

## Pupil Premium strategy statement 2021 - 2024

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children who are known to be eligible for Free School Meals (FSM), or who have been entitled within the past 6 years. It is also allocated for children who are Looked After (CLA) or whose parents/carers are in the Armed Forces.

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

It outlines our pupil premium strategy and the impact that last year's spending of pupil premium had within our school.

Funding Aspect	Pupil Premium Funding	Total Number of Pupils	Total Pupil Premium Funding
Pupil Premium and Ever 6	£985	395	£389,000
Service Children	£310	15	£4,650
Looked After Children	£2410	9	£21,690
<b>Total Funding</b>			<b>£421,340</b>

### Context of Haughton Academy:

Haughton Academy is a school with a very challenging context. It is in a very deprived area as the English Index of Multiple Deprivation (IMD) 2018 shows, has very high numbers of disadvantaged pupils, 47%, almost double the national average, and predominantly made up of white British pupils, 94%.

In Haughton Academy 24% of the population are from the 10% most deprived areas, 52% come from the 30% most deprived areas and 74% come from the 40% most deprived areas.

The school deprivation indicator is 0.27, which is 0.07 above the national (0.20) and the Academy is in the lowest 40% of schools nationally on the deprivation indicator (IMD and IDACI/2015).

Many of the pupils who attend Haughton Academy are vulnerable pupils from deprived areas who require high levels of care, guidance and support. The current Covid-19 situation has had a major influence on the families in our community and pupils have been adversely affected.

Year	Total	Number PP	Percentage PP
7	182	101	54%
8	205	104	50%
9	154	76	49%
10	171	74	43%
11	161	74	46%

### Barriers for future attainment:

There are a range of academic and pastoral barriers which can impact on our PP pupil's ability to fulfil their potential. We have identified the following key challenges to attainment that we have identified amongst our disadvantaged pupils. Our Pupil Premium strategy provides further detail on specific strategies used to combat the identified challenges.

Challenge number	Detail of challenge
1	Poor Literacy skills: 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. PP pupils will be identified as a priority for the newly introduced Lexonik Programme.
2	Poor Numeracy Skills: 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	Technology: 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
7	Emotional and mental well-being of pupils
8	Low levels of resilience and independence skills
9	Lack of high aspirations

### Breakdown of Pupil Premium spending:

Activity	Challenge addressed	Total Spend
CPD, recruitment and retention	1, 2, 8 & 9	£10,000
Targeted academic support (e.g. 1:1, small group interventions)	1, 2, 8 & 9	£44,500

Wider strategies (e.g. behaviour, attendance, well-being)	1 - 9	£364,000
<b>Total spend</b>		£418,000

### 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.
Technology: 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.	All pupils will have access to the Learning resources Centre before, during and after school to complete learning, revision etc. Where pupils have been identified as not having access to an electronic device for out of hours learning pupils will have loaned one from school.

Parental engagement for hard to reach families	Relationships with parents/carers will be positive. Improvement in attendance at parents' evening, events etc.
Emotional and mental well-being of pupils after the pandemic	Pupils will have increased emotional and well-being strength due to structured support provided in school.
Low levels of resilience and independence skills	Pupils will have increased emotional and well-being strength due to effectively planned lessons and in-class support where appropriate.
Lack of high aspirations	Improvement in NEET figures.

### 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 & 8
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 & 8

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 & 2
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.	1 & 2
Reading ages will be tested upon entry to Haughton. Intensive reading programme will be implemented to ensure that pupils reach targets	The ability to read with understanding is essential in order to make progress in all areas of the curriculum.	1, 2 & 3
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 & 9

### 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
Mentoring	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	1, 2, 3, 4 & 6

	some of our most vulnerable PP pupils.	
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 & 9
Improved progress for high attaining pupils	Extra support will be provided to improve attainment and progress of high attaining pupils. Continued use of previously effective small group and in class support to improve KS4 attainment. PP champion to deliver planned intervention. Extra teaching time to be utilised in Y11 as in previous years. PiXL resources to be used to identify required areas for intervention.	1, 2, 3 & 9

### 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, 7 & 8

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, 7 & 8
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 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.	4
Parental Support	A family support worker and/or specialist counsellor will work with an identified cohort of pupils.	6

### Pupil Premium Strategy Outcomes 2021 - 2022:

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year.

#### **Background:**

2021 – 2022 has continued to be a challenging year. The impact of Covid 19 continues to have a profound affect, especially on those pupils in receipt of PP funding. 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 Year 7 and beyond. Initial analysis suggests that Covid-19 has compounded this issue and reversed some of the gains made in previous years.

### Interventions:

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. Intervention work has prioritised literacy and numeracy intervention. Whole school CPD has had a particular focus on teaching and learning strategies to support pupils' retention and recall of information. Teaching and monitoring showed that 81% of staff purposefully challenged PP pupils in questioning activities.

Strategies were further enhanced through the use of PIXL and their PP strategies. All staff have access to the PIXL site. Data analysis has a PP focus, which triggers intervention. PIXL build up was also delivered as part of the Option block. 6 out of a group of 9 pupils in Year 10s were PP pupils and 8 out of 9 Year 11s were PP pupils.

Both a literacy and numeracy intervention teacher were employed on a part time basis to lead small group targeted intervention. 20 pupils received the literacy intervention and 18 PP pupils received the numeracy intervention.

The Lexonik literacy programme was introduced and implemented in the summer term. 32 PP pupils participated in the programme.

6<sup>th</sup> lesson run for Year 11 pupils as an opportunity to complete coursework, revise for exams etc. PP are targeted to attend the 6<sup>th</sup> lessons. 100% of Year 11 PP pupils attended at least 6 6<sup>th</sup> lessons. Year 11 PP pupils were invited to an after-school session with their parents/carer regarding top tips for exam preparation.

Measure	Pupil Premium 2019	Pupil Premium 2020 Centre Assessed Grades	Pupil Premium 2021 Teacher Assessed Grades	Pupil Premium 2022
<b>Basics</b>	4+ 52.2% 5+ 23.2%	4+ 56.4% 5+ 29.5%	4+ 48.5% 5+ 34.8%	4+ 40.3% 5+ 15.3%
<b>P8</b>	-0.57	X	X	-0.85
<b>Attainment 8</b>	38	42.71	40.26	32.95
<b>English/ Maths (4+%,5+%)</b>	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)	En: (76.1, 50.9) Ma: (57.9, 33.3)



**Wider strategies (e.g. behaviour, attendance, well-being):**

The Behaviour Team consists of 4 members of staff. They predominantly work with Years 7 & 8 to support pupils with managing their behaviour and emotions in school so that they can access the learning on a regular basis to achieve. PP pupils who may struggle with their behaviour in Year 7 are prioritised to work with the BIT Team as part of the transition process. 4 PP pupils worked with the BIT Team. The BIT team have worked successfully with 26 PP pupils (72% of their caseload). No PP pupils were permanently excluded.

Two of the BIT Team work in the Children's Centre and as well as supporting pupils with their behaviour they also support pupils who struggle with anxiety and accessing the lessons in the school building. 29 PP pupils (59%) out of 49 pupils were placed at the Children's Centre for a period of time. 27 PP pupils returned to school on a full-time basis.

To support the pastoral team, we have 2 Home Liaison Officers who support our vulnerable pupils who are struggling with confidence, friendship groups, anxiety etc. PP pupils are prioritised in the referral system. XX PP pupils were referred to the Home Liaison Officers in 2021 – 2022.

As a priority the Heads of Year and the Attendance Officer prioritise PP pupils as part of their attendance intervention procedures. Staff are focused in closing the gap between PP and non-PP pupils.

<b>Criteria</b>	<b>Numbers in group</b>	<b>Attendance</b>
Free School Meals	319	84.76
No free School Meals	554	90.54
In Care	11	89.76
Not in Care	862	88.44
Pupil Premium	429	85.22
Not Pupil Premium	444	91.48
Has Service Children in Education	16	91.37
No Service Children in Education	857	87.73