



HALEWOOD
ACADEMY

Pupil Premium Strategy Statement

2022-2023



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TRUST

Pupil Premium Strategy Statement 2021-2024

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

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

School overview

Detail	Data
School name	Halewood Academy
Number of pupils in school	1113
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement Authorised by	Mr I. Critchley
Pupil premium lead	Miss J. Gallagher
Governor / Trustee lead	Mrs C. Roe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£489, 545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17, 491
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£507, 036

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of Education - At Halewood Academy disadvantaged pupils, on average, make less academic progress in school than their peers.</p> <p>Links to SDP-</p> <p>QE1: Implement a clear strategy for PP and NTP (Catch Up) funding so that it effectively addresses gaps in knowledge and supports progress.</p> <p>QE2: Ensure the curriculum is taught well, through teaching that routinely helps pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>QE3: Develop teacher's ability to use assessment information to inform the planning of activities and questions designed to stretch, challenge and develop knowledge for all students, including SEND and PP.</p> <p>QE4: Further develop literacy, numeracy and oracy across the school.</p> <p>QE5: Embed the RAMAR Model to secure improved achievement across the school.</p>
2	<p>Behaviour & Attitudes - At Halewood Academy some disadvantaged pupils need additional support to ensure that their attitudes and behaviour are conducive to good progress.</p> <p>Links to SDP-</p> <p>BA1: Design and implement a new BfL Policy that is clearly understood and consistently applied by all staff.</p> <p>BA2: Develop a culture of high expectations where behaviour, attitudes and attendance are good.</p> <p>BA3: Develop whole school rewards so that they become high profile and valued by students.</p> <p>BA4: Significantly improve attendance and reduce in-school variation for key demographic groups.</p> <p>BA5: Ensure staff are consistent in tackling bullying, aggression, discrimination and derogatory language quickly and effectively and these are not allowed to spread.</p> <p>BA6: Develop a coherent graduated response to concerns that includes high quality SEND support and supported by high quality external and internal alternative provision.</p>
3	<p>Personal Development - 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>Links to SDP-</p> <p>PD1: Further develop and implement a personal development and SMSC curriculum that covers both the statutory elements of PSHE, RSHE & CEIAG.</p> <p>PD2: Implement an extra-curricular programme and enrichment activities that develop an understanding of the fundamental British values and supports students' cultural capital.</p> <p>PD3: Develop the PD curriculum in order to support pupils to be confident, resilient and independent, and to develop strength of character.</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. Quality of Education continues to improve throughout the Academy and impacts positively upon Pupil Premium pupils.	<ul style="list-style-type: none">• Attainment 8 is less than 5%• P8 for disadvantage is above -0.4• Increase proportion of students achieving 9-7 in English and maths with less than 8% gap between PP and non-PP.• Increase proportion of students achieving 9-5 in English and maths with less than 8% gap between PP and non-PP.• Increase proportion of students achieving 9-4 in English and maths with less than 10% gap between PP and non-PP.
2. The behaviour and attitudes of Pupil Premium pupils are improved.	<ul style="list-style-type: none">• BFL/ATL statistics demonstrate that there is an improvement in Pupil Premium pupils' attitudes term by term.• Book looks demonstrate that there is no difference between the Pupil Premium/Non-Pupil Premium pupils' books.• Learning walks demonstrate positive attitudes to learning from the vast majority of Pupil Premium pupils.• Increase attendance of disadvantaged students, with less than 4.5% gap between PP and non-PP.
3. Personal Development of Pupil Premium pupils are catered for and improved.	<ul style="list-style-type: none">• Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career.• A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum.• Pupil Premium student voice regarding welfare is positive.• Pupil Premium student voice regarding resources provided is positive.• Suitable support is evidently in place for our Pupil Premium pupils.• Case studies

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £269, 781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for staff- Quality first teaching/marking strategy	EEF- Metacognition and Self-regulation- high impact EEF- High impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	1
Recruitment/Retention	www.gov.uk/government/publications/pupil-premium/pupil-premium	1
% staff time e.g. X3 PP KS3 Leads - 15.66% staff time X5 Lead Practitioners- 15.66% staff time XI Aspirations Coordinator- 15.66% staff time XI Careers Advisor - 47% staff time XI Transition Coordinator- 15.66% staff time All subject Leaders- 15.66% staff time XI Vice Principal-Pupil Premium Lead 15.66% staff time XI Vice Principal – Personal Development Lead 15.66% staff time. XI Vice Principal- Q of E Lead- 15.66% staff time XI Assistant Principal – T&L/CPD Lead 15.66% staff time.	www.gov.uk/government/publications/pupil-premium/pupil-premium	1

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

Budgeted cost: £96,221

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

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

Budgeted cost: £ 141,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy/Punctuality strategy X1 Assistant Principal – Attendance Lead 15.66% staff time.	www.gov.uk/government/publications/pupil-premium/pupil-premium	2
Behaviour Strategy X1 Vice Principal – Behaviour Lead 15.66% staff time.	EEF- Moderate impact	2
Mental Health and Well-being Strategy X1 Assistant Principal – MHWB Lead 15.66% staff time.	EEF- Moderate impact	3
Inclusion Centre- Targeted Support- Social/Emotional- e.g. Breakfast Club X1 Assistant Principal – SEND Lead 15.66% staff time.	EEF- Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	3
2x Counsellors	EEF-Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	3
Learning mentors	EEF-Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	
Rewards and incentives	EEF-Moderate impact/ www.gov.uk/government/publications/pupil-premium/pupil-premium	2, 3
Extra-Curricular activities/Trips and Visits	www.gov.uk/government/publications/pupil-premium/pupil-premium	3
Super Curriculum - Student Leadership/Brilliant Club/FBB/STEAM/DofE/Careers	www.gov.uk/government/publications/pupil-premium/pupil-premium Oxford/Cambridge	3
Parental Engagement/Involvement	Nasen-Moderate impact	3

Total budgeted cost: £ 507, 036

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 2021 to 2022 academic year.

- Attainment 8 has improved from 2019 to 2022.
- A higher percentage of PP students achieved a positive P8 score.
- Some activities were cancelled due to Covid-19, however, Future Female Leaders and The Brilliant Club continued to operate virtually with great results.

The Brilliant Club

Out of this 100% of pupils have passed.

- 4/11 students achieving a 1st
- 4/11 students achieving a 2:1
- 3/11 students achieving a 2:2

Additionally, as a result 100% of students are now considering attending University/Higher education post-Halewood Academy, whereas prior to the completion of Brilliant Club this figure was only 54% (6/11 pupils).

- Students from Yr 7-11 accessed peripatetic music lessons and after school clubs successfully with great impact on attendance and self-esteem.
- Yr 10 PP pupils who worked with LFC Foundation achieved Sport Leaders award, improved behaviour and attendance.
- Football Beyond Borders worked with a cohort of 20 PP pupils. There was an improvement of self-esteem, confidence, behaviour and attendance.
- Subjects who supported PP students with resources, trips, workshops shown an improvement in progress i.e;
Art – PP performance in line with NON-PP pupils - Materials
Drama - PP performance in line with NON-PP pupils – Workshops
Food and Nutrition – More PP on target than NON-PP – Ingredients
Photography - More PP on target than NON-PP – Materials
Dance – All PP on target – Intervention

School-led tutoring

- 80% of students who participated in school led tutoring improved from their baseline testing.
- Attendance to such sessions was 78%.

Work continued to improve attendance of PP pupils to diminish the difference with peers nationally. The Attendance team prioritised time and resources and utilised this to ensure attendance of pupil premium pupils was improved, with a specific focus on disadvantaged pupils who had fallen in to the PA (persistent absentee) or those at risk of becoming PA.

As part of the Attendance Strategy PP pupils were prioritised for referral to Early Help support and the subsequent referrals to the LA as part of the attendance service. Regular parental meetings and meetings with pupils took place, as well as home visits to break down barriers to attendance and support PP pupils to have good attendance to school. PP funding was used to purchase bus passes to support with travel from home to school. In addition, uniform and equipment purchases supported pupils with being prepared and ready to reintegrate or attend regularly to school.

Improved attendance figures for Pupil Premium Pupils in comparison to historical data was evident in small bespoke groups of pupils. For example, those pupils who were targeted for travel support, uniform support and those who attended morning breakfast clubs. However, evidence for narrowing the difference in attendance figures between Non-Pupil Premium Pupils and Pupil Premium Pupil cohorts was not seen more widely.

The attendance strategy continues to target PP cohorts as a priority within the attendance waded approach and with the Academy's SDP in that a culture of high expectations is developed, where behaviour, attitudes and attendance are good. Additionally, there is a focus on significantly improving attendance and reduce in-school variation for key demographic groups, specifically PP. Target outcome is that there will be <4.5% difference between PP and Non-PP attendance for 2022/23.

Most pupils demonstrate excellent for Behaviour for Learning in lessons. Where pupils require additional support, our records show that they are more likely to be disadvantaged. This additional support requires significant resources to maintain the high standards expected. Support includes pastoral input from a non-teaching Progress Leader and Assistant Progress Leader in each year group. The Progress Leaders implement a graduated response as outlined in the Behaviour for Learning Policy to ensure that there is a waded approach to behaviour support and that pupils are accessing early intervention and the right support at the right time. As part of that support pupils have access to a counselling service to support SEMH and there are a team of 4 Learning Mentors to support vulnerable pupils in terms of behaviour and attitudes.

During the Summer Term school reviewed Inclusion Facilities and there are now 4 additional inclusion facilities to support pupils in terms of behaviour as outlined below:

Reflection- a room offering pupils the opportunity to take time out of lessons if needed to support self-regulation.

Remove- internal exclusion facility

Re-engage- a nurture base to support those pupils whose attendance may be impacted by experiencing anxiety, issues with mental health or Emotional School Based Avoidance (ESBA).

Reset- an onsite alternative provision offering pupils those most at risk of permanent exclusion a period of 8-12 weeks out of mainstream lessons to assess needs, access a bespoke curriculum and behaviour modification support. This room will be staffed by a qualified teacher with experience of working with pupils with SEMH and a Learning Mentor. Attendance data and exclusion data from previous years would indicate pupils who are disadvantaged are more likely to access the facilities outlined above.

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

Programme	Provider
School Based Tutors	School Supply (The Supply Register)