</td> <td>9.4</td> </tr> <tr> <td>I believe I will do well in maths and science.</td> <td>8</td> <td>8</td> </tr> <tr> <td>My friends and family encourage me to go to University.</td> <td>8.3</td> <td>9.3</td> </tr> <tr> <td>I have spoken to people who are attending/have attended University.</td> <td>6.8</td> <td>9.3</td> </tr> <tr> <td>I understand what people do at University and how they study.</td> <td>6.4</td> <td>9</td> </tr> </tbody> </table>	Statement	Oct 17	Mar 18	I plan to go to sixth form.	9.2	9.8	I plan to go to University.	8.2	9.3	I would like to study a STEM subject when I leave school.	7.2	7.9	I plan to pursue a STEM career.	7.6	7.8	I believe there are many opportunities in STEM.	8.5	8.8	I believe getting a good grade in maths and science GCSE is important.	9.3	9.4	I believe I will do well in maths and science.	8	8	My friends and family encourage me to go to University.	8.3	9.3	I have spoken to people who are attending/have attended University.	6.8	9.3	I understand what people do at University and how they study.	6.4	9
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Halewood Academy
Pupil Premium Evaluation
2017-2018

					<p>We were one of two schools who were asked to speak at the graduation and the only school who had such a large number of students speaking, this was a result of the outstanding results our students achieved, 10 of the students achieved a 2:1 or above and 6 of them achieved a first.</p> <p>The students completed an evaluation form for the Brilliant Club on the graduation trip and some of the comments included:</p> <ul style="list-style-type: none"> • I thought the trip was great today and I am proud of what I have achieved. • I enjoyed the trip and the ability to discuss topics with the student advocates. • The Scholars Programme was hard but I tried. I really like Liverpool's campus and would really like to study here. <p>One of the school's priorities currently is improving the metacognition of students, the Year 10 students who took part in the programme improved their metacognition score from 4.9 out of 7 at the start of the programme to 5.2.</p> <p>Parental Engagement</p> <p>The funding was used to support all parental engagement evenings. The subjects where students performed well are; Maths, Drama and Dance.</p> <p>The P8 scores have improved in each P2S assessment in each year group;</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Yr</th> <th>P2S1</th> <th>P2S2</th> <th>Comparison P2s1-2</th> <th>P2S3</th> <th>Comparison P2s2-3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-0.21</td> <td>+0.14</td> <td>+0.35</td> <td>+0.36</td> <td>+0.22</td> </tr> <tr> <td>8</td> <td>+0.25</td> <td>+0.44</td> <td>+0.19</td> <td>+0.56</td> <td>+0.12</td> </tr> <tr> <td>9</td> <td>-0.05</td> <td>+0.32</td> <td>+0.37</td> <td>+0.16</td> <td>+0.16</td> </tr> <tr> <td>10</td> <td>0.00</td> <td>+0.03</td> <td>+0.03</td> <td>-0.29</td> <td>-0.32</td> </tr> <tr> <td>11</td> <td>-0.42</td> <td>-0.90</td> <td>-0.48</td> <td>-0.48</td> <td>+0.42</td> </tr> </tbody> </table> <p>The funding for parental engagement events has enabled the p8 data to improve as demonstrated in the table above. There were successes from P2S3 assessment in year 9 in both P2S2 assessment by +0.16 and then in P2S3 +0.16.</p> <p>The funding has provided opportunities for staff to develop parental knowledge and understanding for each subject area through resources, revision guides, useful websites and apps available to support their child at home and refreshments during the evenings.</p>	Yr	P2S1	P2S2	Comparison P2s1-2	P2S3	Comparison P2s2-3	7	-0.21	+0.14	+0.35	+0.36	+0.22	8	+0.25	+0.44	+0.19	+0.56	+0.12	9	-0.05	+0.32	+0.37	+0.16	+0.16	10	0.00	+0.03	+0.03	-0.29	-0.32	11	-0.42	-0.90	-0.48	-0.48	+0.42
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Music Tuition	Yr 7-11	GWA	Provide external music tutor to	£8, 000	Of the current Y9 GCSE cohort, 50% of students are Pupil Premium who accessed such lessons at KS3. This has had an impact on their decision to select music as an option. All students achieved their MEG or higher at the end of KS3 in Performing Arts (Music).																																				

Halewood Academy
Pupil Premium Evaluation
2017-2018

			support PP students through their music exams/assessments.		Of the current Y10 GCSE cohort, 75% of Pupil Premium achieved a 4+ in their P2S3 for music at the end of Y9 with an overall P8 score of 0.29. Furthermore, these lessons allow students to study an instrument of their choosing rather than the limited selection I can offer. It allows them to learn on a one to one basis which may lead to exams. All of the PP students in this cohort performed at a peripatetic music concert in April 2017 and they have been able to develop their individual performance skills and ensemble skills using their instrument whilst studying their Set Works at GCSE. Of the current Y11 GCSE cohort 100% achieved a 4+ in their P2S3 for music at the end of Y10 with an overall P8 score of -0.06. As well as sharing the benefits alongside the Y10 cohort, this group have had opportunities to lead ensembles using the skills and confidence built during one to one music lessons. One student has led a drumming workshop, another has coached younger singers for X Factor, whilst coming 3 rd in the school competition herself. Students in this cohort were amongst those to be selected to perform for BBC Northwest Tonight as part of the tribute to the Manchester Bombing. They were selected based on ability which has been honed during one to one music lessons.
SEN equipment/AR		GCA	To provide specialist equipment, reading opportunities and testing, to improve life chances of PP students.	£10, 000	<p>Halewood Academy has 189 (20%) students who are on the SEND register. 109 (58%) of these students are also in the PP cohort. These student's needs are supported through good teaching within the classroom or through addition support/interventions through the SEND department, Progress Centre, mentoring, counselling or by small group work with subject teachers. The impact of these various interventions are measured by progress between the different P2S cycles or by their reading ages.</p> <p>When comparing the number of students who achieved a positive P8 score in the P2S1 and P2S3 cycle there was an improvement in most of the year groups. Year 7 students who achieved a positive P8 score in their P2S1 assessment was 35%, during the next cycle this had increased to 49%. A similar story can be found for years 9, 10 and 11. Year 9 improved the percentage of students achieving a positive P8 grade between the 2 cycles from 35% to 55%. Year 10 improved from 43% to 50% and year 11 had a 1% improvement. The only year group who had a decrease in their P2S2 assessment when compared to the first assessment was year 8 (53% to 42%).</p> <p>Pupil Premium funding is used to employ Teaching Assistants to support students who have poor literacy skills, as identified by their English teacher and KS2 grades or those who are reading at a level 2 years below their chronological age. To prevent this having a negative effect on their GCSE subjects this is targeted at years 7, 8 and 9. Resources are also bought that the students can follow to improve their weak reading skills i.e Toe by Toe, Attack and MSL. All students in the Academy are tested annually but students who receive additional support are also tested throughout the year to determine if they are making progress and to change the programme they are following if they are not. Twenty-</p>

**Halewood Academy
Pupil Premium Evaluation
2017-2018**

					one student who is deemed SEN and PP receive additional support for their weak literacy skills in year 7. When tested after 5 months 62% had improved their reading age by at least 6 months and 71% had improved their spelling age. This also had a positive impact on the year 8 and 9 who receive support with an improvement of 100% and 71% respectively.
Rewards	Yr 7-11	GCA	Improve standards - attendance, ATL and BFL.	£10, 000	<p>Throughout the year students are rewarded for numerous incentives including attendance, progress and effort/attitude. Examples of this are as follows;</p> <ol style="list-style-type: none"> 1. Students who have 100% attendance are entered into a weekly draw to win a prize; 301 students received such a prize, 48% of these were PP. This along with other incentives helped improve attendance to 96%. 2. In addition to weekly awards for attendance the student in every year group who received the most number of 1's on the register were also rewarded with prizes. In total 132 students were rewarded, 56% pupil premium. The impact of this was an increase in the number of positive marks being awarded on the register. When comparing the beginning of the academic year to the end, there were 424 more students demonstrating exceptional attitude to learning (518 – 942). Whole form classes also receive regular prizes for attitude to learning. 3. To reward students who were progressing and having a positive attitude in their learning termly reward assemblies were introduced this year. Every subject nominated a student who had made the most progress and one who had demonstrated outstanding attitude. Out of the 342 nominations, 41% of the students were pupil premium. The feedback from students and parents who attended the Reward Assemblies was very positive and parents were extremely happy that they had been invited and could share with their child's success. 4. As a reward for achieving over 96% attendance and having no negative comments on the register (3's or 4's) students were rewarded to a free bowling trip and an in-house cinema day. Both of these events, particularly the cinema day proved very popular and the students thoroughly enjoyed the experience. 186 attended the bowling trip and 488 students were invited to the end of year cinema day.
			Total	£347, 039.14	
			Total PP fund	£375, 870	