

Pupil premium strategy statement

This statement details Haywood Academy'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	Haywood Academy
Number of pupils in school	1137
Proportion (%) of pupil premium eligible pupils	470 students (not including Y7 2021 intake yet) = 41.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mike Dawes
Pupil premium lead	Victoria Taylor
Governor / Trustee lead	Kath Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£481,320 based on last year's figures and 504 students.
Recovery premium funding allocation this academic year	£73,080 (based on 504 students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£554,400

Part A: Pupil premium strategy plan

Statement of intent

At Haywood Academy, our core values of Aspire, Respect, Community and Hard Work are at the heart of everything we do. We have relentlessly high expectations and our intention is to ensure students make outstanding progress and that the curriculum removes any potential barriers to learning. We want our students to leave with the knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the Academy.

At Haywood, our students will;

- experience a deep, broad and knowledge rich curriculum;
- be literate and numerate and develop a love of reading and Maths;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of literacy and numeracy on entry for Pupil Premium students.
2	Disadvantaged students are making less progress than their more affluent peers across KS3 and KS4.
3	Disadvantaged students are at a higher risk of internal and fixed term suspensions and withdrawal from lessons.
4	Attendance rates of Pupil Premium entitled students are lower than non-Pupil Premium students.
5	Lack of student aspiration and lower resilience.
6	Less parental support and engagement particularly at events such as parents' evenings.
7	Inconsistent systems for identifying barriers to learning such as the social and emotional challenges that students and families face outside

	of school, which will have a negative impact on their ability to access an education to the fullest extent.
8	Students lack some of the self-reflective/self-regulatory skills that they need (skills linked to meta-cognition).
9	Some students come from homes that are unable to support a positive reading culture and do not have access to quality books and learning environments away from school.

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
High levels of progress within numeracy and literacy for Pupil Premium students across all year groups.	<p>Reading and numeracy tests will establish the baseline and show improvement and progress over time. Increased percentage of Pupil Premium students will be on target for their Academy Expectation (AE) in English and Maths by the end of the academic year 2023, in comparison with 2019-2020.</p> <p>Students eligible for Pupil Premium will make more rapid progress in Key Stage 3 so that they meet age related expectations and make the expected levels of progress in line with National figures. Effective and accurate use of data is used to set aspirational targets and inform quality teaching and feedback. Students will receive more quality feedback from a wider range of staff with evidence of coaching from form tutors after key assessment points. Staff to be more target focussed which will raise progress and attainment. A continued and relentless improvement on the quality of teaching for all students. The EEF states that the best outcomes are evident when resources are used to improve the quality of teaching for all.</p>
Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.	Outcomes for current Y11 students and Year 11 Pupil Premium students will show sustained improvement on GCSE outcomes with differences diminishing year on year. Achievement Updates (AU) will show the internal gap decreasing between Pupil Premium students and non-Pupil Premium students over time. Students eligible for Pupil Premium will make more rapid progress in Key Stage 3 so that they meet age related expectations and make the expected levels of progress in line with National figures.
Lower suspension figures and internal seclusion	Robust tracking and monitoring of internal and external suspension on a fortnightly basis, will show improvements

<p>figures for Pupil Premium students across all year groups. To continue to raise the standards of behaviour across the whole school and therefore Pupil Premium eligible students, to ensure consistent exceptional standards of behaviour so that quality first teaching can be delivered and barriers to learning removed.</p>	<p>over time. Students' will be given further opportunity to discuss their behaviour within the 'Seclusion Room' and if required, the Hub. Fewer behaviour incidents and more engagement with the rewards system recorded on the school system. Evidence of positive Mindset language in feedback (both verbal and written) and language related to our Academy values used throughout. Use of language and positive Mindset theories in lessons. Evidence of students having a positive approach in their work and their conversations/aspirations. Evidence of expected levels of progress/attainment or a reduction in negative BFL incidences from students who have accessed in school or other agencies. Restorative justice applied where necessary.</p> <p>Reduction in the number of students accessing the Seclusion Room due to poor behaviour, which will in turn lead to a more targeted approach on key students.</p>
<p>Increased punctuality and attendance rates of Pupil Premium students.</p>	<p>Weekly attendance tracking of Pupil Premium students. Reduction in the number of persistent absenteeism will be well below the national threshold for all students of 10%. Reduce the number of persistent absentees among students eligible for Pupil Premium. Increase the percentage attendance of Pupil Premium eligible and FSM pupils to national expectations. More students/families engage successfully with the school/ external agencies where appropriate. The attendance officer will support families with achieving excellent attendance. Students will show a positive response to the rewards system where high attendance is recognised and celebrated. Students are also made aware of the impact that low attendance can have on their education through assemblies, displays around the Academy and Form Tutor discussions.</p>
<p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>Mental health and wellbeing surveys carried out and analysed. Behaviour data and destination data monitored against previous cohorts. Visits and opportunities arranged to raise aspirations and motivational speakers/business talks utilised to raise self-belief and 'can-do' attitude.</p>
<p>Improved dialogue between the Academy and parents. Increased rates of attendance at parents' evenings, preference evenings and other whole academy events.</p>	<p>Average attendance at events to be above 85%. Parent voice data gathered during parents' evenings and monitoring of SIMS communication plans/ Initiatives recorded. Increased number of Pupil Premium eligible families in attendance at parent and information evenings. Parents engaging with the various methods of school/home communication such as the school app. Engagement with additional meetings/ sessions. Engagement with parent/child reading focused activities and social evenings. Successful communication and outcomes for students and families working with the school and external agencies.</p>

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. We will spend this money and premium on evidence-based approaches to support our pupils. Activities include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High levels of progress within numeracy and literacy for Pupil Premium students across all year groups.</p> <ul style="list-style-type: none"> - Quality First Teaching including feedback and live marking within lessons. - High quality planning and sequencing of SOW. 	<p>All strategies are recognised by the EEF and Sutton Trust as the most effective strategies for diminishing the difference. This approach is supported by a body of research which has found that excellent teachers are especially important for pupils from disadvantaged backgrounds. See Sutton Trust (2011) and Social Mobility Commission (2014b).</p> <p>The EEF toolkit and John Hattie’s Visible Learning, indicates that in reading, one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to catch up with their peers. The DfE briefing for school leaders November 2015 ‘Supporting the attainment of disadvantaged pupils’ states that successful schools offer tailored support from a Learning Support Practitioner trained in literacy interventions. The EEF Teaching & Learning Toolkit lists reading comprehension strategies as having high impact for very low cost with estimated impact of 6 months progress.</p> <ul style="list-style-type: none"> - Learning Walks. - Departmental minutes of meetings. 	<p>1 & 2</p>

	<ul style="list-style-type: none"> - SLT Line Management meeting minutes. - Teaching and Learning quality assurance calendar. - Whole school Literacy development; peer tutoring approaches; - Whole staff training on vocabulary acquisition and reading for inference techniques. - Specific training for Learning Support Practitioners. - Reading events and competitions. <p>Literacy co-ordinator to focus on 'Closing the Vocabulary Gap' across all subject areas.</p>	
Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.	<p>GCSE outcomes Summer 2022 will show improvements across headline measures but some gaps remain. There are smaller gaps between PP and non PP students' rates of progress in other year groups.</p> <p>The EEF evidence indicates that in mathematics, one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to diminish the differences with their peers.</p> <p>The EEF evidence indicates that mastery learning in areas like mathematics can enable disadvantaged learners to catch up with their peers with an average of 5 months' improvement.</p>	1 & 2

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.	The EEF evidence indicates that metacognition and self regulation approaches aim to help pupils think about their own learning and teach them the skills to choose the most suitable strategy for a given task. Motivation and willingness to engage are	1,2,3,4,5

<ul style="list-style-type: none"> - SEND team to continue to support students and develop their Student passports. - Student Passports to be used by all teaching staff to support the planning for progress of all students in lessons. 	<p>improved. High impact for very low cost and improvements of 7 months noted.</p>	
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>The DfE Nov 2015 briefing to school leaders states that, 'Schools can respond to the complexity of disadvantaged pupils' needs by ...(adopting) 'a whole school approach promoting learning which sets high aspirations for all pupils'. Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.</p> <p>To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes.</p> <p>Address the issue that nationally access to FE and HE rates are lower for disadvantaged students.</p> <ul style="list-style-type: none"> - Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including 	<p>5,7,8,9</p>

	<p>FE/post 16 college visits and essential GCSE/BTEC trips.</p> <ul style="list-style-type: none"> - City College experience for all Y10 and Y11 students to raise aspirations and give a glimpse of college life - In-house impartial and fully qualified careers adviser and CEIAG co-ordinator as well as SLA Careers Advisor. - Informed students, making informed choices about their futures. - Visits to universities, colleges and other providers to enrich students' knowledge of future options. - Local colleges and Post 16 providers attend every Y10 and Y11 Parents evening. - Local colleges and providers attend Y9 Preference Evening. 	
<p>Improved dialogue between the Academy and parents. Increased rates of attendance at parents' evenings, preference evenings and other whole academy events.</p>	<p>Local colleges and providers attend Y9 Preference Evening.</p> <p>PSHE days throughout the year invite local businesses' into the academy to meet with our students.</p> <p>Careers fair event once per year for Y9, Y10 and Y11.</p>	<p>4, 6, 8</p>
<p>Improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p> <p>Reduced suspension figures and internal</p>	<p>Pupil Premium students account for over half of school exclusions and Pupil Premium students make up majority of CP referrals.</p> <p>Monitoring shows that Pupil Premium students are more likely to be internally excluded from lessons than their more affluent peers.</p>	

<p>seclusion figures for Pupil Premium students across all year groups.</p>	<p>The EEF Toolkit states that social and emotional learning has moderate impact for moderate cost with 4 months' improvement noted.</p> <ul style="list-style-type: none"> - Educational Psychologist to work with disaffected and disengaged Pupil Premium students in small groups or one-to-one to provide emotional support with a view to overcoming barriers to learning. Need identified by inclusion team. - Vulnerable students identified in weekly safeguarding team meetings and key worker assigned to individual students to provide emotional support and/or signpost outside agencies where appropriate with a view to overcoming barriers to learning. 	
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Total budgeted cost: £ 554,400

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.

- Revision Material was provided to supplement the learning beyond the academic day – this had impact on 170 KS4 students.
- All PP students had full access to Century Tech/Maths Watch/Just Maths that could be utilised at home and in school. Additional work was set and completed for intervention.
- Chromebook support/ purchase/borrow scheme for PP students was in place and had impact on all 504 disadvantaged students.
- PP department disadvantaged leads were utilised to support, monitor, track and intervene with the progress of PP students.
- Attendance Officer: links with PP and cross phase with Primary Schools – working with families across the key stages to ensure all students are able to attend school on time.
- Form time mentoring programme was used to raise literacy levels of age 9.9 and below reading age students, through Guided Reading. Our SENCO identified students requiring additional support.
- Student Services had control of a portion of the PPG budget ‘Front Line Services’ in order to provide day to day assistance to our most vulnerable and in need students. This was used to provide alarm clocks (attendance), school bags and stationary as well as personal hygiene/toiletries for those students who arrive to the academy without. Year 7 – 11 partial funding was available in individual circumstances for uniform.
- Students were rewarded for punctuality, hard work and perseverance in class and meeting our ARCH values. Certificates were issued by Performance Leaders after each data collection point – Achievement Update (AU).
- KS3 students were invited to attend after school clubs that raised aspirations giving opportunities to engage socially. STEM club, film club, art club and sports clubs were all ran where possible.
- Food hampers and vouchers provided for families during lockdown.
- Resources provided for lockdown.
- Investment in technology to support disadvantaged learners working from home.

Pupil Premium Allocation 2021

Actions	Cost (£)
Nominated PP Champion (1.0fte)	28000
Assistant Performance Leaders X5 (0.2fte)	35,542
Attendance Officer (0.2fte)	5000
Learning Support Practitioner x3 (1.0fte)	68475
SENDCO (0.2fte)	15000
Senior Inclusion Leader (0.2fte)	8000
Teacher – Literacy Co-ordinator (0.2fte)	11453
Teacher – Numeracy Co-ordinator (0.2fte)	12000
Senior Vice Principal – Tracking, Strategic, Intervention (0.2fte)	18383
Vice Principal – Teaching and Learning (0.2fte)	13,000
Vice Principal – Behaviour and Attitudes (0.2fte)	11,000
Senior Lead Practitioner – Culture and Ethos (0.2fte)	8500
Tutoring and Mentoring staff	45,000
Other teaching staff	155000
Capitation Contributions (22%)	60000
Chromebook support	10000
Curriculum Subscriptions (22%)	3,440
Food Technology Ingredients Year 7,8,9	3200
Uniform	1000
Front Line Budget	9000
Visits and trip contributions	4000

Revision materials and departmental resources	9000
Rewards	2000
Duke of Edinburgh Award	2000
Loch Eil Residential	1000
Staffing costs	434,353
Capitation	60,000
Other Strategies	44,640
Contingency	15,407
Total = Based on 504 students entitled to Pupil Premium Funding and Recovery Premium	554,400