



Halewood Academy Pupil Premium Evaluation 2018-2019

Pupil Premium Funding	Intended Impact	Approximate amount	Actual impact
Pupil premium champions	PP champions will support pupils in all subject areas to improve progress.	£3, 000	A percentage of staff have a PP target for the year. Within this they work in their departments to improve the outcomes for pupil premium pupils. A % of salary has been utilised for this to ensure where there are barriers to learning, that these are removed.
Aspirations/Mentoring programmes	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. Provide mentoring programmes such as; PP boys and a bespoke female mentoring programme. In both programmes, pupils will work with external partners who will mentor pupils.	£35, 000	<p><u>Revision mats</u> Students in Years 7-11 all given a revision mat at each P2S point, this should then be referred to by classroom teachers.</p> <p>Briefings led to remind staff of importance of the revision mats.</p> <p><u>Revision focus</u> created for last term – mind maps. This was used throughout the school, staff also sent me examples of their work. This has been used on social media to celebrate. Student voice showed students enjoyed doing mind maps and have banked it for future revision use.</p> <p><u>PHD Study</u> 35 students in years 7 & 9 took part in a PHD student to look at physical activity levels and sleep. These students had to wear an activity monitor and complete questionnaires/surveys. They met Owen Jones again in July. The results of this were shared with students and they will feature in a PHD.</p> <p><u>LJMU Link</u> 15 Year 10 students were invited to attend an event at LJMU where they got to complete workshops and look at higher education.</p> <p>This link allowed us to invite Professor George Wilson into Halewood Academy to speak to students about the importance of education. George was an ex Halewood student.</p>

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		<p><u>HAT Register</u> Register was checked by each department and students were updated throughout the academic year. This was limited to a maximum of 4 per year/per subject. This was updated on SIMS registers.</p> <p><u>Talented</u> Staff and students were asked to nominate any talented students. 17 students were nominated, mainly for sports or leadership.</p> <p><u>Aspirations tree</u> Tree created in the same colours/layout as the tree on the school badge. This tree symbolises Halewood academy aspirations. This is displayed in the Atrium, with 'leaves' of talented students in school.</p> <p>Various guests were invited into school during lunchtimes to speak to students about their careers:</p> <p>Leigh Gallagher – comic book artist Ellen Thomas – Doctor George Wilson – Senior lecturer Kelsey Horn – ex student NCS Service</p> <p>Future Female Leaders – an initiative to raise the aspirations of females within school as equip them with the skills necessary to be leaders.</p> <p>Activities taking place throughout the year include:</p> <ul style="list-style-type: none">- Mentoring by female leaders in industry- FFL girls mentoring younger students- Regular meetings to update on progress- Visit to networking events including Knowsley Chamber AGM- Planning and drawing upon contacts to organise charity fundraisers including a MIND charity quiz night and Megan Hurley Foundation cake sale
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			<ul style="list-style-type: none"> - To empower young women to take on leadership roles. Through providing girls with a female mentor, somebody who already leading in their workplace, who can come in and offer advice to the girls to help them reach their full potential. - To allow the FFL pupils to pass on the skills they have learnt through mentoring younger pupils, helping them through any issues they might be facing. - Our overall aim is for the future female leaders to gain leadership skills and confidence and realise that they are every part as able to take on leadership roles as their male counterparts. <p>We have had very positive feedback from the girls this year and the project also won at the Knowsley Education Awards.</p>			
Attendance Support	<p>Improve Attendance of PP pupils to diminish the difference with peers nationally.</p> <p>Attendance team – time will be used to ensure attendance of pupil premium pupils is improved and also with a focus on disadvantaged pupils at risk of becoming persistent absentees. Regular parental meetings, meetings with pupils will take place, as will home visits.</p>	£25, 000	<ul style="list-style-type: none"> - Attendance figures have again improved. <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">Disadvantaged</td> <td style="padding: 5px; text-align: center;">2019 93.1%</td> <td style="padding: 5px; text-align: center;">2018 92.8%</td> </tr> </table> <p>Progress Leader Case Studies:</p> <p>Student A Case Study (Year 9)- The student attended school in the incorrect shoes, he had told mum they were the correct ones. Mum has mental health issues, and this was causing friction between the student and mum and she was getting a lot of calls from his Form Tutor informing her that his shoes where not acceptable. He then became disengaged with school; he became defiant and confrontational with staff who challenged him over his shoes. Mum was becoming more distressed and said that she could not afford new shoes, so much so a meeting was called with mum. We bought him new shoes and behaviour, punctuality and attendance all improved</p> <p>Student B Case Study, March 2019- Money was used to purchase ice packs for a sun/heat allergy. This was to support school attendance and avoid periods of illness due to heat exhaustion issues. Attendance improvements were made. The student’s end of year 7 attendance was 91.8%, which was an improvement from earlier points in the year.</p>	Disadvantaged	2019 93.1%	2018 92.8%
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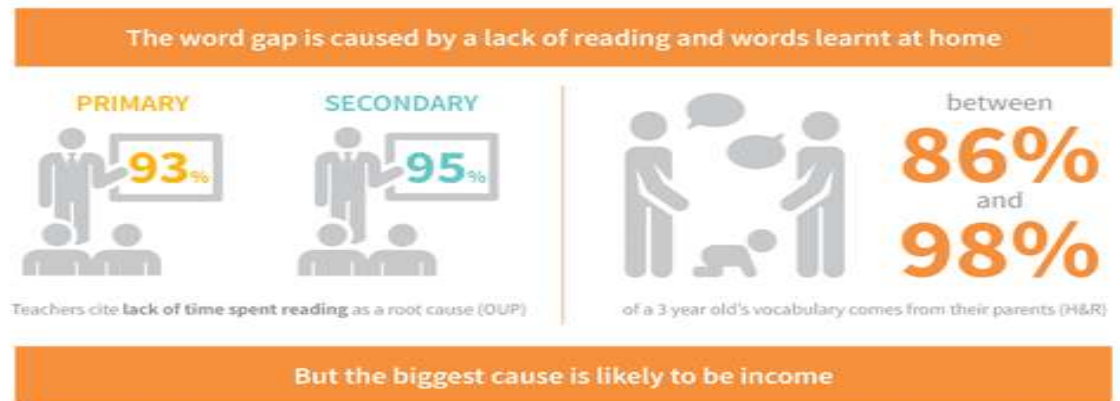
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			<p>Student C Case Study, January 2019- £46.50 weekly bus pass to ensure that the student could access his alternative turnaround placement. Logistics in travelling failed after 5 weeks and THE intervened and took him each day. Attendance was positive after this point.</p> <ul style="list-style-type: none"> - Attendance team have been utilised effectively in order to ensure that PP pupils have been targeted for attendance initiatives. - Attendance team have worked tirelessly regarding PP pupils and those who are at risk of becoming persistent absentees. Again, the figures highlight improvement in this area. - Attendance meetings have ensured greater parental engagement with regard to attendance.
Progress school/AP	<p>Programmes will also be provided within the progress school depending on the needs of the individual.</p> <p>Where mainstream education is not working for some pupils, AP will be provided to improve their life chances.</p>	£60, 000	<ul style="list-style-type: none"> - PP pupils have been targeted for small group interventions. These groups have had a positive impact and student voice highlights this fact from meetings with MCT. Additionally, small group work is proven to be one of the most effective ways to intervene nationally. - Alternative provision has proven extremely beneficial for many students. This is highlighted in student voice, parental voice and in the improvement in the ATL or BFL of those students.
Literacy intervention/ Bedrock Learning	<p>Catch up literacy sessions/initiatives led by qualified teachers, to improve low literacy levels.</p>	£3,000	<p><u>Bedrock Learning 2018/19</u></p> <p>Rationale: The vocabulary gap between less affluent students and their more affluent peers has been identified as one of the key barriers halting their progression. In a recent survey, 85% of secondary school teachers found that a limited vocabulary was leading to slower than expected progress in subjects other than English.</p>

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A limited vocabulary can have disastrous consequences, not only in terms of academic progress but in terms of students' mental health, relationships and life outside school.



All students are impacted by a lack of access to academic vocabulary, but research indicates that it is Pupil Premium students who are most severely affected.

Aims: To use Bedrock Learning as a simple, 40 minute a week task to help students gradually develop their tier 2 vocabulary banks. This increased vocabulary, we hope, will give students greater opportunities both academically and in every part of their lives. We also hope that as Bedrock

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			<p>Learning becomes ingrained as an expected homework task, reinforced by the school rewards system that students will begin to engage with the initiative more consistently and effectively.</p> <p>Results: All students who consistently engage with Bedrock Learning are making progress, but this is disproportionately true of the Pupil Premium cohort, who are making significantly greater progress than their non-Pupil Premium peers. This demonstrates that the initiative is helping those Pupil Premium students narrow the gap in access to academic vocabulary between them and their peers.</p>
Transport & Uniform/Supplies for pupils	Where financial deprivation is a barrier to learning, pupils will be supported.	£2,000	<p>Pupil A - A pair of boy's school shoes were purchased for a particular student as the style that the parent had purchased looked like trainers and she did not have funds to replace them for the first term back in school.</p> <p>Pupil B – After several phone calls home to this parent and mum refusing to replace the shoes of this boy, as her comments were that “what he wears on his feet does not affect his learning.” Mum eventually apologised and a pair of shoes were purchased for this boy.</p> <p>Pupil C – This girl had her shoes replaced by school after a boy threw her shoe into the bushes and it could not be found. Mum was unable to replace them due to lack of funds.</p> <p>IMPACT - This allowed the pupils to remain in classes and not receive hour resolutions or be isolated for not having the correct uniform for school. They were able to access their learning without being identified.</p>
Experiential Learning Experiences for Pathway/SLA/D of E/ /Student Leadership	Support attainment and progress through wider life experiences.	£5,000	<p>Having had positive feedback from the previous year, we invited ‘Elevate Education’ back into school in March to run some sessions to help prepare the year 11 students for their exams. It was a twofold approach, firstly the company has plenty of evidence regarding the impact they have had in schools and secondly, it was to support pupils’ mental health by providing mechanisms that they can use to enhance their revision and therefore relieve some anxiety.</p> <p>We ran two sessions to focus on different cohorts:</p>

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		<p>Cohort 1 took part in Ace My Exams, which covers areas such as; highest value exam preparation tasks; fixing mistakes to ensure constant improvement; time allocation during exam preparation; techniques for managing stress & time pressure in exams.</p> <p>Cohort 2 took part in Memory Mnemonics, which covers such as how to overcome reliance upon rote learning, the role of attention in memory and managing distractions and Semantic learning techniques for higher-level memorisation.</p> <p>The pupils were surveyed after the sessions took place: 96% of the pupils thought it was time well spent and they could use the strategies outlined in their revision. 94% would recommend it for next year's year 11. When surveyed a few weeks later: 85% of pupils had already used the strategies during their revision.</p> <p><u>Mental Health Awareness Day</u></p> <p>On Tuesday 15th January there was a whole school drop down day to provide a variety of advice, guidance and support for staff and students around mental health.</p> <p>Workshops:</p> <ul style="list-style-type: none"> • NHS – Healthy Lifestyles, smoking cessation, alcohol and healthy diet and exercise • Comics Youth- using the media of Art to express feelings and emotions • Shaping Futures- stress and mental health • Composition writing- expression of stress and emotion through writing. • Connexions/Careers- Resilience • Volair- exercise and mental health <p>In addition, a marketplace at lunchtime included:</p> <ul style="list-style-type: none"> • Knowlsey Youth Mutual • KOOTH- counselling • Listening Ear- grief counselling and domestic abuse • 5 boroughs NHS- dangers of smoking, drinking, drugs and advice on support networks and healthy lifestyles • Lee Cooper Foundation- suicide prevention • Papyrus- helpline and advice for young people with suicidal thoughts
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			<ul style="list-style-type: none"> • Park Rangers- outdoor activities to promote positive mental health • Volair- exercise in the local health centre
Counsellor	Mental health issues are a barrier to learning, support will be provided for targeted pupil premium pupils.	£30,000	<p>Funding enables the Academy to provide counselling for all pupils. 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 pupils 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 2018-2019:</p> <p>Year 7. 32 Students:</p> <p>Year 8. 79 Students</p> <p>Year 9. 42 Students</p> <p>Year 10. 53 Students:</p> <p>Year 11. 77 Students</p> <p>This is an increase from last year. Mental health issues continue to be a major concern. The continued support from counselling has bridged the gap between the lack of availability from CAMHS and other agencies. This has enabled students to become more resilient, remain in school and break down barriers to learning resulting in improving academic progress.</p>
Training	Bespoke training for staff to improve quality of teaching learning to enable pupil premium pupils who are underachieving to succeed.	£15,000	<p>CPD – training</p> <p>CPD at Halewood Academy is broken down into 3 sessions, Monday and Friday briefings and Wednesday CPD.</p> <p>In all, there has been 10 CPD sessions, 9 collaborative planning sessions and 8 departmental CPD sessions, ensuring that staff are confident in Halewood expectations and requirements, these CPD sessions are carried out all in house. All staff are part of the Teaching and Learning team and staff</p>

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			<p>use their strengths to deliver bespoke training to all staff. Some of the departmental sessions have included webinars and other outside agencies. A successful CPD was a market/career place activity where staff could drop and refresh themselves with all the CPD that had taken place this year. Feedback on categories was very positive with scores averaging 4.72/5.</p> <p>Many CPD sessions have supported MLTs with sessions following diagnostic leadership styles. This ensured that all middle leaders are reflective in their practice and can aim to progress in their areas of weakness. There has also been sessions on problem solving, that staff really enjoyed. See attached feedback appendix, which shows that 4.71/5 felt that the training would have a positive impact on their practice.</p> <p>Other MLT training has supported staff with the effective use of data and the use of subject reviews to reflect and target set on issues in their departments.</p> <p>The new teaching and learning strategies are supporting metacognition and mastery of command words in lesson. With these being the forefront strategies in outstanding schools, they have been the focus in all lessons. Through these sessions, lessons have now incorporated these words and all pupils are familiar with these terms. Greenzone is established in all lessons and is evident in T&L walks, book looks and health checks. From student voice 87% of pupils said that greenzone has helped them in their p2s rounds.</p> <p>Briefings on a Friday have proven very popular with staff and has really become a friendly competition to be the most informative and entertaining on a Friday. The focus this term has been greenzone and metacognition and this has allowed departments to show case their ideas and strategies they use in the classroom. Other briefings have included numeracy, literacy, SEND and STEM updates. All school expectations have been addressed in these briefings from, class and subject reviews, book looks and parental engagement. Briefings are also a good opportunity to highlight whole school events like charity work, sports day and world book day. It creates a Halewood family atmosphere that all staff are involved in whole school ideas.</p> <p>All of these CPD have sessions have:</p> <ul style="list-style-type: none"> • Supported staff • Given opportunities for staff to deliver CPD • Celebrate good news in department • Share good practice
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- Reflect on leadership styles
- Pedagogy ideas for the classroom
- Supporting vulnerable groups

The CPD sessions have helped improve the P8 data as it has developed the skills that staff and pupils need to increase attainment.

All Pupils	P8		
	P2S1	P2S2	P2S3
Year 7	-0.32	-0.11	0.084
Year 8	-0.21	-0.04	0.123
Year 9	-0.52	-0.39	-0.132
Year 10	-0.22	-0.12	-0.457

Pupil Premium Progress 8 Analysis 2018-2019

	P8		
	P2S1	P2S2	P2S3
Year 7	-0.38	-0.14	-0.012
Year 8	-0.31	-0.17	-0.019
Year 9	-0.52	-0.39	-0.317
Year 10	-0.39	-0.35	-0.651

Again, there is improvements in attainment with PP pupils at P2S3 in all year groups, except Year 10. We feel that this may be due to the fact that they sat full GCSE papers for the first time in many of their subjects.

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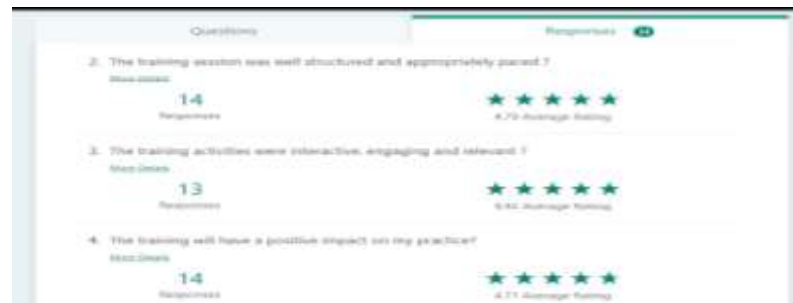
Appendix – evaluations of CPD sessions

Greenzone


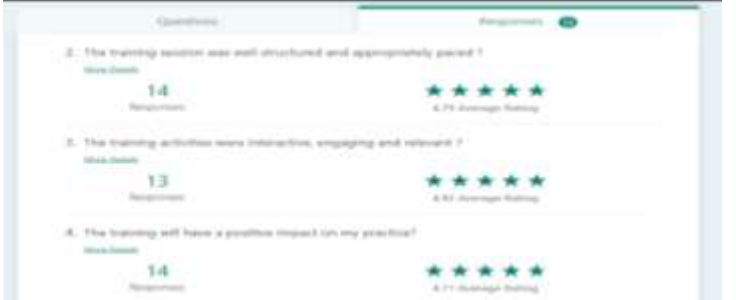
Student voice results



MLT- training



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			 <p>3. How is greenzone marked in your lesson? <small>See Data</small></p> <table border="1"> <tr><td>marker</td><td>11</td></tr> <tr><td>self</td><td>19</td></tr> <tr><td>peer</td><td>4</td></tr> <tr><td>no</td><td>27</td></tr> </table> <p>4. Is greenzone helping you with your P2S rounds? <small>See Data</small></p> <table border="1"> <tr><td>no</td><td>44</td></tr> <tr><td>yes</td><td>1</td></tr> <tr><td>marker</td><td>5</td></tr> </table> <p>Pupil voice has shown that students are aware of greenzone, and it's marked in a variety of ways. 87% of pupils asked felt that green zone helped them in their exams. This can be seen in improvements between P2S rounds.</p> <p>CPD – feedback</p>  <p>2. The training session was well structured and appropriately paced? <small>See Data</small> 14 Responses 4.75 Average Rating</p> <p>3. The training activities were interactive, engaging and relevant? <small>See Data</small> 13 Responses 4.67 Average Rating</p> <p>4. The training will have a positive impact on my practice? <small>See Data</small> 14 Responses 4.71 Average Rating</p>	marker	11	self	19	peer	4	no	27	no	44	yes	1	marker	5
marker	11																
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Food Technology	If financial deprivation is a barrier to learning, the purchase of ingredients for disadvantage pupils will be provided.	£2, 500	<p><u>PP spending impact Art/Food/DT Sept 2018-2019</u></p> <p><u>Art</u></p> <p>All equipment provided in lessons for all students at both key stages. This allowed all PP students to access the equipment that was required to enable them to make good progress. 'PP packs' given to students at KS4 who wished to extend their learning at home- this included pencils, colours, watercolours, fineliners- equipment that students may not have access to at home.</p>														

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			<p>At KS3 projects were changed and adapted depending on the needs of the groups- a range of media used at KS3, so students were familiar with a range of different equipment and media.</p> <p><u>Food</u> KS4 students all given a CGP revision guide to aid with their revision at home. Ingredients provided to those students who required them at both key stages.</p> <p><u>DT</u> All year 9 and 10 students given a revision guide to aid them with their own revision at home. All equipment and materials needed for each individual project provided to the students from the department budget for KS3 and KS4.</p>
<p>Targeted independent careers advice and guidance/Transition</p>	<p>To facilitate smooth transitions throughout school life through transition days. All pupils to have experience of an interview, writing a CV and access to careers advice and guidance. Ensure careers provision meet the Gatsby benchmark.</p> <p>Identify and include 'at risk' primary school pupils (Yr 6) and their parents into aspiration and employment programme.</p>	<p>£15, 000</p>	<p><u>Dream, Plan, Achieve –LJMU Widening Participation Activities- All year groups.</u></p> <p>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, gain insight into entry-level requirements 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 and 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>Assemblies, Performances, lunchtime sessions etc</u></p> <p>Careers Education, Information, Advice & Guidance (CEIAG) has been delivered in various guises over the last academic year providing Information, advice and guidance for students to make informed decisions about their future.</p> <p>We invited the "Open the Door Theatre" group was invited into school to perform a drama about the apprenticeship route, which, provided all year 10 with an alternative route choice to University.</p>

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			<p>This included a 45 minute performance with a question and answer session at the end with an opportunity for students to gather as much information as possible. Year 7/8 assemblies have included drama performances for students to gain an insight into what university opportunities are available to them. Making them aware of the entry requirements and work experience they need to be able to access a university degree and also where university leads and what job opportunities there are with a degree. Various training providers also attended school for lunchtime sessions again to provide information on what different opportunities available post 16, which included STEM, Knowsley college (A levels & Vocational courses) and Sports providers etc</p> <p><u>Speed Dating Event with Colleges and Training Providers</u></p> <p>We played host to a variety of Colleges and Training Providers during year 11 PSHE Session for each of them to present to all students focussing on the information available on their courses and progression routes for all post 16 opportunities. Students had an equal amount of time with each provider to ask questions and to gain as much information as possible for them to make informed decisions about their future choices. After a set amount of time, the providers then moved onto the next group to ensure that all students could see all the providers and what they have on offer to make sure that they could see all of the opportunities.</p> <p>All these activities ensure that the students have the information for them to make informed decisions about their future and therefore stops them becoming NEET.</p>
Curriculum development and projects/opportunities	To allow personalised subject specific projects to run throughout the year which will support progress and attainment.	£30, 000	<p><u>PP spending impact MFL – Spanish and French Sept 2018-2019</u></p> <p>Equipment was provided in lessons for all students at both key stages. Students were provided with Revision guides (KS4) and dictionaries. This allowed all PP students to access the equipment that was required to enable them to make good progress. ‘PP packs’ were given to students at KS4 in French and Spanish who wished to extend their learning at home- this included Listening and Reading revision packs, vocabulary lists and the GCSE Syllabus as well as access to learning sites such as Linguascope, Seneca Learning - resources that students may not have access to at home.</p>

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All resources needed for each individual student were provided from the department budget for KS3 and KS4. At KS3 and 4 Learning topics were adapted depending on the needs of the groups- a range of exam style resources used so students were familiar with a range of examination technique questions.

<u>P2S2 data 9-4% year 7</u>	<u>P2S3 data 9-4% year 7</u>
Spanish- 51% on or above MEG	Spanish- 61% on or above MEG
<u>P2S2 data 9-4% year 8</u>	<u>P2S3 data 9-4% year 8</u>
Spanish- 51% on or above MEG	Only 1 group doing Spanish as an option. No data available
Spanish- 82% on or above MEG	Spanish- 88% on or above MEG
<u>P2S2 data 9-4% year 10</u>	<u>P2S3 data 9-4% year 10</u>
Spanish- 50% on or above MEG	Spanish- 50% on or above MEG

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		<p><u>Humanities</u></p> <p>We have worked in departmental CPD on our teaching and learning in regard to how we provide support to close the gap for our PP students and we have shared a range of strategies. We aim to provide high quality teaching to all of our students to ensure all are engaged and enthused, including PP students. We have worked on teacher questioning, what types of questions we use in class, are we using the command words, and are we targeting these students in lessons to engage them and challenge their thinking to the appropriate levels of their ability. We have worked on developing strategies to improve student retention of knowledge through recall tasks at the start of lessons e.g. higher or lower. STA led a session on these and staff were asked during their health checks to show examples in their lessons on how they are using these in their lessons. Following whole-school CPD sessions a number of colleagues have trialled Plickers in their lessons to add some fun, challenge but also instant feedback to students on their knowledge.</p> <p>STA also delivered sessions on using metacognition strategies specifically targeting PP students. For example, the session encouraged staff to use a purple box to direct students to complete a range of tasks using the different stages of metacognition. Again, this was seen in health checks.</p> <p>In terms of developing knowledge, in Geography, we purchase the CGP revision guides and we distribute these to PP students in Years 9-11 with no charge. The students use these in lessons and for homework. We have also purchased a class set for all staff and these are used to support knowledge in lessons and to help teach students how to revise. In History we purchased revision guides in the academic year 2017-2018, with a class set for each member of staff. These are used as part of lessons and especially for revision before P2S assessments. Again, we model how to use them to help students revise and encourage students to purchase these guides.</p>
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			<p>One important aspect has been ensuring staff know who these students are in their lessons so they can provide a first support for these students as a priority. This has involved ideas such as seating the PP students in a certain place. Examples of such strategies include: moving them closer to the front of the class; sitting a PP student next to a high ability student or a student that is making good progress as a buddy; marking the work for PP students first so they get high quality teacher marking and scrutiny; some staff have used coloured stickers on books to identify PP students (students don't know the reason why).</p> <p>In addition, we have accessed PP funding for the Auschwitz trip and were able to finance C F's trip, as otherwise he would have been unable to attend. He really enjoyed it, was a leader on the trip helping to support the Year 9/10s and was a role model with his behaviour. This was an idea presented to us by Vicky Traynor as part of Conner's PEP.</p>								
Free breakfast for FSM and LAC pupils	Where financial deprivation is a barrier to learning a free breakfast will be provided to those who need one.	£11, 000	Breakfast club has proven extremely beneficial, particularly for PP, vulnerable students. Student and staff voice have both been extremely positive and therefore this will continue to be a resource that we utilise as a school.								
STEM initiative	Increase the proportion of pupil premium pupils choosing STEM careers.	£2, 000	<p>Staff and students took part in a STEM themed day aimed at raising the profile of STEM, STEM skills, STEM career aspirations and engagement. Following the day, I asked students to complete a short online form to evaluate the day, the results can be seen below:</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Percentage response</th> </tr> </thead> <tbody> <tr> <td>On a scale of 1-5, how much did you enjoy the STEM day?</td> <td>Average response was 3.61</td> </tr> <tr> <td>As a result of the day are you now aware of how STEM can link into different careers.</td> <td>91% of pupils said that they are now aware of how STEM can link into different careers.</td> </tr> <tr> <td>Would you recommend having another STEM themed day in school.</td> <td>88% of pupils recommended that we have another STEM themed day in school.</td> </tr> </tbody> </table> <p>After analysing the results based on Student feedback, I believe the STEM day had a positive impact on raising the profile of STEM but also increasing the engagement and aspirations in STEM.</p>	Question	Percentage response	On a scale of 1-5, how much did you enjoy the STEM day?	Average response was 3.61	As a result of the day are you now aware of how STEM can link into different careers.	91% of pupils said that they are now aware of how STEM can link into different careers.	Would you recommend having another STEM themed day in school.	88% of pupils recommended that we have another STEM themed day in school.
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			<p><u>Medical Mavericks</u> Students from years 7-10 took part in the medical mavericks workshop. The intended impact for the Medical Mavericks workshop was to provide an opportunity to stretch and challenge, increase engagement and aspirations of HAT PP pupils in relation to human biology and medical knowledge, as well as raising awareness of STEM careers in the NHS To measure the impact of the Medical Mavericks workshop, pupils filled out a questionnaire. A summary of the results can be seen below:</p> <ul style="list-style-type: none"> • 100% of students enjoyed the workshop. • 72% of students felt as a result of the workshop they would now be interested in a career in STEM. • 62% of students felt their knowledge of the topics covered in the workshop had improved (this will be further shown when looking at Educake data). <p>Overall, the Medical Mavericks workshop has had a positive impact on pupil engagement and raising the pupil's awareness of STEM and STEM skills.</p>
Parental Engagement/ Brilliant Club	Increase the level of parental engagement for PP pupils.	£5, 000	<p>The funding has been used to support 18 parental engagement events since Sept 19. Parental engagement has occurred in the following subjects and events:</p> <ul style="list-style-type: none"> • Year 6 open evening/open morning. • Yr. 7-11 Parents evenings • KS4 subject carousel evening • Meet the Tutor • Awards evening • Christmas Coffee Morning • Rewards assemblies • Manchester Camerata Orchestra performance • Yr. 11 P2S consultation evening • In school, Parent classes (Spanish/Numeracy /SEND etc.) • Parent forums • Annual Pantomime • KS3 careers event • Dance/Drama showcase with staff 'Strictly Come Dancing'

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			<ul style="list-style-type: none"> • The Academy has begun working in partnership with Memory Lane and the community to create a Dementia garden. • KS4 Drama, KS3 Dance and MFL Evening of Excellence celebrations engagement evenings and events. <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 that are available to support their child at home and refreshments during the evenings. The parent classes and observing their child performing has created opportunities for staff to support parent/carer to support and be part of their child’s learning.</p> <p><i>The feedback from the parental sessions has been extremely positive;</i></p> <p>100% of parents/carers felt the parental engagement classes and events were useful.</p> <p>100% of parents/carers felt they gained more knowledge and understanding of the course content in the parent classes.</p> <p>100% of parents/carers felt they could support their son/daughter at home with revision.</p> <p>100% of parents/carers felt the Performing Arts sessions support their child to make progress across the subject areas.</p> <p>The funding is also supporting the Academy to work towards achieving the Leading Parent Partnership Award (LPPA.) The events listed above are all contributing to the Academy in developing and strengthening parental engagement and so that we can receive recognition of the efforts of staff, parent/carers and the community.</p>
Music Tuition	Support for underachieving PP students.	£11, 000	This year, funding was used to support KS4 students in their musical development and coursework completion.

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		<p>Performing is 30% of the course. Students must submit two performance recordings amounting to 4 minutes, one of which must be a minute's worth of ensemble playing. Students at KS4 can select an instrument to play, from: voice, piano, drums, guitar, bass guitar or strings. The expected standard of playing and technical ability is equivalent to Grade 3 on any instrument.</p> <p>Through PP funding, students have access to a one to one lesson for 32 weeks of the year with an instrumental specialist. This year it has been possible to offer double lessons to students by means of intervention and ensemble workshops with bandleaders to develop skills and confidence here. CCO is in frequent communication with instrumental teachers who are all aware of the exam board expectations. CCO is able to work with specialist staff in selecting repertoire, providing support and extension through classroom activities and contacting home as and when deemed necessary.</p> <p>Y11 Cohort: Of the 8 PP students, 3 achieved 3-4 grades above their MEG in performance coursework through the intervention of specialist instrumental teachers. Of the other 5, 3 were 1-2 grades away from their target. This scenario would have looked much more of an issue had it not been for the intervention of specialist staff. Aside from results, all 7/8 students plan to continue with music performance during post 16 education.</p> <p>Y10 Cohort: Of the 9 PP students in Y10, 7 are either above or at their target grade overall in music. Through frequent intervention, performance work is far further along for this year group than the cohort above. 6 of the 9 have been identified for double lessons next academic year to support their final outcome at GCSE and all students will continue to enjoy ensemble workshop opportunities which have benefited students through independence, engagement and enjoyment already this year.</p> <p>Y9 Cohort: Of the 7 students, all are currently at or above MEG at this point in the course. This is in no small part due to the intervention and time spent with music specialists in honing ensemble and solo skills on their instruments. Students are constantly challenged with new music, they are engaged with performance task, demonstrate excellent collaborative skills and have even developed their own</p>
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			bands in their own time. Several families have purchased instruments for their children based on the enthusiasm demonstrated through increased performance work in school. It is my prediction that all 7 students will at least surpass their MEG by 2 grades in their performance coursework by the end of Y11.
SEN equipment/Love of Reading programme	To provide students with opportunities which will support them in stretch and challenge	£4, 000	<p>Halewood Academy has 198, students who are on the SEND register, 20.5% of all 965 students. Of these students of 198 the 117 students are PP- 59%. Of our 8 EHCP students, 3 are PP – 37.5%. Whilst an EHCP suggests that a students’ SEND needs, are of a higher priority, our school receives a significantly lower proportion of EHCPs than other LA and schools.</p> <p>PP students’ 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. Furthermore, after identification of PP SEMH as an area of development for the SEND team, a cohort of year 7 and 8 students have been supported through an enhanced curriculum 1 day a week in the progress centre. Our PP EHCP student in year 11 has also been supported with a transition plan and an ASDAN course to support her emotional needs. Due to the huge progress we have noticed academically and socially, we are planning to use ASDAN for a cohort of PP SEMH¹ students next year.</p> <p>Impact of various interventions are measured by progress between the different P2S cycles or by their reading ages. Whilst Ks on the register are those currently receiving SEND support, those who are N² have historically received support from school and have made enough progress to catch up with peers. Of the 288 who are N on the register, 154 are PP – 53%. All 153 students at once received SEND support but have now made enough progress to be taken off the register. The 198 remaining on the register receive intervention in literacy, numeracy or social skills and/ or have a diagnosis of a SEND need e.g. ASD.</p> <p>In p2s2, all year 11 students (-0.62 p8) with N, K or EHCP received a P8 score of -0.577. PP students on the register with N, K³ or EHCP⁴ was slightly lower at -0.811. However, non-SEND PP students</p>

¹ Social, Emotional and Mental Health needs

² Ns on the SEND register are students who have received SEND support previously but have now caught up with non-SEND students and are therefore no longer withdrawn for support.

³ Ks on the register are students who currently receive SEND support or, have a diagnosis.

⁴ Education, Health and Care plan.

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received a score of -0.977. This suggests that PP SEND students are making more progress than PP students as a whole cohort, meaning that whilst the gap between PP SEND and Non-PP SEND is still evident, this gap is still narrower than the one between PP and non-PP students. Below, each SEND and PP category highlight progress between each key stage:

YEAR	CYCLE	WHOLE YEAR	PP	SEND: E and K	SEND/PP: E and K	SEND: E, K and N	SEND/PP: E, K and N
7	P2S1	-0.313	-0.374	-0.550	-0.558	-0.274	-0.358
	P2S2	-0.118	-0.145	-0.292	-0.298	-0.129	-0.178
	P2S3	0.090	0.005	-0.346	-0.333	-0.010	-0.119
8	P2S1	-0.191	-0.314	-0.283	-0.323	-0.411	-0.466
	P2S2	-0.040	-0.169	-0.099	-0.186	-0.144	-0.233
	P2S3	0.102	-0.064	0.021	-0.156	-0.083	-0.215
9	P2S1	-0.524	-0.716	-1.068	-1.082	-0.747	-0.792
	P2S2	-0.393	-0.579	-0.951	-0.912	-0.666	-0.726
	P2S3	-0.147	-0.365	-0.876	-0.915	-0.395	-0.501
10	P2S1	-0.225	-0.392	-0.519	-0.604	-0.380	-0.429
	P2S2	-0.123	-0.352	-0.428	-0.541	-0.334	-0.401
	P2S3	-0.403	-0.606	-0.468	-0.459	-0.528	-0.588
11	P2S1	-0.830	-0.986	-0.982	-1.425	-0.822	0.911
	P2S2	-0.631	-0.862	-0.811	-1.394	-0.577	-0.797

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.

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			<p>Of the 22 students receiving social support, 10 are PP: these students have also been invited to Breakfast Club which is supported through PP funding and staffed by TAs. Of the 47 year 7 students recommended to receive literacy support, 25 are PP. 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. Of the 25 who have been withdrawn for literacy, 17 have had an improvement in their reading age, highlighting that SEND PP students who are receiving intervention beyond the classroom are making progress, perhaps due to the continuous exposure of literacy through the students' day. In MWL's KS2-3 'nurture class', literacy progress for SEND PP students is also evident: the progress 8 score for the whole class is 0.239, in comparison to 0.229 for SEND and 0.404 for SEND PP, suggesting that SEND PP students are actually achieving better non PP students.</p> <p>Whilst progress is evident in the literacy of KS3 SEND PP students and those most likely to be on our SEND register as C and L⁵, we are aware that further support must be provided at KS4, particularly for those on the register with SEMH, which do tend to have the highest proportion of PP, out of all SEND areas of need: those in year 9 are our key area of focus. In order to support this, we are developing an intervention programme to support the SEMH needs of students and, offering ASDAN as a course.</p>
Educational Trips/visits	To provide cultural and educational experiences. To build resilience, collaboration, teamwork and social skills along with independence.	£5,000	<p><u>Move It</u> 100% of students in year 10 that attended the trip have developed their physical, expressive and mental skills through exploring different dance styles and performing in front of an audience. 100% of them exceeded their MEG in their P2S2/3 assessments.</p> <p>The students in year 9 75% of the student achieved or exceeded their MEG in P2S2 and 3 assessments.</p> <p>The students in year 8 100% of them achieved their MEG in their P2S2/3 dance assessments. They also benefitted from exploring different dance styles, observing live dance performances and performing to an audience.</p>

⁵ Cognition and Learning

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			<p>The event also helped to raise the aspiration of GCSE dance students and their future careers in the performing arts industry.</p> <p><u>Shakespeare's schools Festival</u> 80% of students in year 10 that attended the trip have developed their skills and understanding of performance through taking part in this event. This is evident as they exceed their MEG at P2S2/P2S3. The students in year 100% of the students in year 9 achieved or exceeded their MEG in P2S2 and 3 assessments. The event also helped to raise the aspiration of GCSE drama students and their future careers in the performing arts industry.</p>
<p>Maths staffing contribution for PP intervention/Numeracy intervention</p>	<p>Targeted intervention of pupil premium pupils will be carried out by maths intervention tutor. This will ensure any underachievement is rectified. Improve progress of PP pupils to diminish the difference with peers nationally.</p>	<p>£25,000</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. Last year, we identified that he needed support with the planning and delivery of these intervention sessions to improve the impact he was having, particularly with HAT PP students. This year, the department have introduced numeracy age tests, which we have used to give specific support to students in Key Stage 3 who were underperforming on the test. All students who were underperforming had their tests analysed to find their target areas to improve, these students received weekly intervention in the progress centre from ABA, NST and KCL then they were retested. This has happened at three different times during the year, which has given us the opportunity to provide intervention to a large number of underperforming students in Years 7 and 8. Between P2S1 and P2S2 we saw a 19.6% improvement for number of students achieving their age or above in Year 7 and a 19.3% improvement in Year 8. Between P2S2 and P2S3 we ran the same system for a new cohort of students. Again, there has been a clear improvement for both year groups; however, we statistical analysis has identified that 7H band have not improved as much as the other groups so they will become the focus for the remainder of the year. 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. This year ABA was also given a target group of Year 11 students to offer morning intervention too each morning. Attendance to morning and after school revision with the intervention tutor has been low which needs to be a priority moving forward in order to maximise his impact. We will continue to use parental engagement evenings, parents' 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</p>

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compulsory. Further, ABA has begun to call home for students who are not engaging well in his intervention sessions during lesson, he will continue this practice and mention the after-school revision opportunities to the parents.

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 him or her to use them for revision. The Year 11 results for last year showed a progress 8 score for maths of -0.48 which is a significant improvement from the previous year which was -1.14. However, if we compare the results of students who are eligible for pupil premium (-0.86) and those who are not (-0.19), we see there is a difference of 0.67. That is, on average our pupil premium eligible students are achieving two thirds of a grade less than our students who are not eligible for pupil premium. This year (2018-2019) we gave Year 11 students workbooks which research shows are more effective as a revision tool than a revision guide. The residual for the whole Year 11 cohort in Maths for P2S1 was -0.62 and this improved to -0.37 in P2S2, with the residual for Pupil Premium students being -0.35 in P2S2. This was achieved through consistent quality teaching, the use of intervention sessions, regular revision sessions, revision guides and parental contact. Further, during this time we had introduced the workbooks and Hegarty Maths.

Evaluating last year's maths data by grade produces the following table:

2018	PP	Non-PP
% of 4+	40.5%	62.8%
% of 5+	12.16%	39.36%
% of 7+	2.7%	16%

In line with the whole school priorities, two of the most important priorities in maths are increasing the number of students achieving a 5 or above and 7 or above, especially those who are eligible for pupil premium to diminish this difference and improve the overall progress 8 score. Hence, we are prioritising the HAT PP students in the department. We are doing this through consistent quality teaching, use of interventions and working on students' aspirations. During the past year, The Brilliant Club has worked with a groups of HAT PP students in Year 8 and Year 10 to develop their mathematical knowledge and increase their aspirations. We will continue to run this programme this year with current Year 8 and 10 to continue to raise aspirations and improve the proportion of pupil premium students achieving higher grades.

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			<p>The difference between PP and non-PP students has reduced from 0.30 to 0.07 in Year 7, stayed the same in Year 8 which is a very small difference, reduced from 0.25 to 0.03 in Year 9 and reduced from 0.09 to 0.02 in Year 10. This provides clear evidence that the interventions and support we are putting in place are having a positive impact on diminishing the difference between attainment for PP and non-PP eligible students.</p> <p>Last year our priorities were to increase the number of students attending revision sessions, quickly identify where students need to improve and to put interventions in place to support this and further improving the quality of teaching across the department for all students.</p> <p>Firstly, we have utilised parental engagement evenings and parents' evenings' as well as contacting home for students via letter and phone calls to increase the number of students attending these sessions, but this continues to be a priority. We have worked with the intervention tutor to increase the impact these sessions can have so now the focus needs to be on improving numbers. We have begun to use social media more to advertise these sessions by setting up a Maths Instagram account alongside our Twitter account. Further, the intervention tutor will have more contact with home for students to increase parental engagement for this.</p> <p>Secondly, we had identified that we needed a way to quickly identify which students needed intervention and what intervention was needed, especially in Key Stage 3 when students first start at the school. This year we introduced the numeracy age test to do this. This test gives students a numeracy age and all students who were underperforming had their tests analysed to find their target areas to improve, these students have received weekly intervention in the progress centre from ABA, NST and KCL and have then been retested. This has allowed us to provide targeted intervention to over 150 students in Key Stage 3 this year.</p> <p>Further, we have used pinpoint learning to quickly identify target areas for students in Key Stage 4 following their assessments, which the intervention tutor has used to plan his sessions. We have recently introduced Hegarty Maths, which allows staff to test students understanding on topics they have studied in lesson, providing them with support videos and further quizzes if students are making mistakes. PBR is now leading on this to ensure it is being used consistently and effectively across the school to maximise its impact.</p>
	Total	£288, 500	
	Total PP fund	£406,725	

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