

## Pupil premium strategy statement 2021-2024

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	Haughton
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	S Flynn
Pupil premium lead	S Flynn
Governor / Trustee lead	K Whitehouse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£374 333
Recovery premium funding allocation this academic year	£44 550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£418 883

## Part A: Pupil premium strategy plan

### Statement of intent

At Houghton Academy, we will strive to ensure that every single pupil receives the best possible teaching and the best possible learning experience.

At Houghton Academy, we will strive to prepare our pupils as fully as possible to encourage them to have high aspirations, to progress to achieve their full potential, to develop into responsible adults and to prepare them as fully as possible for life beyond school.

Context: The proportion of pupils eligible for PP is increasing year on year.

Year	Total	Number PP	Percentage PP
Y7	168	89	53%
Y8	202	99	49%
Y9	144	70	49%
Y10	165	69	42%
Y11	159	70	44%
Total	838	397	47%

Outcomes for the last four examination series (2016-19) have shown significant improvement for PP pupils.

Measure	PP 2016	PP 2017	PP 2018	PP2019	PP2020 Centre Assessed Grades	PP2021 Teacher Assessed Grades
Basics		4+ 29% 5+ 14%	4+ 43% 5+ 25%	4+ 52.2% 5+ 23.2%	4+ 56.4% 5+ 29.5%	4+ 48.5% 5+ 34.8%
P8	-0.8	-0.65	-0.51	-0.57	X	X
Attainment 8		33	36.2	38	42.71	40.26
English/Maths (4+%,5+%)		En: (38.5,21.2) Ma: (40.4,25.0)	En: (59.2,38.8) Ma: (49.0,30.6)	En: (60.9,36.2) Ma: (65.2,31.9)	En: (66.7,41.0) Ma: (61.5,34.6)	En: (62.1,43.9) Ma: (53.0,39.4)

At Haughton Academy, we will strive to ensure that:

All pupils eligible for PP will make progress in line with their peers by the end of the academic year so that the disadvantaged cohort data profile is in line with that of other pupils within Haughton.

Disadvantaged pupils will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning. Disadvantaged pupils will also have access to a wide range of interventions within school as well as the opportunity to be mentored where appropriate.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils thus enabling them to take advantage of the full learning experience on offer at Haughton.

We will strive to facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, well-being and which will boost their cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Historically pupils' reading and writing skills upon intake to Haughton are lower for those eligible for PP than for others, which is a barrier to them making good progress in Y7 and beyond. 2020 & 21 KS2 data does not exist. The academy will collect data, such as a pupil's reading age, throughout the autumn term. This will allow the PP profile to be established.
2	Historically, pupils' mathematical skills upon intake to Haughton are lower for those eligible for PP than for others, which is a barrier to them making good progress in year 7 and beyond. KS2 data does not exist for 2020 & 21. The academy will collect data from a range of assessment techniques throughout the autumn term in order to allow the PP profile to be established.
3	Poor behaviour and/or behaviour for learning masks ability/potential in some cases.
4	Attendance rates, although improving, for pupils eligible for PP are below school target.

5	PP pupils are more likely to struggle to have reliable access to technology whilst out of school. This will impact their ability to access remote learning and to use online revision tools.
6	Parental engagement for hard to reach families.

## 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
Progress rates within literacy for the disadvantaged cohort increase to be in line with other pupils within Haughton and attainment/progress gaps narrow for the disadvantaged groups both internally and against all pupils nationally. Evidence will be collected using in school assessment data and external examination performance.	Progress rates within literacy for the disadvantaged cohort increase to be in line with other pupils within Haughton and attainment/progress gaps narrow for the disadvantaged groups both internally and against all pupils nationally.
Progress rates within numeracy for the disadvantaged cohort increase to be in line with other pupils within Haughton and attainment/progress gaps diminish for the disadvantaged groups both internally and against all pupils nationally. Evidence will be collected using in school assessment data and external examination performance.	All pupils eligible for PP in all years make progress in line with their peers by the end of the year so the disadvantaged cohort data profile is in line with that of other pupils within Haughton.
Behaviour incidents involving disadvantaged pupils reduce to be proportionally in line with that of other pupils within Haughton. This will be measured through behaviour incidents logged on Class Charts and will be monitored on a half termly basis.	Fewer behaviour incidents recorded for those pupils eligible for PP, without changing recording practices or standards. Proportional rates of exclusions for disadvantaged pupils will reduce to be in line with other pupils within Haughton
Increased attendance rates and reduced persistent absence rates for disadvantaged pupils.	Continued improvement in attendance rates for disadvantaged pupils, with a reduction on previous years' PA rates.

## 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: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase awareness of PP cohort and their particular barriers to learning with a sharp focus on T&L strategies.	On intake, the PP eligible cohort have proportionally more pupils below the expected national standard than others. Increased awareness of this can only enhance the prospects and learning of this group. All staff should be able to identify PP pupils e.g. using Class Charts/ Seating Plans. All data collections are fed back with PP as a discreet group to be analysed. Departments prioritise PP pupils for intervention and use identified strategies to support progress.	1, 2 & 3
Explore research into Metacognition and Self-Regulated Learning.	Research by the EEF suggests that Metacognition and Self-Regulated learning can significantly increase progress, in particular, those pupils described as disadvantaged.	1, 2 & 3
Close the gap in Literacy and Numeracy skills for those pupils eligible for PP.	It is suggested by many sources that closing the gap early is the most effective way of ensuring that pupils make at least expected progress in KS4.	1
Identify Y7 pupils whose KS2 scaled scores vary significantly with baseline data and offer support and catch-up where necessary.	Comparison of baseline and KS2 data suggests that there may be a significant difference in standardised scores and baseline tests for some primary feeder schools.	2
Reading ages will be tested upon entry to Haughton.	The ability to read with understanding is essential in order to make progress in all areas of the curriculum.	1, 2 & 3

Intensive reading programme will be implemented to ensure that pupils reach targets		
All PP pupils will have full access to all aspects of the curriculum, regardless of their economic status.	All PP pupils will have full access to all materials and resources to enable full engagement in every aspect of the available curriculum and all aspects of school life.	1, 2 & 5

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

Budgeted cost: £44 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Mentor	As evidenced in the review of the 2020/21 strategy plan, the use of NTP tutors proved to be an unsuccessful strategy. As a consequence, the school is currently exploring the feasibility of employing, through the NTP programme, a learning mentor. This would be a three-year strategy, involving the appointed mentor offering academic support and organisational skills to some of our most vulnerable PP pupils.	1, 2, 3, 4 & 6
Numeracy & Literacy Intervention	Recovery Premium funding will be used to create support and intervention for targeted KS3 pupils. As research suggests, intervening early enhances the prospects of pupils making expected progress by the end of KS4.	1, 2
Improved progress for high attaining pupils	Evidence suggests that targeted support to help pupils to catch up is effective. PP 'Champions' to devise timetables and to plan intervention for selected pupils. Initially in Y7 and Y11.	1, 2 & 3
Improved progress for high attaining pupils	Extra support will be provided to improve attainment and progress of high attaining pupils. Continued use	1, 2 & 3

	<p>of previously effective small group and in class support to improve KS4 attainment.</p> <p>PP champion to deliver planned intervention.</p> <p>Extra teaching time to be utilised in Y11 as in previous years. PiXL resources to be used to identify required areas for intervention.</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £364 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Intervention Team (BIT)	It is evident that good behaviour for learning can only benefit progress. The BIT will focus on identifying our most vulnerable pupils and those in danger of exclusion. The team will work intensively with individual pupils to engage them in embedding good behaviour strategies and coping mechanisms in order to maximise their learning experience.	3
SEND team	62% of pupils registered as having a SEND need are also eligible for PP funding. It is appropriate that some funding is used to target SEND pupils with in-class support.	1, 2 & 3
Heads of Year (HoY)	Support the appointment of non-teaching HoY to assist in building strong family relationships and supporting pupils with welfare, academic and behaviour issues.	3, 4 & 6
Attendance for pupils in receipt of PP is significantly below that of other groups	Improve overall attendance of PP pupils to match other groups within the Academy. To help to improve overall school attendance, monitoring will be tiered in accordance to need and will include input from class tutor, Head of Year, Attendance Officer, and EWO. Pupils with poor attendance and/or punctuality will be identified and use will be made of the Academy mini	4

	bus to collect those pupils most at risk. HoY will continue to work with parents in order to forge positive relationships and to identify barriers to good attendance.	
Parental Support	A family support worker and/or specialist counsellor will work with an identified cohort of pupils.	6

**Total budgeted cost: £ 418 550**

## 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.

2020-21 has, without doubt, been one of the most challenging of academic years in the history of education. Covid-19 has had a massive impact on all children and in particular those in receipt of pupil premium. Established routines embedded before the various lockdowns and periods of isolation have been weakened and much work is now required to build back to where the school was before the disruption occurred.

Historically pupil's numeracy, reading and writing skills upon intake to Haughton are lower for those eligible for PP than for others which creates a barrier to making progress in Y7 and beyond. Initial analysis suggests that Covid-19 has compounded this issue and reversed some of the gains made in previous years.

During lockdown and periods of isolation all pupils were supported and taught using remote learning. In order to try and keep pupils in a school routine the normal school timetable was followed. All pupils were expected to attend live teaching sessions for all timetabled lessons. Attendance to lessons was monitored and home contact was made for those pupils not attending. Pastoral staff and senior leaders supported, in the first instance, disadvantaged pupils. 165 laptops, 14 sims cards and 17 mobile 4G routers were supplied to families in order to support online learning. However, remote learning is no substitute for face to face teaching and this can be exemplified in the comparison of pupil's effort grades measured during home learning and when back in school. When back in school there was a 6% increase in the number of PP pupils receiving good or outstanding effort grades against a 1.5% increase for NPP.

Return to school teaching and learning focussed on re-establishing routines and using low stakes testing and other strategies to identify gaps in learning. This initially resulted in departmental curriculum reviews focussed on plugging gaps and reordering/repeating units of work.

In order to help to re-engage families progress reports were sent home to parents and carers to inform them as to how their child had settled back into school and to what extent lockdown may have affected their progress.

In a bid to help Y10 pupils make up for lost ground the school fully engaged in the NTP. The school was offered the opportunity to nominate 72 PP children to participate in the programme. There was great reluctance from the pupils to participate and consequently only 59 places could be filled. Pupils were offered 15 x 1-hour sessions in a 1:3 tutor to pupil ratio to be completed by distance learning each Tuesday evening at 6pm. Subject Leaders of English, Maths, Science, Geography, History and MFL nominated pupils who they felt were most in need of catch-up. Initially the early lessons

were beset with technical issues based around Teams and lesson invites not arriving for pupils. A great deal of work was done to overcome these issues and the children received detailed information and guidance on how to access their lessons. Attendance continued to be poor despite parental contact, reminders being sent out via email, text and other social media platforms. To make matters worse, when many of the social restrictions that were put in place during lockdown were lifted, a large number of pupils decided to reengage with football training, dance classes and other sporting activities further reducing attendance. It was concluded that, despite all efforts, the NTP in this format was not suitable for our learners.