



LEADING
SUCCESS



SECURING
SUCCESS



DEVELOPING
SUCCESS



STANDARDS FOR
SUCCESS



SUPPORTING
SUCCESS



ACHIEVING
SUCCESS



Pupil Premium Strategy Statement



A MEMBER OF
Accord
MULTI ACADEMY TRUST

Pupil premium strategy statement

This statement details our school'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	Horbury Academy
Number of pupils in school	1041
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicky Walker, Principal
Pupil premium lead	Steven Care, Assistant Principal
Governor / Trustee lead	Claire Hudders

Funding overview

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
Total budget for this academic year 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

Part A: Pupil premium strategy plan

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.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning: Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help pupils learn.
2	Homework/Revision/Organisation: The in-school gap between Pupil Premium and Non-Pupil Premium students indicate they need extra support with homework and revision for examinations.
3	Numeracy: A higher proportion of pupils in the Pupil Premium group arrive with below average maths skills.
4	Literacy Reading Ages: 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

5	Pastoral: 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.
6	Alternative Provision: an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
7	Attendance: An attendance gap exists between Pupil Premium pupils and Non Pupil Premium pupils , (in particular PA pupils).
8	Enrichment and Aspirations: Many of our Pupil Premium pupils have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students e.g., enrichment activities, school trips, sports teams and pupil leadership groups.

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
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.
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.
Disadvantaged pupils do not feel 'disadvantaged' and are supported to achieve.	PP pupils better equipped to navigate Academy life and beyond.
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.
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.
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.
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.

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: £19,289.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Application of Disadvantaged First strategy across the Academy at all levels	<p>- 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></p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 2, 5, 8
‘Disadvantaged First’ Quality First Teaching initiative (‘One Pager’)	<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 students and has a particularly positive effect on children eligible for the Pupil Premium.”</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 2, 3
Supporting Early Career Teachers	<p>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> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 2

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

Budgeted cost: £75,539.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Application of Disadvantaged First strategy through subject and student AIMS	<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>Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER</p>	1, 2, 3, 4, 5, 7, 8
Development of a timely and focused year 11 mentoring programme for Pupil Premium pupils	<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. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	2, 5, 8
Literacy interventions	<p>EEF Disadvantaged National Study shows PP pupils literacy skills are not as developed as non-PP pupils' literacy skills. EEF publishes new analysis on impact of Covid-19 on attainment... EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from PP staff survey July 2021 shows that weak literacy is a barrier to success for our PP pupils.</p>	4

Numeracy interventions	<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 Research and analysis overview: Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)]. 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>	3
Transition support	<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> EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5, 7, 8

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

Budgeted cost: £169,056.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Disadvantaged First' Attendance initiative ('One Pager')	Evidence from PP staff survey July 2021 shows that attendance was seen as the main barrier to success for our PP pupils. EEF Pupil Premium Guide recommends that " <i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance.</i> " https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	2, 5, 7
'Disadvantaged First' Pastoral initiative ('One Pager')	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> " https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Student AIMs show a wide range of pastoral issues as barriers (e.g., behaviour, mental health, self-confidence, parental engagement and support)	5, 6, 7
'Disadvantaged First' Aspirations initiative ('One Pager')	EEF evidence on aspiration – " <i>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</i> " Aspiration interventions EEF (educationendowmentfoundation.org.uk)	8
Parental engagement strategy	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> " Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 8

Total budgeted cost: £263,886

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.

For a detailed review of Pupil Premium and Catch-Up Strategies for 2020-21, including impact and lessons learned, please click on the following two links.

Pupil Premium Impact Statement 2020-2021 [Pupil-Premium-Impact-Statement-2020-2021.pdf \(accordmat.org\)](#)

Catch-Up Premium Review 2020-2021 [Catch-Up-Premium-Impact-Review-2020-2021.pdf \(accordmat.org\)](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

For a more detailed explanation of our Pupil Premium Strategy and Recovery Premium Strategy please click on the two links below. These two documents are form the basis for this document but have further information including intended outcomes, implementation and review.

Pupil Premium Strategy Statement 2021-2022 [Pupil-Premium-Strategy-Statement-2021-2022.pdf \(accordmat.org\)](#)

Recovery Premium Strategy [Recovery-Premium-Strategy-2021-2022.pdf \(accordmat.org\)](#)