

Haughton Academy Pupil premium strategy statement 2022 - 2025

This statement details our school's use of pupil premium and recover premium funding to help improve the educational outcomes 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.

The intent of the strategy is to ensure that ALL pupils have a greater chance of success in life. The strategy and curricular offer for disadvantaged pupils offers pupils a broad and balanced curriculum, providing support for all disadvantaged pupils, regardless of prior attainment or current progress. Our curriculum intent focuses on providing equity for disadvantaged pupils, so that they have the same opportunities, experiences, support and aspirations as non-Pupil Premium pupils.

We have developed our strategy in line with the Education Endowment Foundation's (EEF) 3 - tiered approach:

- Supporting the development of high-quality teaching, such as through staff professional development
- Providing targeted academic support, such as tutoring, including the National Tutoring Programme
- Tackling non-academic barriers to academic success such as difficulties in attendance, behaviour and social and emotional wellbeing.

This report details the pupil premium/recovery premium spending for 2022 – 2023 and the positive impact on pupil outcomes for these pupils. The figures reported are subject to change depending on the needs of our children.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Haughton |
| Number of pupils in school | 880 |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022 - 2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | S D Gill (Principal) |
| Pupil Premium lead | S D Gill (Principal) |
| Governor / Trustee lead | Mr Leslie Fox (Chair of ESC) |

Funding overview

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £394,543 |
| Recovery premium funding allocation this academic year | £102,120 |
| National Tutoring programme | £25,042.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £521,705.50 |

At Houghton Academy, we will strive to ensure that every single pupil receives the best possible teaching and the best possible learning experience regardless of their background or starting point.

At Houghton Academy, the focus of the pupil premium strategy is to ensure that our disadvantaged pupils and those pupils deemed to be vulnerable have the same opportunities to make progress as the non-pupil premium pupils. The pupil premium funding is used to remove identified barriers that may prevent this from happening.

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.

The curriculum is designed to engage and challenge all our pupils. High quality teaching and learning, underpinned by our PROUD (Prepared, Resilient, Open-minded, United and Determined) values supports all pupils to make good progress.

Care, guidance and support is a key area of support enhanced by the pupil premium funding. Pupils are supported attend school regularly, maintain positive mental and physical well-being and engage in a wide and varied extra-curricular/trip opportunities.

Local Context

The proportion of pupils eligible for PP is increasing year on year. We have a good understanding of the challenges our pupils face daily and what support they require to achieve.

| Year | Total | Number PP | Percentage PP |
|------|-------|-----------|---------------|
| Y7 | 211 | 107 | 51% |
| Y8 | 183 | 84 | 46% |
| Y9 | 170 | 74 | 44% |
| Y10 | 175 | 78 | 45% |
| Y11 | 138 | 55 | 40% |

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.

At Houghton 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 Houghton.

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.

Part A: Pupil Premium strategy plan

Statement of Intent

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Literacy: 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 Year 7 and beyond. 2020 & 21 KS2 data does not exist. The academy will collect data, such as a pupil's reading age, throughout their first term at Haughton Academy. This will enable the PP profile to be established. PP pupils will be identified as a priority for the Lexonik Reading Programme. |
| 2 | Numeracy: 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 their first term at Haughton Academy. Pupil Premium pupils will be identified as a priority for maths intervention. |
| 3 | Outcomes: Poor aspirations and low self-esteem can lead to lack of achievement. There continues to be an academic gap between PP pupils and non-PP pupils. PP pupils will be identified as a priority for mentoring, careers events, work experience opportunity and interventions. |
| 4 | Behaviour: Post COVID-19 the complexity of young people has increased dramatically. Poor behaviour and/or behaviour for learning masks ability/potential in some cases. Pastoral Deputy Headteacher, Outcomes Assistant Headteacher and the SENDCO to work closely together to analyse assessment data to ensure that pupils are in the correct set and receiving the support they need. |
| 5 | Attendance: Attendance rates continue to be an issues post COVID-19, although improving, PP pupils are below the attendance rates for non-PP pupils. PP pupils are identified as a priority for the attendance officers. Head of Year (HoY) with extra responsibility for attendance works closely with HoY and attendance officers to ensure pupils are supported to attend school. |
| 6 | Parental Engagement: |

| | |
|----------|---|
| | Post COVID-19 parents/carers seem more reluctant to engage with the school. PP pupils with hard-to-reach families are prioritised to engage early on and purposefully build a relationship. Different forms of contact are used to ensure that parents/carers are up to date with their child's academic progress, behaviour for learning and general health and wellbeing. |
| 7 | Cost-of-Living: Many families are experiencing significant challenges and difficulties in terms of the cost-of-living crisis. This impacts upon mental health and the ability of parents/carers to support their children academically. It also means that some children are not being properly nourished and intervention is needed. This is impacting upon pupil attendance. Some parent/carers need support with uniform, equipment, travel, trips and events. |

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.

| Challenge number | Intended outcome | Success criteria |
|------------------|---|--|
| 1 | Literacy: 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. |
| 2 | Numeracy: 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. |
| 3 | Outcomes: Progress for PP pupils will be in line with non-PP pupils. Evidence will be collected using in school assessment and external examination performance. | All pupils eligible for PP in all years will 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. |
| 4 | Behaviour: Behaviour incidents involving disadvantaged pupils will reduce to be proportionally in line with that of other pupils within Haughton. This will be | Fewer behaviour incidents recorded for those pupils eligible for PP, without changing recording practices or standards. |

| | | |
|---|--|--|
| | measured through behaviour incidents logged on Class Charts and will be monitored on a half termly basis. | Proportional rates of suspensions and permanent exclusions for disadvantaged pupils will reduce to be in line with other pupils within Haughton. |
| 5 | Attendance: 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. |
| 6 | Parental Engagement: Parents/carers will be supportive of the school and engage with academic and extra-curricular events. | There will be an increase in parental attendance at events such as parents evening, Year 11 revision evening, musical events, coffee mornings. |
| 7 | Cost-of-Living: We will have a clear indication of families who are struggling with the cost-of-living expenses that could result in their child's poor wellbeing and decrease in school attendance. | Families feel supported regarding the support they receive from school e.g. food parcels, uniform purchases, breakfast club. |

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: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Increase awareness of PP cohort and their barriers to learning with a sharp focus on T&L strategies. | 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. EEF research evidence shows that feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 1, 2, 3 & 4 |
| Explore research into Self-Regulated and Resilience Learning. | Research by the EEF (Metacognition and self-regulation) suggests that Self-Regulated learning can significantly increase progress, in particular, those pupils described as disadvantaged. Metacognition and self-regulation review.pdf (d2tic4wvo1iusb.cloudfront.net) | 1, 2, 3 & 4 |
| Close the gap in Literacy and Numeracy skills | 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 & 3 |

| | | |
|--|--|-------------|
| for those pupils eligible for PP. | EEF research indicates that smaller groups can be more effective when delivering feedback. An English and Math intervention teacher have been appointed using the National Tutoring programme funding. EEF Maths Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net) | |
| 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 & 3 |
| 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 to make progress in all areas of the curriculum. EEF report https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency EEF Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1 & 3 |
| Through effective CPD Quality First teaching will ensure the progress of disadvantaged pupils in line with their peers. | Supporting high quality teaching is pivotal in improving children's outcomes. EEF research 'Effective Professional Development' indicates that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702270549 | |
| 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, 3 & 5 |
| All PP pupils will access to extra – curricular clubs, events and trips | EEF research – 'Arts participation' in activities such as drama, music and painting can have a positive impact on academic outcomes in other areas of the curriculum. We have a strong extra-curricular provision which includes many other activities such as sport, chess, coding etc. Our curriculum also supports events and trips such as theatre trips. Arts Education Review.pdf (d2tic4wvo1iusb.cloudfront.net) | 1,2,3,4 &5 |

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

Budgeted cost: £80,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| National Tutoring Programme – Maths & English Intervention Mentors | Our pupils engage better with staff they know. Consequently, we have used part time staff/qualified teachers who have done extended supply cover to work with small groups. EEF research shows that small group tuition has an average of 4 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact | 1, 2, 3, 4 & 6 |
| Numeracy & Literacy Intervention | 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, 3 |
| Improved progress for high attaining pupils | Evidence suggests that targeted support to help pupils to catch up is effective. Tutorial time to be used to plan intervention for selected pupils in Year 11. 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. Extra teaching time to be utilised in Year 11 as in previous years. PiXL build-up and resources to be used with those pupils in Years 10 & 11 with reduced curriculum offer timetables to focus on English, Maths and Science. | 1, 2 & 3 |

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

Budgeted cost: £426,705.50

| 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 to maximise their learning experience. EEF Evidence Review: 'Improving behaviours in schools Improving Behaviour in Schools Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net) | 4 |
| Children's Centre | BIT will work with small groups of pupils who are at risk of repeat suspensions. This will take place at the Children's Centre. The pupils who are identified as needing this extra support tend to work better in a smaller environment without the distractions in the main building. | 2 & 4 |

| | | |
|---|---|----------|
| 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. Provision mapping through Class Charts provides teaching staff with accurate and informed strategies to support the pupil. EEF Evidence Research: SEN in Mainstream Schools EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net) | 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. EEF report stresses the importance of the need for wider strategies which address the non-academic barriers to success which have a considerable influence on attainment. https://d2tic4wvo1iusb.cloudfront.net/production/documents/School_Planning_Guide_2022-23.pdf?v=1702304823 | 3, 4 & 5 |
| 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 to forge positive relationships and to identify barriers to good attendance. EEF Evidence Review: Attendance and rapid evidence assessment https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702317638 | 4 |
| Parental Support | Family support workers and/or specialist counsellor will work with an identified cohort of pupils. EEF Research – Parental Engagement Parental engagement EEF (educationendowmentfoundation.org.uk) | 6 & 7 |
| Contribution to trips and events | Families are asked to contribute to trips and events. We will subsidise trips, events if we believe the pupil will miss out on the activity. EEF Evidence Review: Parental engagement | 7 |

Total budgeted cost: £521,705.50

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 2022 to 2023 academic year.

| Challenge number | Aim | Outcome/Impact |
|------------------|--|---|
| 1 | To improve pupil's literacy skills | <ul style="list-style-type: none"> • Identification of Year 7 pupil's reading age in their first term. All pupils have their reading ages recorded on Class Charts and Sims - lesson planning is more reading age appropriate • 56 PP pupils participated in the Lexonik Advanced Programme – they made an average of 33 months on their reading age • There is a whole school strategy in place to support pupils' improvement in reading. All staff have received Lexonik training around decoding of key words in their subject areas • Standalone reading lessons incorporated into the English curriculum - Pupils are reading more on a weekly basis, building up confidence and ability • Pupils are rewarded for engagement with reading. 52% amount of PP pupils attended the reward trip • Therapy dog incorporated into 7G's reading lesson in the LRC to build self-confidence - 63% of pupils who read to the therapy dog are PP – verbal feedback positive • HLTA in English, targeted pupils for intervention across all year groups. |
| 2 | To improve pupil's numeracy skills | <ul style="list-style-type: none"> • Identification of Year 7 Maths ability in their first term. All pupils are set according to ability (3 maths streams) • Implementation of the White Rose Maths Programme – pupils are taught in small groups and confidence has been improved • Assessment booklets and intervention booklets embedded in the curriculum • HLTA in Maths, targeted pupils for intervention across all year groups. |
| 3 | To improve outcomes | <ul style="list-style-type: none"> • See data table below for external Year 11 examination data • Rigorous tracking of PP pupil's outcomes via assessment data – targeted for intervention • Support mechanisms in place to support confidence/aspirations (HoY support, mentoring, priority for 1:1 careers meetings, trips to college taster sessions, rewards trips) - all PP have at least 1:1 careers interview and access to attend the post 16 provider visits • National Tutoring Programme – 42% of pupils targeted for the programme were PP pupils • HoY stay with their year group throughout the 5 years and consequently have a good understanding of their pupils. All pupils can identify a member of staff they can speak to (pupil survey 2022 & 2023). |
| 4 | To improve standards of behaviour, including the reduction of suspensions | <ul style="list-style-type: none"> • Additional post of 'Behaviour Lead' to provide more 'on the ground' support for teaching staff and the pastoral team. Consistency with the implementation of the trigger system and the reintegration meetings. • Analysis of behaviour incidents includes PP breakdown. Additional focus on identifying barriers to learning |

| | and exclusions | <ul style="list-style-type: none"> Data windows followed swiftly by movement windows to support pupils accessing the appropriate curriculum <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Pupils</th> <th>Number of Incidents</th> <th>Number of sessions</th> <th>Permanent Exclusions</th> </tr> </thead> <tbody> <tr> <td>2022 - 2023</td> <td>116</td> <td>424</td> <td>1600</td> <td>2</td> </tr> <tr> <td>2021-2022</td> <td>78</td> <td>216</td> <td>687</td> <td>2</td> </tr> </tbody> </table> | Year | Number of Pupils | Number of Incidents | Number of sessions | Permanent Exclusions | 2022 - 2023 | 116 | 424 | 1600 | 2 | 2021-2022 | 78 | 216 | 687 | 2 |
|--------------------|--|--|--------------------|----------------------|---------------------|--------------------|----------------------|--------------------|-----|-----|------|---|------------------|----|-----|-----|---|
| Year | Number of Pupils | Number of Incidents | Number of sessions | Permanent Exclusions | | | | | | | | | | | | | |
| 2022 - 2023 | 116 | 424 | 1600 | 2 | | | | | | | | | | | | | |
| 2021-2022 | 78 | 216 | 687 | 2 | | | | | | | | | | | | | |
| 5 | To improve attendance and reduce persistent absence | <ul style="list-style-type: none"> A HoY has an additional responsibility for attendance – breakdown includes PP data and actions taken to improve attendance The school has 2 appointed attendance officers to focus on working with pupils and their families to improve attendance – priority focus on PP pupils Regular rewards to acknowledge good and improving attendance – PP focus included Home visits by attendance officers follow the school's procedures, PP are a priority. | | | | | | | | | | | | | | | |
| 6 | To improve parental engagement | <ul style="list-style-type: none"> All parents are informed about up-and-coming events. Follow-up calls have a PP focus – attendance at parents evening continues to be between 60 – 65%. Attendance at the Year 11 revision evening is lightly higher at 68% Hard-to-reach families, especially PP are prioritised in communication – we send emails, reminder texts and telephone calls Engagement through non-threatening events e.g. coffee mornings, musical events. | | | | | | | | | | | | | | | |
| 7 | To support families with the cost-of-living crisis | <ul style="list-style-type: none"> All HoY and the pastoral team are aware of the PP pupils within their year groups – they communicate with families to support with uniform, food etc. Regular phone calls home by key works within the pastoral team to ensure that everything is ok – visits to the home are made if applicable Staff donate regularly to the school's food bank – PP pupils are prioritised Breakfast club contributed to so that costs are accessible for families PP pupils are prioritised to support with uniform, stationery, trips 30% of pupils who attend subsidised music lessons are PP pupils. | | | | | | | | | | | | | | | |

Due to the impact of Covid – 19, pupils were awarded Teacher Assessed Grades * in the summer of 2021. Comparable data for Progress 8 is not comparable.

| | 2021 * | 2022 | 2023 |
|-------------------------------|----------------|-------|-------|
| A8 | 40.26 | 32.95 | 33.4 |
| P8 | (N/A for 2021) | -0.85 | -0.67 |
| Number of PP pupils | 66 | 72 | 57 |
| P8 in English | -0.78 | -0.66 | -0.69 |
| P8 in Maths | -1.06 | -0.91 | -0.70 |
| P8 in Ebacc | -0.99 | -1.25 | -0.57 |
| P8 in open | -0.48 | -0.57 | -0.42 |
| 4+ English & Maths | 48.5% | 40.3% | 31.6% |
| 5+ English & Maths | 34.8% | 15.3% | 17.5% |
| 7+ English & Maths | 2% | 0% | 7% |

| | | | |
|----------------------|-----|-------|-------|
| % Ebacc entry | 27% | 26.4% | 24.3% |
|----------------------|-----|-------|-------|