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HORBURY ACADEMY PUPIL PREMIUM STRATEGY IMPACT STATEMENT 2019-2020 (Covid-19)

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2019-2020

**Horbury Academy Strategic Priorities**

<p><b>Key Priority 1 Leading Success</b> Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes for young people across the academy.</p>	<p><b>Key Priority 2 Achieving Success</b> All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p><b>Key Priority 3 Securing Success</b> Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p><b>Key Priority 4 Developing Success</b> All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high-quality professional development and partnerships.</p>	<p><b>Key Priority 5 Standards for Success</b> All students maintain the highest standards for success across all aspects of academy life.</p>	<p><b>Key Priority 6 Supporting Success</b> All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>
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Having reviewed the impact of our 2018-19 Pupil Premium spending, the Educational Endowment Foundation Pupil Premium Toolkit (EEF), the National Foundation of Educational Research (NFER) ‘seven building blocks for success’ and our Horbury Academy vision and six key priorities; these have been used to underpin our Pupil Premium strategy for 2019-20 and to inform effective use of premium funding.

## Pupil Premium Impact Statement – for academic year 2019-2020

Summary information					
School	Horbury Academy				
Academic Year	2019-20	Total PP income	£277,790	Date of most recent PP Review	06/19
Total number of pupils	1063	Number of pupils eligible for PP	271	Date for next internal review of this strategy	04/20

Year	PP overall number	PP Male	PP Female
7	57	30	27
8	52	26	26
9	55	38	17
10	60	28	32
11	54	30	24

### Review of expenditure 2019-2020

The table below has been used to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targetted support and support whole school strategies. The original plan was devised during Covid-19 and this because a live plan that was monitored during this time. Specific actions that were undertaken during Covid are highlighted in grey at the bottom of each barrier.

Barrier to learning	Strategy and intended outcome	Lessons Learned	Impact	To be continued 2020/21
<b>Barrier A</b>	<b>Teaching and Learning</b>			
Staff understand and use strategies to improve teaching and learning and give appropriate	<b>Accord Disadvantaged First strategy</b> - To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through achieving whole school <b>consistency</b> within the eight	<ul style="list-style-type: none"> <li>- The strategy document was accessible to all staff.</li> <li>- It needed a follow up document with how it would be monitored and its</li> </ul>	The strategy raised the profile of PP focus areas across the Academy in the short term as was evidenced through SLT learning walks, pupil voice	Yes

<p>intervention and support to help pupils learn.</p>	<p>key areas of the Accord Disadvantaged First strategy.</p>	<p>intended impact.</p> <ul style="list-style-type: none"> <li>- It needs regular reference to in CPD to maintain its high profile consistently across staff.</li> <li>- It needs to work alongside T&amp;L quality assurance processes.</li> <li>- Approach should continue to be refined to ensure even greater impact.</li> <li>- Continued use of one-page documents on key parts of strategy to further raise profile and focus.</li> <li>- During Covid continued focus on Disadvantaged First strategy through Remote Learning.</li> </ul>	<p>and work scrutiny. With the lessons learned, amendments and continuation of working alongside other Disadvantaged strategies, the long-term impact will increase.</p>	
	<p><b>Quality first teaching and learning</b> - To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through the raising awareness of and sharing good practice between leaders, teaching staff and support staff. Teachers receive regular bespoke CPD on high quality Teaching and Learning, assessment and feedback for all learners. This will develop the work of the Sutton Trust and EEF and embed the Accord Classroom strategies.</p>	<ul style="list-style-type: none"> <li>- Continued embedding of the Accord Classroom.</li> <li>- Regular and bespoke CPD developed quality first teaching and learning.</li> <li>- Need to further develop research and pedagogy around T&amp;L and disadvantaged pupils.</li> </ul>	<p>88% of lessons judged as at least 'effective' or highly effective through Academy QA processes.</p>	<p>Yes</p>
	<p><b>Developing leaders</b> - To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through bespoke CPD for all leaders. Leadership CPD will focus on gaining consistency with leading on effective impact</p>	<ul style="list-style-type: none"> <li>- Leadership weekend included a focus on the Disadvantaged First Strategy.</li> <li>- Further development of middle leader strategies needed for sharing good practice.</li> <li>- Regular disadvantaged focus through SLT line</li> </ul>	<p>Profile of the Disadvantaged First Strategy was raised. Further and continuing CPD needed, especially with new staff and focus with middle leaders through SLT line management.</p>	<p>Yes</p>

		management meetings and appraisal.		
	<p><b>Accord AIM meetings Years 7-11</b> - To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through amending and developing the Accord AIM interventions to proactively meet the needs of our disadvantaged learners. To enable the tailoring of intervention to specific subject areas and barriers. To raise awareness of disadvantaged student barriers and share good practice.</p>	<ul style="list-style-type: none"> <li>- Regular Subject AIM meetings held for Years 7-11.</li> <li>- Good focus on Disadvantaged cohort with SLT and CTLs.</li> <li>- Student AIM guidance helped achieve consistency across all meetings.</li> <li>- Interventions strengthened for PP cohort.</li> <li>- Increased awareness of disadvantaged pupil barriers.</li> <li>- Year 10 and 11 AIM meetings led to an increased focus on the Year 10/11 PP cohort a year 11 mentoring scheme.</li> <li>- Continued AIM meetings during Covid.</li> </ul>	<p>Due to centre assessed grades then there is no performance data for this year.</p> <p>All AIM meetings held had a disadvantaged first focus. Records of meetings show that these students were targeted for interventions both at Core AIM and within Subject AIMS. PP students were regularly attending Period 7 interventions.</p> <p>During Covid-19 pandemic, Student AIM documents were used to target the PP students for whom remote learning may be an issue, engagement with remote learning was monitored for these students first and contact was made to support remote learning with these learners and their families.</p>	Yes
	<p><b>COVID 19 supporting remote teaching and learning – <u>Show My Homework</u></b> (SMHW) remote learning platform used during school closure (23 March 2020 onwards).</p>	<ul style="list-style-type: none"> <li>- PYL and SLT increased focus on SMHW submissions throughout the school closure and with increased contact home.</li> <li>- Reward postcards and positive phone calls made throughout.</li> <li>- Support phone calls also made where needed.</li> </ul>	<p>Increased support offered and parental awareness of work submissions achieved but did not always lead to an increase in work rate and engagement for some students.</p> <p>Tracking and monitoring of students that have been given ICT. Those that aren't</p>	Yes

			<p>engaging will be asked to attend school in a lock down situation and asked to complete the work as part of the ECP provision.</p> <p>SMHW has been replaced with Teams. This is a platform that has a higher capability of interaction with students and allows for more detail within feedback of work submitted by students as well as opportunities for live learning in the right scenario. There is one place for students to go to complete work and alongside the SharePoint, will ensure that students are well informed about work being set and developments within the academy.</p>	
	<p><b>COVID 19 additional support – <u>Laptops and dongles</u></b> for support with remote learning.</p>	<p>- All Year 7,8, 9 and 10 PP pupils supplied with a school laptop and dongle (where needed) to support remote learning.</p>	<p>The laptops were well received and used in the majority of cases.</p> <p>Y10 - 12 laptops issued  Y9 – 6 laptops issued  Y8 – 6 laptops issued  Y7 – 11 laptops issued  75% engaged with remote learning more following distribution of laptops at a cost of £13,157.49.</p>	<p>Yes</p>
<p>Total</p>				<p>Pre-Covid - £2,500  Post Covid - £15,675.49</p>

Barrier B	Homework/Revision/Organisation			
<p>The in-school gap between Pupil Premium and Non-Pupil Premium pupils indicate they need extra support with homework and revision for examinations.</p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through offering support for pupils with homework and revision.</p>	<p>- KS3 homework club staffed but needs its profile raising especially with KS3 through a clearer process of referral by subject teachers linked to new homework policy.</p>	<p>Homework Club facility advertised around the academy and supporting materials sent to all form tutors with a request to display on noticeboards. Colour printer installed, making HC more appealing as pupils can complete all aspects of work for all subject areas. Pupils information, including their form and year group is recorded. Students that have PP status are identified. Information sent to SLT termly. Headline figures:  <b>Autumn half – term 1</b>  Homework Club (open 36 days). Collective number of KS3 students listed as attending = 327 across 36 days. Collective number of students with PP status = 127 across 36 days.  <b>Autumn half – term 2</b>  Homework Club (open 31 days). Collective number of KS3 students listed as attending = 432. Collective number of students with PP status = 175 across 31 days.  <b>Spring half – term 1</b>  Homework Club (open 26 days). Collective number of KS3 students listed as attending = 285. Collective number of students with PP status = 95 across 26 days.</p>	<p>Yes</p>

			<b>Spring half – term 2</b> Homework Club (open 18 days before enforced closure). Collective number of KS3 students listed as attending = 237. Collective number of students with PP status = 66 across 16 days.	
	Year 11 mentoring programme set up with 20 year 11 PP pupils having individual mentor to focus on revision, attendance, homework and pastoral	- Earlier launch needed in 2020-2021 to ensure programme is in place before PPE1 in November 2020	Between DP1 and DP2 75% of all yr11 mentees improved their P8 score	Yes
	<b>COVID 19 additional support – <u>revision guides</u></b> bought in and issued to all Year 10 PP pupils.	- All core and option revision guides bought in and given to all Year 10 PP pupils at a cost of £3,907.92.	Revision guides only handed out term 3. To increase impact, they need to be actively used as part of homework set next academic year.	Yes
Total				Pre-Covid - £1,148 Post Covid £5,055.92
<b>Barrier C</b>	<b>Numeracy and Literacy</b>			
A higher proportion of pupils in the Pupil Premium group arrive with below average English and Maths skills. Some pupils eligible for the Pupil Premium have reading ages significantly below their chronological reading age.	<b>Literacy support – <u>Reading Matters Intervention and KS3 Step Up Group</u></b> – Years 7 & 8 - Disadvantaged pupils whose reading age falls below 10.3 to take part in a Literacy programme and Reading programme led by a Literacy lead. Pupils tested termly using the Salford Reading Test. Minimum 6+ month's improvement on reading age.	- Literacy cohorts had already been set by September 2019 with a small cohort of PP included. - Opportunity to work with the literacy lead in September 2020 to increase the focus on PP pupils. - Reading matters intervention stopped during Covid and was replaced by Covid 19 Additional Literacy support (see below)	Impact before lockdown. Sept 2019 – Dec 2019 25 pupils accessed RM intervention. 24 pupils made between 3 months and one year's progress. Jan 2020 – March 2020 19 pupils accessed RM intervention. 18 pupils made between 3 and 9 months progress. Year 8 withdrawal English group All pupils reading ages in the group increased by 3 or	Yes

			<p>6 months. Three year 8 PP pupils were given additional dyslexia intervention and the use of a laptop in lessons to increase their work rate. 2 pupils have successfully moved up into mainstream lessons following this intervention.</p> <p>Year 7 withdrawal English group. All pupils received behaviour grades of either good or excellent for their ATL grade. All pupils increased their reading age by 3, 6 or 9 months. 2 pupils have successfully moved up into mainstream English lessons.</p>	
	<p><b>Literacy support – Targeted group in English Years 8 and 9</b> - Additional group created to support pupils with literacy with lead practitioner or head of Department.</p>	<ul style="list-style-type: none"> <li>- Year 8 and 9 pupil premium groups were led by EEL and DK1, an experienced and senior English colleague and the CT</li> <li>- Group standardisation meetings were held half-termly from September through until March and this ensured that a body of evidence was collated to show improvement</li> <li>- bespoke scheme of work created for a greater level of accessibility, engagement, and progression with the Year 9 group. This included a clearer focus on fiction reading, basic understanding of language and structure and through comprehension tasks.</li> </ul>	<p>Year 8 – 12/18 pupils made at least a step of progress in all topics of the main Year 8 curriculum prior to lockdown.</p> <p>Year 9 - 13/18 students made a step of progress on the personalised reading scheme after 6/18 had made a step of progress in prior topics.</p>	Yes
	<p><b>Numeracy support - Numeracy group</b> – Year 7 - Disadvantaged pupils identified through KS2 SATs to be <i>below</i> expected progress (below 95) are to receive form</p>	<ul style="list-style-type: none"> <li>- Numeracy cohorts had already been set by September 2019 with a small cohort of PP included.</li> </ul>	<p>100% of all disadvantaged pupils had made positive progress on their score. Group made an average</p>	Yes

	time numeracy intervention - 3 times a week. Co-ordinated by Numeracy Lead.	<ul style="list-style-type: none"> <li>- Opportunity to work with the numeracy lead in September 2020 to increase the focus on PP pupils.</li> <li>- Numeracy support was stopped during Covid and was replaced by Covid 19 Additional Literacy support (see below)</li> </ul>	improvement of 24.7% in their results across all four units within the programme.	
	<b>COVID-19 additional literacy support – <u>Literacy booster intervention</u></b> – continued literacy support during school closure using SMHW for Years 7 and 8.	<ul style="list-style-type: none"> <li>- A new Literacy Booster group set up on SMHW and led by a Lead English teacher.</li> <li>- Tailored work set weekly for this cohort.</li> <li>- Main barriers were a lack of IT (remedied by loaning of laptops) and/or a lack of IT confidence within the home.</li> </ul>	Impact increased following numerous phone calls home to support with IT issues.  <u>From the beginning to the end of the programme, there was a 10% increase in Year 7 and 16% increase in Year 8 who were actively engaged in the Literacy Booster materials.</u>	Yes
	<b>COVID 19 – additional numeracy support – <u>TTRockstars</u></b> – continued numeracy support during school closure using TTRockstars via SMHW for years 7 and 8	<ul style="list-style-type: none"> <li>- A new interactive maths app bought in (TTRockstars) to support with timetables fluency at an additional cost of £168</li> <li>- Main barriers were a lack of IT confidence within the home.</li> </ul>	Impact increased following numerous phone calls home to support with IT issues.  <u>From the beginning to the end of the programme, there was a 29% increase in Year 7 and 22% increase in Year 8 who were actively engaged in the Numeracy Booster materials.</u>	Yes
Total				Pre Covid - £84,829 Post Covid - £84,996.90
<b>Barrier D</b>	<b>Pastoral</b>			

<p>Many pupils have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.</p>	<p>SEMH and behaviour interventions to be supported through a tailored timetable of small group and one-to-one interventions, including: BEAM (anger management), social skills, hygiene, anti-social behaviour, mental health support, online safety and education, understanding consequences (recap of Academy rules and expectations), LGBTQ+ support, and others based on the individuals need. A reduction to internal and external exclusions.</p>	<ul style="list-style-type: none"> <li>- The Hub set up and Years 8,9 and 10 cohorts trailed.</li> <li>- The mix of the cohorts had a large impact on success.</li> <li>- Small cohorts worked better.</li> <li>- Positive individual success, especially from Y10 and Y11.</li> <li>- Pupil feedback was put in place early to gain insight into the effectiveness of interventions and support where hard outcomes couldn't be measured.</li> <li>- The need for outside agencies to support pupils within the Academy was recognised and implemented with an increase in pupils seen and hours in the building</li> <li>- Primary Practitioner, Kooth, Breakthru Project, School Nursing Team.</li> </ul>	<ul style="list-style-type: none"> <li>- Provision Mapping process launched to allow SENCo and Inclusion Coordinator to identify pupils needing intervention and place support quickly, with a focus on disadvantaged first.</li> <li>- BEAM has a 98% success rate in reducing sanctions for pupils who completed the course across all year groups.</li> <li>- Anti-Social Behaviour Intervention reduced incidents in the community almost fully with Y8 and Y9 being the targeted years.</li> <li>- Social Skills intervention reduced the number of bullying incidents in Y8 when combined with Restorative Practice.</li> <li>- The CAMHS Primary Practitioner engaged to provide 1:1 mental health support within the Academy. This alongside the mental health support offered within the Academy improved the pupil feedback from 'soft' targets such as pupils RAG rating their mental health and ability to cope and access lessons.</li> <li>- Kooth counselling has had a positive impact on the use of Time Out</li> </ul>	<p>Yes</p>
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			cards with Y10/11. 92% of pupils seen by Kooth reduced their need to be out of lesson for a time out.	
	<p><b>Accord AIM meetings Years 7-11</b> - To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through amending and developing the Accord AIM interventions to proactively meet the needs of our disadvantaged learners. To enable the tailoring of intervention to specific subject areas and barriers. To raise awareness of disadvantaged pupil barriers and share good practice</p>	<ul style="list-style-type: none"> <li>- Regular Student AIM meetings held for Years 7-11.</li> <li>- Good opportunity to review pastoral, attendance, behavioural issues and interventions for PP cohorts.</li> <li>- PYLs further focused on PP cohorts and interventions.</li> <li>- Further opportunity to look at how form tutors can be brought into this strategy to further enhance the monitoring of interventions and increase their impact.</li> <li>- Continued AIM meetings during Covid.</li> </ul>	<p>The process evidenced individual success stories for <b>pastoral</b>, attendance and behavioural barriers across all year groups.</p> <p>Specific year group cohorts need to be <b>identified</b> and shared amongst a wider body of staff to increase impact – a ‘team’ approach.</p>	Yes
	<p><b>Support with school resources –</b></p> <ul style="list-style-type: none"> <li>- School uniform,</li> <li>- School equipment e.g. planners</li> <li>- Food Technology ingredients</li> <li>- Additional Music lessons</li> </ul>	Pupils able to access any resources needed to access learning.	No PP pupils prevented from accessing the academy due to issues with uniform. PP pupils supported with resources to access Food Technology, Music and Art lessons where needed.	Yes
	<p><b>Pupil Premium Plus Strategy</b> - focus on improving attendance, behaviour and exclusions of pupil premium plus pupils.</p>	Each PP+ student had a PEP in place to ensure that they were receiving the best possible education package for them. This included access to laptops, tutoring, alternative provision and bespoke interventions where necessary.	3 PP+ students were excluded last academic year (27.27%), 2 were repeat exclusions (18.18%). No national data to compare to. Slight increase on the previous year (25% and 12.5%)	Yes

			2 PP+ students were in alternative provision. Laptops were provided for all PP+ students.	
	<b>Parental Engagement Strategy</b> - To increase parent engagement for our disadvantaged pupils through parental evenings and presentations.	<ul style="list-style-type: none"> <li>- Presentation to parents/carers on revision strategies well received with positive feedback.</li> <li>- Disadvantaged First priority phone calls had positive impact on Disadvantaged First attendance at parental evenings</li> </ul>	Review structure of parental evenings to increase engagement of parents/carers as turnout of parents low.	Yes
	<b>COVID 19 additional support</b> – Wellbeing phone calls and vulnerable focus	<ul style="list-style-type: none"> <li>- All pupils received a welfare phone call from form tutors.</li> <li>- PP/vulnerable students needing further support were regularly phoned.</li> </ul>	67 pupils were regularly contacted over the Covid closure. Of those expected to return only 2 are now serious PA, the rest have returned to the academy.	Yes
	<b>COVID 19 additional support</b> – 1-2-1 transition meetings with PP pupils and parents in July 2020	<ul style="list-style-type: none"> <li>- Phone calls to parents increased attendance</li> <li>- Involvement of SENCo, PYL and SLT links tailored meetings to specific needs</li> </ul>	95% of pupils attended 100% of pupils who attended have made transition to Horbury in September 2020	Yes
Total				£84,172.69
<b>Barrier E</b>	<b>Alternative Provision</b>			
An appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and	<b>Alternative Provision</b> – used to prevent exclusions and NEETs and re-engagement pupils in their education	<ul style="list-style-type: none"> <li>- Pupils to be matched to appropriate alternative provision to increase chances of success.</li> <li>- Use of U turns to be only for short term placements.</li> <li>- Elland Academy to be used for longer term placements.</li> </ul>	7 PP pupils across the school in alternative provision last year. 5 are still in education or training, one is NEET and one was permanently excluded.	Yes

external exclusion.	<b>California Drive provision</b> – new MAT alternative provision opened February 2020 to reduce exclusions and improve engagement	<ul style="list-style-type: none"> <li>- Will re-open in September not at full capacity.</li> <li>- To be used primarily as a short and medium term intervention to re-engage pupils into mainstream.</li> </ul>	X1 pupil has successfully accessed Early College Transfer following work at California Drive X2 pupils had reduced exclusions following work at California Drive	Yes
Total				£75,305
<b>Barrier F</b>	<b>Attendance</b>			
An attendance gap exists between Pupil Premium pupils and Non-Pupil Premium pupils, (in particular PA pupils).	<p>To work towards bringing the attendance data for all disadvantaged pupils at the academy in line with national and higher than 2018-19. This is a key aspect of our Accord Disadvantaged First Strategy – launched Sept 2019.</p> <ul style="list-style-type: none"> <li>- Use of school minibus to collect students,</li> <li>- EWO/PYLs to support with home visits,</li> <li>- Phone calls home.</li> <li>- PP always first to be called re: attendance</li> </ul>	<ul style="list-style-type: none"> <li>- Student AIM allowed an increased focus on PP attendance and further strategies to be put in place – form tutor, PYL or SLT 1-2-1 tracking, attendance weekly stickers, letters home and fast track.</li> <li>- Individual student successes, especially from 1-2-1 strategies.</li> <li>- Need for early co-ordinated intervention around PP attendance from PYL and SLT link</li> </ul>	<p>Specific interventions led to an increase in attendance. Numbers on fast track: Y11 = 5 Y10 =6 Y9 =10 Y8 =6 Y7 = 2 25 of 28 pupils were PP. 12/25 improved attendance</p> <p>Breakfast club for PP PA pupils. 20 students. 80% increased attendance following breakfast club intervention.</p>	Yes
Total				£37,992
<b>Barrier G</b>	<b>Enrichment and Aspirations</b>			
Many of our Pupil Premium pupils have had fewer life	Disadvantaged pupils of all abilities are prepared for college/job/ university interviews. NEET figures decrease on	All year 11 PP pupils are targeted as a priority for one to one Information, Advice &	62.5% of year 11's received a one to one career appointment up to the COVID	Yes

<p>experiences and have not taken part in the same breadth of events as Non-Pupil Premium pupil e.g. enrichment activities, school trips, sports teams and pupil leadership groups.</p>	<p>2018/19.</p>	<p>Guidance appointments.</p> <p>35 of the year 11's from 2019-20 cohort were seen for one to one career appointment</p> <p>All the Year 11 PP pupils had applied for a post 16 opportunities.</p>	<p>outbreak.</p> <p>All 56 year 11 PP pupils received an offer of learning to start at college as result of applying for post 16 opportunities to college, sixth form or apprenticeship.</p> <p>3 PP students had a NEET destination as of the 1st November 2020 which equates 5.3% of PP cohort for 2019 - 2020.</p> <p>They were 5 students who were NEET overall out of the whole 2019-2020 NEET cohort which equates 2.3% There were no unknown destinations. All students were accounted for.</p>	
	<p><b>COVID 19 additional support</b> – Summer holidays enrichment SMHW project set for Years 7-10.</p>	<p>A Life Project set for Years 7 and 8 pupils to further enrich their understanding of different faiths and key beliefs with wider world issues.</p> <p>A Careers Project set for Years 9 and 10 to support with their preparation for the world of work e.g. creating a CV and researching specific career/work interests.</p>	<p>This programme was rolled out to all year groups in school. However, completion rate for the summer projects was low.</p>	<p>No</p>
<p>Total</p>				<p>£10,834</p>
<p><b>Total Pupil Premium spending for 2019/20</b></p>				<p><b>£314,014</b></p>