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Horbury Academy  
**Pupil Premium  
Strategy Statement**  
2021-2022



A MEMBER OF  
**Accord**  
MULTI ACADEMY TRUST



Having the impact of our 2020-2021 Pupil Premium (PP) spending, the Educational Endowment Foundation (EEF) Pupil Premium Guide, the National Foundation of Educational Research (NFER) 'seven building blocks for success' and our Horbury Academy vision and six key drivers; these have been used to underpin our Pupil Premium strategy for 2021-2022 and to inform effective use of premium funding.

1. School overview	
Detail	Data
School name	Horbury Academy
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	240 (23%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicky Walker
Pupil premium lead	Steven Care
Governor / Trustee lead	Claire Hudders

2. Funding	
Detail	Amount
Pupil premium funding allocation this academic year	£228,723
Recovery premium funding allocation this academic year	£35,163
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	£263,886

3. Disadvantaged Pupil Performance – Current attainment (figures taken from most recent year)		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average 2021 outcomes	-0.52	0.53
Attainment 8 score average 2021 outcomes	39.68	55.79
Basics 4+ 2021 outcomes	54.35 %	79.22 %
Basics 5+ 2021 outcomes	32.61 %	60.39 %

#### 4. Statement of intent

At Horbury Academy we have the highest expectations of what every pupil can achieve regardless of their context or starting point with an aspiration to provide a world class education for all young people within our community. We are ambitious for all our young people, and we have a relentless approach to creating a positive ethos for learning and a success culture.

We understand that it is vitally important that we get the basics right, for example quality first teaching and attendance, as if these are not in place, standards of our pupil premium pupils will not improve, and their life chances will be affected.

Our actions and plans to address the challenges and barriers are evidence based and underpinning this is research from the following areas:

- The Education Endowment Foundation (EEF) Teaching Toolkit
- DfE guidance on Pupil Premium
- EEF National Disadvantaged study
- Evidence from schools within our Trust and local educational community
- National Education Trust practical guide on Pupil Premium

All members of staff and the governing body at Horbury Academy accept responsibility for our disadvantaged pupils and are committed to meeting their academic and pastoral needs.

#### 5. Challenges to future attainment (for pupils eligible for PP)

Academic challenges	
A.	<b>Teaching and Learning:</b> Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help pupils learn.
B.	<b>Homework/Revision/Organisation:</b> The in-school gap between Pupil Premium and Non-Pupil Premium pupils indicate they need extra support with homework and revision for examinations.
C.	<b>Numeracy:</b> A higher proportion of pupils in the Pupil Premium group arrive with below average maths skills.
D.	<b>Literacy Reading Ages:</b> A higher proportion of pupils in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some pupils eligible for the Pupil Premium have reading ages significantly below their chronological reading age
Additional challenges	
D.	<b>Pastoral:</b> 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.
E.	<b>Alternative Provision:</b> an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
F.	<b>Attendance:</b> An attendance gap exists between Pupil Premium pupils and Non-Pupil Premium pupils, (in particular Persistent Absence pupils).

6. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To close the gap by providing additional supplementary literacy support thereby raising the attainment of those pupils.	Gap between PP and national others decreases at GCSE.
B.	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those pupils.	Gap between PP and national others decreases at GCSE.
C.	Disadvantaged pupils do not feel 'disadvantaged' and are supported to achieve.	PP pupils better equipped to navigate Academy life and beyond.
D.	High quality wave one teaching for all pupils. Effective data driven intervention which supports pupils learning. Disadvantaged pupils feel supported, behave well and complete homework and revision.	Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged pupils are in line or lower than national others.
E.	Disadvantaged pupils access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures. Reduced rates of internal and external exclusion.
F.	To improve and secure attendance that is at or above national others for disadvantaged pupils, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
G.	Disadvantaged pupils experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

7. Strategies to overcome barriers					
Academic year	2021-2022				
i. Teaching					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Application of Disadvantaged First strategy across the Academy at all levels</b>	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils.	EEF Pupil Premium guide – <i>'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'</i>	Assistant principal lead on Disadvantaged First. Vice principal with strategic focus on Disadvantaged. Associate Assistant Principal supporting Disadvantaged First strategy in year 11 and leading Disadvantaged Teaching and Learning Staff Development group.	SCa	Via Accord Disadvantaged group Through regular line management meetings between AP and VP.  Subject and Pupil AIM meetings.  Weekly via agenda item at SLT meeting.

		<p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % PYLs salary to relentlessly focus on Disadvantaged First agenda every day within the Academy</li> <li>• Marketing costs for publicity materials re: Disadvantaged First strategy</li> </ul>	Disadvantaged 'One Pagers' covering 5 main barriers to future attainment to drive Disadvantaged agenda at all levels.		
<p><b>'Disadvantaged First' Quality First Teaching initiative ('One Pager')</b></p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff.</p>	<p>EEF Pupil Premium Guide – <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.”</i></p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % Lead Teacher salary in English and Maths to lead on development of initiative within curriculum areas and across the Academy</li> </ul>	<p>Development of whole school literacy strategy with continued focus on 'Think It, Say it' strands and launch of 'Read It' strand in 2021-2022. (Linked to DF strategy).</p> <p>Accord classroom principles focused towards Disadvantaged pupils and their progress as a priority.</p> <p>Whole school focus on the development of high-quality Teaching and learning (differentiation and stretch and challenge), aiming to raise quality of teaching across the academy.</p>	NAs	<p>Daily at SLT briefing.</p> <p>Weekly via agenda item at SLT meeting.</p> <p>Via Accord Disadvantaged and Quality of Education groups.</p> <p>Via Academy T&amp;L quality assurance systems.</p>

			<p>Staff Development Teaching and Learning Groups (e.g., questioning, connecting learning, literacy) meeting every 4-5 weeks having a specific pedagogical focus and focuses on strategies to help support our most disadvantaged pupils. Work then shared with other staff and good practice adopted across the academy.</p> <p>Ensure that recovery curriculum and teaching and learning within bespoke aspects of the curriculum are of the highest standards and impacts are monitored.</p> <p>Whole school CPD (e.g., assessment, SEND). SLT, CTL and governor quality assurance including pupil voice.</p>		
<b>Supporting Early Career Teachers</b>	All Early Career Teachers (ECTs, RQTs and one 'Legacy' NQT) are supported so they successfully complete their relevant year and develop teaching strategies to engage and support our disadvantaged pupils.	EEF Pupil Premium Guide - <i>"Spending on improving teaching might include...support for early career teachers. Ensuring...every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."</i>	<p>ECT part of Selby and Wakefield Teaching School Hub and UCL programme supplemented by bespoke CPD at Horbury.</p> <p>RQT programme for 2021-22 including professional mentor, CPD, 5% time for dedicated 'RQT days each term.</p>	SCa	Half termly review of progress for all Early Career Teachers End of academic year review for all Early Career Teachers.

		The premium will be used to fund:  Bespoke CPD at Horbury for ECTs	Bespoke 'Legacy' NQT programme with specific one-to-one mentoring from subject mentor.  Regular learning walks from SLT and subsequent intervention.		
				<b>Cost</b>	<b>£19,289.90</b>

ii. Targeted academic support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Application of Disadvantaged First strategy through subject and pupil AIMS</b>	<p>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.</p> <p>To enable the tailoring of intervention to specific subject areas and barriers.</p> <p>To raise awareness of disadvantaged pupil barriers and share good practice.</p>	<p>NFER report on <i>'How are schools raising the attainment of disadvantaged pupils?'</i> - <i>"Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance."</i></p> <p>Core, Subject and Pupil AIMS to tackle underperformance academically and ensure a Disadvantaged first focus.</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % of PYLs salary to lead the AIM process and follow up intervention</li> </ul>	<p>Pupil AIMS to be QA'd and challenged where necessary Trust wide guidance on ensuring consistency in all meetings.</p> <p>All Pupil AIMS to be held between PYL and relevant SLT link.</p> <p>Targeted academic mentors for year 11 disadvantaged pupils in Core subjects.</p>	BGi – subject AIMS SCa/PYL–pupil AIMS	As per the academy calendar.

<p><b>Development of a timely and focused year 11 mentoring programme for Pupil Premium pupils</b></p>	<p>Ensure high quality support provided for those PP pupils identified as having a 'barrier' to performance via mentoring.</p>	<p>Success of mentoring programme 2020-2021; e.g., 92% of mentees improved their P8 score from Data Point 1 and their final TAG, improving their P8 score by 0.93 on average.</p> <p>Several EEF studies show that academic mentoring has an impact on attendance and attainment.</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• Revision materials and guides for mentees</li> </ul>	<p>Pupils identified by pastoral and academic leaders.</p> <p>QA of mentors to ensure good placement between mentee and mentor.</p> <p>Early and focused intervention - Mentors to produce an action plan for PPE2 bespoke to each pupil.</p> <p>Elimination of paperwork to ensure that the interactions are purposeful.</p>	<p>ALy</p>	<p>At each DP, review and measure impact. Make changes where necessary or where the relationship has broken down.</p>
<p><b>Literacy interventions</b></p>	<p>Ability of our year 7 intake is understood so that focused intervention can take place to fill gaps in literacy.</p> <p>To close the gaps in literacy of identified PP pupils in years 8 and 9.</p>	<p>EEF Disadvantaged National Study shows PP pupils literacy skills are not as developed as non-PP pupils' literacy skills.</p> <p>Evidence from PP staff survey July 2021 shows that weak literacy is a barrier to success for our PP pupils.</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % Lead Teacher salary in English to lead on the development of literacy programs</li> <li>• Literacy programs</li> <li>• Literacy drop-down days</li> </ul>	<p>Baseline testing of all year 7 pupils in literacy and subsequent identification of pupils to intervene with.</p> <p>Re-grouping of year 7 pupils in English lessons.</p> <p>Use of academic tutors with key identified KS3 pupils as part of the National Tutoring Programme.</p> <p>Implementation of literacy interventions (e.g., Immersive learning drop down days, Literacy Planet, National Literacy Trust, Vertical Mentoring, Reading Matters)</p>	<p>KBD</p>	<p>At each data point entry At Directors meetings as agenda item.</p>



<p><b>Numeracy interventions</b></p>	<p>Ability of our year 7 intake is understood so that focused intervention can take place to fill gaps in numeracy.</p> <p>To close the gaps in numeracy of identified PP pupils in years 8 and 9.</p>	<p>A higher proportion of disadvantaged pupils arrive at the Academy with below average scores for maths in comparison to their peers.</p> <p>Research shows that <i>“for poorer pupils the difference between a good teacher and a bad teacher is a whole year’s learning”</i> [Supporting the attainment of disadvantaged pupils Briefing for school leaders DFE 2015]. It is for this reason to improve the progress and outcomes of our most disadvantaged pupils we need to prioritise firstly improving the quality of the curriculum and its delivery in maths of all pupils.</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % Lead Teacher salary in Maths to lead on the development of numeracy programs</li> <li>• Numeracy programs and resources</li> </ul>	<p>Baseline testing of all year 7 pupils in numeracy and subsequent identification of pupils to intervene with.</p> <p>Re-grouping of year 7 pupils in Maths lessons including a year 7 nurture group.</p> <p>Use of academic tutors with key identified KS3 pupils as part of the National Tutoring Programme.</p> <p>Implementation of numeracy interventions (e.g., TTRockstars, Numeracy Ninjas).</p> <p>Groups with a high proportion of disadvantaged pupils to be staffed with experienced quality specialist maths teachers.</p>	<p>DSi</p>	<p>At each data point entry At Directors meetings as agenda item.</p>
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<p><b>Transition support</b></p>	<p>One-to-one support for disadvantaged pupils through the transition process from primary school to Horbury Academy to ensure that pupils are prepared for their move to Horbury Academy and parents/carers are engaged with the Academy.</p>	<p>EEF evidence suggests that <i>“transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.”</i></p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• Transition programme and Supporting Success resources</li> <li>• % salary of EWO to target disadvantaged families in year 6</li> <li>• % of Lead Teacher in English and maths to lead on transition programme.</li> </ul>	<p>Close and regular liaison with primary feeder schools around PP pupils.</p> <p>One-to-one meetings/calls to all parents/carers of PP pupils in advance of transition.</p> <p>Virtual transition programme to run alongside physical transition.</p> <p>Year 7 Supporting Success evening.</p> <p>Transition Literacy and Numeracy programme.</p> <p>Year 7 Pupil AIM completed with barriers to learning identified along with subsequent actions.</p> <p>Year 7 literacy and numeracy catch up programme.</p>	<p>SCa</p>	<p>At each data point entry On point of year 7 admissions spreadsheet in May 2022 and subsequently through Transition Development Group.</p> <p>End of year pupil survey.</p>
					<p><b>Cost</b>    <b>£75,539.30</b></p>

iii. Wider strategies					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>'Disadvantaged First' Attendance initiative ('One Pager')</b></p>	<p>To ensure an improved attendance of the disadvantaged cohort, including PP PA pupils so that the gap between PP and non-PP attendance closes.</p>	<p>Evidence from PP staff survey July 2021 shows that attendance was seen as the main barrier to success for our PP pupils.</p> <p>EEF Pupil Premium Guide recommends that <i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance."</i></p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• Attendance officer salary to ensure a relentless daily focus on disadvantaged attendance</li> <li>• % of EWO salary to intervene with key disadvantaged pupils and their families who are 'persistently absent'</li> <li>• % of PYLs salary to intervene with identified disadvantaged pupils and their families who have poor attendance</li> </ul>	<p>QA of disadvantaged first attendance strategy by EWO and SLT for attendance.</p> <p>Re launch the strategy with the attendance team at the start of the year.</p> <p>PP PA strategy to be re launched with SLT, PYL's and pastoral links.</p> <p>Regular Pupil AIM meetings to focus on attendance.</p> <p>Appointment of an attendance officer to focus on improving attendance of targeted PP pupils.</p>	<p>CSe</p>	<p>Regular item at SLT briefing.</p> <p>At Accord Inclusion meetings.</p> <p>CSe half termly review of attendance.</p> <p>Through Pupil AIM meetings.</p>

<p><b>‘Disadvantaged First’ Pastoral initiative (‘One Pager’)</b></p>	<p>To use the pupil aims to identify and remove barriers for individual pupils.</p> <p>To assess the impact of interventions and change them where necessary.</p>	<p>EEF Pupil Premium Guide recommends that <i>“Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour and social and emotional support.”</i></p> <p>Pupil AIMS show a wide range of pastoral issues as barriers (e.g., behaviour, mental health, self-confidence, parental engagement and support).</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• % of HUB and California Drive staffs' salaries to run a range of interventions for identified disadvantaged pupils</li> <li>• % of mental health practitioner salary to run interventions with identified disadvantaged pupils</li> <li>• % of PYLs salary to lead on day-to-day pastoral intervention</li> <li>• Parental engagement events</li> <li>• Curriculum resources (e.g., DT resources)</li> <li>• Uniform provided to identified disadvantaged pupils</li> </ul>	<p>PYLs to update the AIM sheets with barriers and strategies.</p> <p>Timely and focused HUB and SEN interventions.</p> <p>Impact of strategies to be monitored by the inclusion team and reviewed at regular intervals.</p> <p>Regular pupil voice to be taken.</p> <p>Strategy to be QA'd by SLT link CSe.</p> <p>Clear focus on PP pupils for positive messages to build success culture.</p>	<p>CSe</p>	<p>Review of interventions via Pupil AIM after each data point – PYL and SLT link.</p> <p>Termly review by CSe of interventions (e.g., SEN/HUB).</p> <p>At Accord Inclusion meetings.</p>
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<p><b>‘Disadvantaged First’ Aspirations initiative (‘One Pager’)</b></p>	<p>To prevent pupils becoming NEET post 16.</p> <p>To ensure all Disadvantaged Pupils are making the right option choices at Year 10.</p> <p>To raise aspirations of Disadvantaged Pupils at KS3.</p>	<p>EEF evidence on aspiration – <i>“Most young people have high aspirations for themselves. Ensuring that pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.”</i></p> <p>We have seen that focused work raising aspirations has reduced number of NEETs significantly.</p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• Careers support through dedicated careers advisor</li> <li>• Marketing costs of literature</li> <li>• Alternative provision</li> </ul>	<p>PP pupils targeted and given priority appointments with DGr.</p> <p>All year 11 Disadvantaged Pupils have opportunity for one-to-one Careers Guidance Support and additional support to complete their Post 16 Applications to support their transition.</p> <p>Priority options appointments for PP Pupils.</p> <p>Year 7 Passport of Experiences focus for PP Pupils.</p>	<p>SCa</p>	<p>Termly monitoring of analysis of Disadvantaged pupils who have achieved bronze, silver or gold in passport.</p> <p>Analysis of college applications and final NEET figures.</p> <p>Analysis of interviews and subsequent options application completion rate.</p> <p>STEM analysis includes pupil surveys and attainment tracking from science.</p> <p>Analysis of York St John questionnaires and year 10 analysis of scores from mock interviews (followed by additional support and re-interview).</p>
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<b>Parental engagement strategy</b>	<p>Increased parental engagement for our disadvantaged pupils through proactive and supportive strategy for Years 7-11 including involvement in 'One Wakefield' collaborative partnership programme</p>	<p>EEF evidence on behaviour interventions – <i>“Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.”</i></p> <p><b>The premium will be used to fund:</b></p> <ul style="list-style-type: none"> <li>• Parental engagement events literature and resources</li> <li>• % of One Wakefield programme to focus on development of 'Working with Parents to support Children's Learning' unit</li> </ul>	<p>Subject specific presentations to parents with strategies to support pupils at home.</p> <p>Individual calls to Disadvantaged parents/carers in advance of parent evenings/meetings. Questionnaires at parent evenings.</p> <p>Y11 Disadvantaged mentors contact with parents/carers.</p>	<p>SCa</p>	<p>Review after each parent evening/meeting as per Academy calendar.</p>
					<p><b>Cost</b>    <b>£169,056.80</b></p>
					<p><b>Overall cost</b>    <b>£263,886</b></p>