



HALEWOOD  
ACADEMY

# Pupil Premium Strategy Statement

## 2021-2022



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TRUST

## Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Halewood Academy
Number of pupils in school	1087
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022?
Statement authorised by	
Pupil premium lead	Miss M. Catterall
Governor / Trustee lead	Ms R. Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£466, 000
Recovery premium funding allocation this academic year	£70, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79, 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£615, 000

## Part A: Pupil premium strategy plan

### Statement of intent

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

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

The key principles of the strategy plan are to counteract the key challenges that our Pupil Premium students face and to negate these issues. The key issues identified and to be addressed over the next three academic years include the need to ensure quality first teaching and support staff effectively to deliver this through CPD; to monitor the attendance of pupil premium students closely and to improve this attendance; to ensure that aspirations of our pupil premium pupils are as high as possible; to ensure that behaviour and attitudes to learning are good, in keeping with their high aspirations; to ensure that parents/carers are fully equipped with both the knowledge and resources to support their child effectively at home and to eradicate/minimise the social/emotional issues that impact our Pupil Premium Pupils' ability to meet their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Teaching and Learning (Quality First Teaching)</b>- At Halewood Academy disadvantaged pupils, on average, make less academic progress in school than their peers.</p> <p><b>Links to SDP</b>- Teachers use effective assessment to check students understanding and identify gaps in knowledge to inform future planning which ensures that progress is made.</p>
2	<p><b>Attendance</b>- At Halewood Academy average attendance rates for disadvantaged pupils is lower than that of other students, and school target for all children.</p> <p><b>Links to SDP</b>- Work collaboratively in partnership with the Local Authority to effectively implement the attendance strategy.</p>
3	<p><b>Aspirations</b>: At Halewood Academy some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career.</p> <p><b>Links to SDP</b>- To implement pupil support and aspirational programmes which prepares pupils for success in their future lives.</p>
4	<p><b>Behaviour and Attitude to Learning</b>- At Halewood Academy some disadvantaged pupils need additional support to ensure that their attitudes and behaviour are conducive to good progress.</p> <p><b>Links to SDP</b>- Ensure pupils have positive attitudes and are committed to learning, demonstrating RACER qualities in their learning and celebrate/take pride in their achievements.</p>
5	<p><b>Parental Engagement</b>- At Halewood Academy some of our parents/carers need additional information, support and guidance to help their child to learn and make progress.</p> <p><b>Links to SDP</b>- Leaders promote and develop positive relationships with the wider school community.</p>
6.	<p><b>Social and Emotional Needs</b>- At Halewood Academy these issues can often impact on a child's ability to learn effectively and to meet their full potential.</p> <p><b>Links to SDP</b>- To build in a range of opportunities which extends beyond the academic curriculum to support pupils to be confident, resilient and independent.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Teaching and Learning continues to improve throughout the Academy and impacts positively upon Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Improved Progress for PP Pupils in comparison to historical data.</li> <li>Attainment of PP Pupils to continue to improve in comparison to historical data.</li> </ul>
2. The attendance of Pupil Premium pupils improves and the gap between Non-pupil Premium pupils and Pupil Premium pupils is narrowed/diminished. This will impact positively upon progress.	<ul style="list-style-type: none"> <li>Improved attendance figures for Pupil Premium Pupils in comparison to historical data.</li> <li>The difference in attendance figures between Non-Pupil Premium Pupils and Pupil Premium pupils is narrowed/diminished.</li> </ul>
3. The aspirations of Pupil Premium pupils are improved.	<ul style="list-style-type: none"> <li>Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career.</li> <li>A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum.</li> </ul>
4. The behaviour and attitudes of Pupil Premium pupils are improved.	<ul style="list-style-type: none"> <li>BFL/ATL statistics demonstrate that there is an improvement in Pupil Premium pupils' attitudes term by term.</li> <li>Book looks demonstrate that there is no difference between the Pupil Premium/Non-Pupil Premium pupils' books.</li> <li>Learning walks demonstrate positive attitudes to learning from the vast majority of Pupil Premium pupils.</li> </ul>
5. Parental Engagement from the parents of Pupil Premium pupils is positive and supportive of the school and their experiences of events are positive.	<ul style="list-style-type: none"> <li>Parental Voice of Pupil Premium pupils states that events are useful.</li> <li>The numbers of Pupil Premium parents attending events improves.</li> </ul>
6. Pupil Premium pupils are catered for swiftly and effectively where social and emotional needs are a barrier.	<ul style="list-style-type: none"> <li>Pupil Premium student voice regarding welfare is positive.</li> <li>Pupil Premium student voice regarding resources provided is positive.</li> <li>Suitable support is evidently in place for our Pupil Premium pupils.</li> <li>Case studies</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £300, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for staff- Quality first teaching/marking strategy	EEF- Metacognition and Self-regulation- high impact EEF- High impact/ <a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1
Recruitment/Retention	<a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1
% staff time e.g. X3 Lead Practitioners- 50% staff time X1 Aspirations Coordinator- 50% staff time X1 Careers Advisor-50 % staff time X1 Transition Coordinator- 25% staff time All subject Leaders- 50% staff time X1 Assistant Principal-Pupil Premium Lead-50% staff time	<a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1

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

Budgeted cost: £157, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tuition	EEF- High impact/ <a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium/">www.gov.uk/government/publications/pupil-premium/pupil-premium/</a> Nasen- Moderate impact	1, 2
Small Group Tuition	EEF- Moderate impact/ <a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium/">www.gov.uk/government/publications/pupil-premium/pupil-premium/</a>	1, 2
Additional Lessons	EEF- Extending school time- moderate impact	1, 3, 5
Pupil Premium Intervention Timetable	EEF- small group/one to one- Moderate to high impact	1, 3, 5
Saturday sessions/Holiday sessions	EEF- Extending school time- moderate impact	1, 3
Peer tutoring	EEF- High impact/Nasen-High impact	1, 3, 6
English Faster Reading Programme	EEF- Mastery learning- high impact	1, 3
Progress Centre- Targeted Support-Academic	EEF- Moderate-high impact	1
Resources and materials/IT equipment/Online learning platforms to aid progress and attainment	Nasen- Moderate impact	6



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

Budgeted cost: £ 157, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy/Punctuality strategy	<a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	2
Behaviour Strategy	EEF- Moderate impact	4
Mental Health and Well-being Strategy	EEF- Moderate impact	6
Progress centre- Targeted Support-Social/Emotional- e.g. Breakfast Club	EEF- Moderate impact/ <a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	6
Counsellors	EEF-Moderate impact/ <a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	6
Rewards and incentives		3, 4, 6
Extra-Curricular activities/Trips and Visits	<a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	3, 6
Wider opportunities- Student Leadership/Brilliant Club/FBB/STEAM/DofE/Careers	<a href="http://www.gov.uk/government/publications/pupil-premium/pupil-premium">www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	3, 6
Parental Engagement/Involvement	Nasen-Moderate impact	5

**Total budgeted cost: £ 615, 000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

- **See Pupil Premium Strategy Impact Document 2020-2021 below:**

## Pupil Premium Strategy and Impact 2020-2021

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

Summary Information					
School	Halewood Academy				
Academic Year	2020-21	Total PP Budget	£459,832	Date of most recent PP review	Summer Term 2021

On Roll	1076
Male	580
Female	496

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

## Desired Outcomes and Impact 2020-2021

### Focus

#### A. Teaching and Learning

Disadvantaged pupils on average make less academic progress in school than their peers, especially in English, Maths and some EBacc subjects including Science.

#### Aim:

High quality teaching for all and sharing of good practice so that outcomes are good across phases and subjects.

Employ additional staff to run small intervention groups where needed to enable catch up and narrowing of gaps

That variation between groups, specifically PP pupils (boys) and subjects is decreased by supported PP student under-performance

Staff challenge and stretch all pupils including PP pupils and especially the more able PP students.

#### SDP Links:

**Improve day to day teaching and remote learning to improve outcomes.**

### Success Criteria and Impact

**T+L across the school improves, including the provision of remote learning.**

#### Impact:



Pupil Premium Gap Comparison 2020 vs 2021

Headlines	PP Gap 2020	PP Gap 2021
Average Total Attainment 8	10.76	10.00
Average Total Progress 8	0.44	0.60
English Attainment 8	2.01	1.84
English Progress 8	0.44	0.55
Maths Attainment 8	1.95	2.00
Maths Progress 8	0.28	0.56
Ebacc Attainment 8	3.53	3.29
Ebacc Progress 8	0.46	0.66
Open Attainment 8	3.29	2.87
Open Progress 8	0.51	0.62

- There was an improvement in the attainment of our Pupil Premium Students, which is a real positive considering the challenges faced during the disruption caused by the Covid-19 Pandemic.
- T+L- 2 week specific PP T+L focus (MALTS) highlighted that out of 18 lessons where PP pupils were specifically mentioned 100% of staff were using seating plans effectively and targeting PP students for questioning as per the focus. (T+L Log)

#### GCSE Examination Data- PP Vs Non-PP Gaps- Impact

- The average PP attainment 8 gap score improved from 10.76 in 2020 to 10 in 2021
- The Ebacc attainment 8 gap score improved from 3.53 in 2020 to 3.29 in 2021
- The Open Bucket attainment 8 gap score improved from 3.29 in 2020 to 2.87 in 2021

### **Remote Learning/Tutoring**

#### **Impact:**

- All Year 11 PP students have been given a set of free revision guides during the first lockdown for English Maths and Science- 100% positive feedback from staff and students
- Maths small group Intervention for Year 11 has shown improvement in the 4+ % from 43% to 54 %.
- Remote tutoring Yr11 - Geography – 14 students - from P2S1 to CAG 2 (data check 3): same grade = 7 students, up 1 (3), up 2 (3) students, up 3 (1). History – up 1 grade – (1 student), up 2 (8), up 3 (4), up 4 grades (1)
- 100% of Yr11 PP students in Humanities achieved 9-4% or target grade in their TAGS
- Maths- 20 Year 11 students targeted for weekly remote tutoring, 75% improved scores from P2S1-P2S2.

**From data analysis, the gaps between PP and NPP students will reduce and PP progress moves closer to national average.**

#### **Tutoring Impact**

For each subject below, the % of students (%PP improved in brackets) whose grade improved between P2S1 and CAG are as follows:

Humanities = 67% (57%)

Maths = 82% (70%)

MFL = 57% (50%)

PE = 70% (80%)

#### **Saturday Sessions Impact**

- Student voice gave 4.42/5 stars when asked “How would you rate the usefulness of the sessions?”.
- Since the commencement of online Saturday revision sessions, the total number of discreet attendances by students has been 374. Out of these session attendances, 25% were by PP students.

- Of those students who attended at least one revision session, the % of pupils who improved by a minimum of 1 grade is as follows:
    - Science (Combined and Separates) = All students = 96%, PP = 100%
    - Geography = All students = 58%, PP = 43%
    - History = All students = 83%, PP = 56%
    - Maths = All students = 77%, PP = 57%
    - Computer Science = All students = 100%, PP = 100%
    - English (Language and/or Literature) = All students = 91%, PP = 100%
    - Spanish = All students = 44%, PP = 25%
    - Sports Science = All students = 100%, PP = NA
    - Leisure and Tourism = All students = 33%, PP = 100%
    - The % 9-4 grades for Music PP (6) 100% 9-4 grades, 75% (8) dance and 81% (16) drama.
  - 100% of students that attended were positive about the 'brain food' snacks provided during the face-to-face sessions during Oct Half Term.
  - Classcharts- This allowed us to track attendance to online learning and tackle poor engagement. Impact – This helped improve attendance from 37% in the first week to 53 % by the last week of Jan-Mar remote learning. Over the whole period, 68767 live lesson attendance marks were awarded with an average attendance of 58%.
  - **English Faster Reading Programme** which took place in HT5. In Year 7, PP students improved 16.4% in the 9-4 Basics with a 7.5% improvement in the 9-5 Basics. In Year 8 there was a 15.7% improvement in the 9-4 Basics with an 8.7% improvement in the 9-5 Basics.
  - 91% of students identified that they thought the process to be beneficial and would like to complete the programme again, with one PP student commenting "I feel more confident with reading to my fellow classmates, and it has improved my English skill overall."
  - In dance, Yr. 9 and Yr. 10 PP data shows an increase of 5% and yr 11 of 12%.
- Science**
- Wave 1 intervention for identified KS3/4 students completed. At KS3, 88% showed either a similar or improved grade with 25% showing a clear improved P2S grade.
  - 100% LWs show that all staff have clearly identified all PP/SEND students with a printed folder. All staff share seating plans to ensure consistency across all science subjects.

- Questioning observed during LWs showed that PP students were questioned first in 75% of LWs.
- PPI intervention – 100% staff feel it is beneficial to students. 100% staff feel that this should be continued next year.

**National Tutoring Programme Impact:**

**English**

Yr11 % who made progress (at least one level):

PP 3/5 (60%)

Non-PP 6/7 (85%)

Yr10 % who made progress (at least one level):

PP 4/6 (66.6%)

Non-PP 5/6 (83.3%)

Yr9 % who made progress (at least one level):

PP 2/3 (66%)

Non-PP 2/3 (66%)

**Maths**

Yr11 % who made progress (at least one level):

PP 2/6 (33%)

Non-PP 2/6 (33%)

Yr10 % who made progress (at least one level):

PP 3/5 (60%)

Non-PP 5/7 (71.4%)

Yr9 % who made progress (at least one level):

PP 3/5 (60%)

Non-PP 0/1 (0%)

	<p><b>The outcomes for PP boys will be improved.</b></p> <p>2021- PP Boys' Average P8 score is -0.86 which has improved from -0.92 in 2020.</p>
<p><b>B. Attendance</b> Average attendance rate for disadvantaged pupils is lower than that of other students, and school target for all children. This reduces their learning time and diminishes progress.</p> <p><b>Aim:</b> To make use of the rigorous systems to make improvements in the attendance of PP pupils in order to impact positively upon their outcomes and life chances.</p> <p><b>SDP Links:</b> <b>Rebuild and recover quickly so that attendance and progress are not unduly affected.</b></p>	<p><b>Attendance improves for PP students towards the National Averages for all students.</b> <b>NA Attendance = 95.2% (2019)</b> <b>Halewood Academy whole school PP attendance will be monitored closely during the current COVID situation.</b></p> <p>Overall attendance of Non-PP students is 91.54% in 2021 Overall attendance of PP students is 84.47% in 2021</p> <p><b>PAs decrease.</b> Overall PA on Non-PP students is 39.36% Overall PA of PP students is 49.30%</p> <p><b>Attendance for PP and NPP pupils continues to improve and gaps narrow</b> The Covid-19 pandemic has meant that this has been difficult to demonstrate.</p>
<p><b>C. Aspirations:</b> Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career.</p> <p><b>Aim:</b> To ensure that all pupils, especially PP pupils have opportunities to reach their potential, especially more able PP students. To remove the financial barriers associated with purchasing uniform, equipment and participating in extra-curricular activities To enable students to widen their post 16 options</p> <p><b>SDP Links:</b> <b>Improve the mental health and personal well-being of students.</b></p>	<p><b>Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning.</b></p> <p><b>PP Progress</b> PP P8 – 4 year trend shows that PP progress is moving in the right direction: 2017/18 - -0.83 2018/19 - -0.94 2019/20 - -0.65 2020/21 - -0.67</p> <ul style="list-style-type: none"> <li>• PP progress is an improving trend due to improved attainment, however NPP attainment and progress is improving at a higher rate and gaps are widening. This is a National trend.</li> <li>• PP Attainment 8 scores demonstrate an improving trend over three year picture: Attainment 8- 2019- 33.73 2020- 35.57 2021- 37.19</li> </ul>



**Staff/Students will talk positively about the school and feel safe and happy at Halewood Academy.**

**Laptop Provision during lockdown:**

- 74% of staff definitely believed student access to laptops was of benefit during lockdowns. The remaining 26% thought that it may have been beneficial.
- 100% of students that responded believed that the laptop provision allowed them to access learning which they would otherwise been unable to.

**HAT**

- 57% of HAT students are PP. All students have a subject specific mentor for their HAT subject. HAT mentors have been providing intervention within their subject to ensure students are achieving their potential. Intervention log on Teams-T&L-HAT. Strategies include: Aspiring writers club, Seneca challenges, Unifrog and one-to-one support.
- Other opportunities provided to support raising the aspirations of all students are: Friday Final Thought form time, Career of the week, virtual college/university tours, ALumni info, Revision strategies and mats and Staff CPD.
- 100% of staff and students said they found the revision mats and top tips useful. 10% students would like the revision mat as early as possible; this has been recognised and implemented.
  - The mental health peer tuition has been postponed due to COVID and the programme resume once students are able to mix year groups.
  - School environment - 80% students and 95% staff like the new changes to the school environment - "adds character", " brings positive vibes" and "school is a better place to learn".
- Newsletter – 95% of parents find the newsletter useful and 95% read it weekly via email. They like the newsletter because it "has useful information and important dates" or it provides a chance to "have a look at kids work and see how hard they're working"
- Revision strategies/mats - 68% of students find the revision mats useful, reasons students did not was due to them not having all the correct information for the

exams on. 100% staff find the strategies useful as it provides a bank of strategies for students. 95% find the revision mat useful.

- FFL – CJO met with FFL students and organised a video to remember Megan Hurley and sold orange ribbons which raised £310.39 for the Megan Hurley foundation. FFL are also in the process of recruiting next year's FFL and organising a celebration sign off event (July 14<sup>th</sup>)- Example of student leadership.

**Increase the proportion of pupils choosing STEM Careers:**

- Year 9 Brilliant Club – 100% of pupils selected stated that following the programme they plan to study a subject linked to STEM and Plan to go onto university. 90% of pupils would like to pursue a career in STEM. 100% of pupils would recommend the programme to other students.
- STEM Career interviews – 66% of pupils who had read them, found them useful.
- International Women in science event – 100% of pupils stated that they would like to study a subject linked to STEAM when they leave Halewood. Following the event 100% of pupils stated that they would like to pursue a career in STEAM.
- Year 8 Brilliant Club – 75% of students selected would now consider studying a STEM subject when they leave Halewood. 50% of pupils are now thinking about a career in STEM. 75% pupils now think as a result of the Brilliant club that they have more information about careers and university. Finally, 100% pupils enjoyed the programme and would recommend it to other students.
- Faraday Challenge – before the event only 18% of pupils knew what STEM was and considered a career in STEM. As a result of the event 59% of pupils selected now know what STEM is and are now thinking about a career in STEM. 66% of pupils thought the day increased their engagement in STEM and their knowledge in STEM subjects covered. Finally, 88% of pupils would recommend we have another Faraday Challenge event.

**PP Pupils/girls engaging in more STEM related activities:**

- Year 9 Brilliant Club: 7/10 students selected for the Brilliant Club were PP.
- Year 8 Brilliant Club: 6/12 pupils selected are PP.
- Farm Urban, Future Food Challenge: At least 6 of the 12 pupils selected will be PP.
- International Women in Science Day: 4/4 students selected were PP.
- STEAM Club Videos: Aimed at all pupils in year 7-9.
- STEM Career interviews: Aimed at all pupils in year 10-11

	<ul style="list-style-type: none"> <li>• Year 7 CREST Award Day – Aimed at all students in year 7.</li> <li>• Faraday Challenge – 67% students selected were PP</li> <li>• <b>Year 9 Brilliant Club</b> – 100% of pupils selected stated that following the programme they plan to study a subject linked to STEM and Plan to go onto university. 90% of pupils would like to pursue a career in STEM. 100% of pupils would recommend the programme to other students.</li> <li>• <b>Year 8 Brilliant Club</b> – 75% of students selected would now consider studying a STEM subject when they leave Halewood. 50% of pupils are now thinking about a career in STEM. 75% pupils now think as a result of the Brilliant club that they have more information about careers and university. Finally, 100% pupils enjoyed the programme and would recommend it to other students.</li> <li>• 42% of rewards for Achievement points have gone to PP pupils.</li> </ul> <p><b>Students will receive helpful careers advice that leads to excellent NEET figures.</b> Only 2.9% of the Yr11 cohort from 2021 are NEET.</p>
<p><b>D. Behaviour and Attitude to Learning</b> Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress.</p> <p><b>Aim:</b> Reduce the social and psychological barriers our students experience by providing social and emotional support To ensure students are ready for the day by providing equipment/uniform needed for the day To reduce the incidents of behaviour and internal exclusion and FTE further by using heatmaps effectively To improve pupils' attitudes to learning.</p> <p><b>SDP Links:</b> <b>Improve the mental health and personal well-being of students.</b></p>	<p><b>There will be a reduction in the number of PP students that receive an internal / a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses.</b></p> <p><b>FTE</b></p> <ul style="list-style-type: none"> <li>• There were 91 FTEs in 2020-2021</li> <li>• 44 were PP students 48.3% in 2020-2021 demonstrating an improvement in the behaviour of PP pupils in comparison to the Non-PP pupils.</li> </ul> <p><b>Throughout the year there will be reductions in FTE as students settle into new routines and structure due to COVID situation.</b></p> <p><b>Term 1- 24</b> <b>Term 2- 6 (some remote learning)</b> <b>Term 3- 14</b></p> <p>ATL / Grades improve as the year progresses and heatmaps will demonstrate ATL improvements. Changed from heatmaps to class charts</p>

<p><b>E. Parental Engagement</b> Some parents/carers need additional information, support and guidance to help their child to learn and make progress.</p> <p><b>Aim:</b> To ensure that Some parents/carers have access to additional information, support and guidance to help their child to learn and make progress.</p> <p><b>SDP Links:</b> <b>Improve the use of feedback to increase learning and progress.</b></p>	<p><b>Opportunities are given to develop specific skills for parents in order to address needs for PP pupils whilst at home.</b> <b>Parental Voice outlines that they feel supported to support their child effectively.</b> <b>Student Voice outlines that more PP pupils feel supported both in school and at home.</b> <b>Financial Support is provided to parents where needed</b> <b>Example impact:</b> 100 percent of Yr11 PP students have engaged in practical activity in Food Technology- ingredients provided. This has seen the positive impact on the results outlined below:</p> <table border="1" data-bbox="981 592 1496 831"> <thead> <tr> <th></th> <th>Target</th> <th>CAG 2</th> <th>Final grade</th> </tr> </thead> <tbody> <tr> <td>PP-16</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4 to 9</td> <td>44%</td> <td>47%</td> <td><b>47</b></td> </tr> <tr> <td>5 to 9</td> <td>22%</td> <td>28%</td> <td><b>28</b></td> </tr> <tr> <td>6 to 9</td> <td>0%</td> <td>6%</td> <td><b>17</b></td> </tr> </tbody> </table>		Target	CAG 2	Final grade	PP-16				4 to 9	44%	47%	<b>47</b>	5 to 9	22%	28%	<b>28</b>	6 to 9	0%	6%	<b>17</b>
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<p><b>F. Social and Emotional Needs</b> These issues can often impact on a child’s ability to learn effectively.</p> <p><b>Aim:</b> To ensure that the social and emotional needs of all PP pupils are met, particularly in light of the COVID situation in terms of their mental health and wellbeing.</p> <p><b>SDP Links:</b> <b>Improve the mental health and personal well-being of students</b></p>	<p>Staff, parental and student voice will outline that the social and emotional needs of our students are met.</p> <p>Laptop Provision during lockdown:</p> <ul style="list-style-type: none"> <li>• 74% of staff definitely believed student access to laptops was of benefit during lockdowns. The remaining 26% thought that it may have been beneficial.</li> <li>• 100% of students that responded believed that the laptop provision allowed them to access learning which they would otherwise been unable to.</li> <li>• GWA- 22 KS3 students attended breakfast club to support their mental health (M/H.) <b>A decrease of 9% rating themselves a 1 (Low M/H) and 18% rating of a 2.</b> <b>The student rating of a 3 has decreased 14%.</b></li> </ul> <p><b>There has been an increase in the grading of 4 and a significant one is for a 5 rating (High- positive mental and physical health) by 5% for a grade 4 and 32% for a 5.</b></p>																				

Staff data also, shows a more accurate reflection in line with the students in the December survey than that of the Sept survey. The December data reflects the developed relationships the tutors have with their students and a deeper understanding of their needs and their mental and/or physical health.

- 100% PP students achieving a pass grade in musical performance this year. This performance grade is currently contributing to predicted pass grades for 100% of PP music GCSE students.
- Such high grades would not be attainable without the specialised and technical delivery of instrumental lessons by specialist staff.
  - 6 PP students have benefited from music lessons in Y11.
- 67% have achieved above their target grade in the performance component. This is actually higher than non-PP students where 67% of non-PP students are below their target in performance work.
- Overall, 100% of PP students are at or above their target grade in music. This would not have been possible without the work carried out between them and their music instrumental teachers.

#### References:

- THE EEF GUIDE TO THE PUPIL PREMIUM EEF 2019
- EEF Teaching and Learning Toolkit
- EEF Closing the Attainment Gap- Lessons Learned 2018
- POTENTIAL FOR SUCCESS: Fulfilling the promise of highly able students in secondary schools, Dr Rebecca Montacute, – July 2018 Sutton Trust
- NASEN The Pupil Premium
- [www.gov.uk/government/publications/pupil-premium/pupil-premium](http://www.gov.uk/government/publications/pupil-premium/pupil-premium)

- **Externally provided programmes**

- *Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Small Group Tuition- English, Maths, Science	Connex Education
Student Leadership Award	Student Leadership Accreditation Award

## **Service pupil premium funding (optional)**

- *For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A