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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1118
Proportion (%) of pupil premium eligible pupils	298 (26.7%)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicky Walker, Principal
Pupil premium lead	Steve Care, Associate Vice Principal
Governor / Trustee lead	Claire Hudders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,325
Recovery premium funding allocation this academic year	£110,910



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	£361, 235

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, attendance, and parental engagement, 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 that are specific to our academy, are evidence based and underpinning this is research from the following areas:

The Education Endowment Foundation (EEF),

DfE guidance on Pupil Premium,

Research Schools Network,

Evidence from schools within our Trust and local educational community.

Our PP Strategy is not a stand-alone document and is integral to wider school plans such as our whole academy literacy strategy and attendance strategy.

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, ensuring they are challenged to achieve, and that early intervention occurs when this has been identified through robust diagnostic assessment.

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: Internal and external reviews and quality assurance has shown that, although there has been clear progress in developing a strong climate for learning and expectations of disadvantaged pupils and a strong pedagogy in place to support their learning, there is not full consistency across all subjects and not all staff are aware of the individual needs of all disadvantaged pupils and that subsequently, progress of our disadvantaged pupils is not where we expect it to be.
2	Attendance: Our attendance data for 2021-2022 indicates that attendance among disadvantaged pupils is 7.2% lower than for non-disadvantaged pupils. 44.9% of disadvantaged pupils have been 'persistently absent' (PA) compared to 21% of their peers during 2021-2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Parental engagement: Our internal data shows that disadvantaged parental engagement is lower than non-disadvantaged parental engagement for parents' evenings, parental information evenings and use of MCAS. There are several 'hard to reach' disadvantaged families in each year group who do not engage fully in their child's education which has a direct impact on their attendance.
4	Literacy and numeracy: Evidence from internal and external assessments show that a higher proportion of pupils in the disadvantaged group arrive with below average English skills and many pupils eligible for the disadvantaged have reading ages significantly below their chronological reading age. A higher proportion of pupils in the disadvantaged group arrive with below average maths skills.
5	Pastoral: Our assessments, observations and discussions with parents show many disadvantaged pupils have Emotional and Behavioural Difficulties (EBD), social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g., mental health and/or anger management. This results in them not making as much progress as their non-disadvantaged peers and having higher than average behaviour incidents and lower than average attendance.
6	Aspirations: Many of our disadvantaged pupils have had fewer life experiences and have not taken part in the same breadth of events as non-disadvantaged pupils e.g., enrichment activities, school trips, sports teams, and pupil

	leadership groups. Through assessments and discussions these pupils do not have the same cultural capital, aspirations, and expectations for their education post-16 as non-disadvantaged pupils.
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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
Close the gap between disadvantaged and non-disadvantaged pupils across the curriculum at KS3 and KS4.	Progress 8 gap between disadvantaged and non-disadvantaged closes at KS4. Gap between disadvantaged and non-disadvantaged pupils achieving or exceeding expectations closes at KS3.
To improve disadvantaged Persistent Absence (PA) measure and to improve disadvantaged attendance across years 7-11.	Gap closes between disadvantaged and non-disadvantaged attendance from figure of 7.2% in 2021-2022. Gap closes between disadvantaged and non-disadvantaged PA from figure of 23.8% in 2021-2022.
Increased engagement from disadvantaged parents/carers in their child's education.	Increased attendance at parents' evenings and parental information events. 'Harder to reach' disadvantaged parents/carers decrease in number due to parental engagement strategy. Parental survey to be completed at end of 2022-2023 shows increased engagement of parents/carers.
Improved literacy and numeracy skills of disadvantaged pupils at KS3 and KS4.	An improved progress 8 score in English and Maths at GCSE from 2021-2022 of 39% 4+ and 24% 5+. Number of disadvantaged pupils who are achieving or exceeding expectations at KS3 in English and Maths increases throughout the 2022-2023 academic year.
To sustain and improve our pastoral support for all pupils, particularly our disadvantaged pupils.	Rigorous and robust provision mapping in place for targeted pupils that leads to: Decrease in suspensions and behaviour incidents.

	<p>Improved attendance.</p> <p>Qualitative data from pupil voice and pupil surveys.</p>
<p>Improve opportunity for all pupils, particularly our disadvantaged pupils, to enhance their curriculum and pupil leadership experience inside and outside of the classroom.</p>	<p>Curriculum enhancement is built into all subject areas with a focus on cultural capital.</p> <p>All disadvantaged pupils have the opportunity to experience curriculum enhancement throughout 2022-2023. Qualitative data from pupil voice and pupil surveys will show positive impact of curriculum enhancement.</p> <p>Increase in pupil leadership experiences for disadvantaged pupils.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on professional development of all teaching staff through our Teaching and Learning Development groups, National Professional Qualifications, and support for Early Career Teachers.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>There is strong evidence that effective professional development can have a positive impact on pupil outcomes:</p> <p><i>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</i></p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Development of whole academy literacy strategy.</p> <p>Continued focus on ‘Think It, Say It and Write It’ strands and launch of ‘Write It’ strategy to whole staff in 2022-2023.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Internal Pupil Voice surveys showed improvement in the frequency and application of the strategy across the whole school and strengths of literacy were evident across the academy through internal deep dives.</p>	1, 4
<p>Enhancement of our ‘vulnerable pupils’ curriculum review process through the roll out of</p>	<p>Internal evidence from three pilot curriculum reviews in 2021-2022 were useful for identifying common strengths which can be shared with other</p>	1

<p>reviews to all curriculum areas.</p> <p>These will focus on the pedagogy in place for all pupils but with a particular focus on vulnerable pupils.</p> <p>We will fund a National Leader of Education to carry out these reviews and they will involve release time for teachers and teacher training and support.</p>	<p>departments but also individualised areas for development for each curriculum area.</p> <p>The role out to all curriculum areas will allow us to tailor pedagogical improvement to improve teaching as</p> <p><i>"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils."</i></p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Consistent application of the Disadvantaged First Strategy across the Academy at all levels.</p> <p>We will fund a percentage of the salary of lead teachers in English, Maths and Science to work specifically with groups of pupils with a high percentage of disadvantaged pupils.</p>	<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>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

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

Budgeted cost: £34,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	4

<p>tutoring for pupils who have been identified as most at need through our internal data analysis. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>and in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Development of a timely and focused year 11 mentoring programme for disadvantaged pupils.</p> <p>We will fund revision guides and materials for mentees.</p>	<p>Success of mentoring programme 2021-2022 which showed improvements in English, Maths and EBAC subjects for disadvantaged pupils.</p> <p>EEF studies show that academic mentoring has a positive impact on attainment.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 6
<p>Adopt a range of literacy interventions including phonics training, reading buddies, immersive literacy days, Literacy Planet literacy platform and Reading Matters programme.</p> <p>We will fund Votes4Schools and Literacy Planet programmes and reading materials and teacher training (FreshStart) and release time.</p>	<p>Internal data has shown literacy interventions have had a clear impact on targeted PP pupils.</p> <p>Research has shown the positive impact that phonics, reading comprehension strategies and oral language interventions can have on targeted pupils.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Targeted and focused out of school support programme for year 11, with a focus on disadvantaged pupils for targeted academic support.</p> <p>This will be used to fund February and Spring half</p>	<p><i>"For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits."</i></p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 4

term support programmes and our Easter College.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £266,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of targeted and focused attendance plan to address the gap in attendance between disadvantaged and non-disadvantaged pupils.</p> <p>We will fund salaries of our Attendance Officer and Educational Welfare Officer (EWO) and recognition rewards for improved attendance.</p>	<p>Internal data shows that below average attendance impacts negatively on progress of disadvantaged pupils and that when attendance interventions are timely and focused, this has a positive impact on attendance.</p> <p>Attendance plan incorporates many of the strategies highlighted in DfE guidance (<i>August 2022</i>)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>EEF Guide to Pupil Premium states that “Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.”</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 3
Development of pastoral strategies with focused HUB and Special Educational Needs (SEN) interventions with our most	Internal evidence shows many disadvantaged and vulnerable pupils have EBD, social skills difficulties, lack of home support, incorrect uniform and require counselling/mentoring and	2, 5

<p>vulnerable and disadvantaged pupils.</p> <p>We will fund a percentage of salaries of our HUB, SEN, California Drive staff, child protection officer and mental health practitioner salaries to run interventions with identified vulnerable pupils.</p> <p>This will also be used to fund uniform for our most vulnerable and disadvantaged pupils.</p>	<p>tailored intervention courses e.g., mental health and/or anger management.</p> <p>EEF Guide to Pupil Premium states that <i>“the most significant non-academic challenges to success in school, including behaviour, and social and emotional support, which also may negatively impact upon academic attainment.”</i></p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Implementation of targeted and focused parental plan to address parental engagement of parents/carers of our disadvantaged pupils.</p> <p>We will fund parental engagement events within the Academy and in the local community. We will fund a percentage of our 5 Pastoral Year Leaders’ salaries to work specifically with hard-to-reach parents/carers of disadvantaged pupils.</p>	<p>EEF evidence shows that increasing parental engagement can have a positive impact on progress</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF planning guide 2022-2023 reflects that <i>“evidence also suggests that engaging parents through targeted interventions can be successful.”</i></p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 3
<p>Careers guidance and enhancement and pupil leadership opportunities provided for disadvantaged pupils to ensure they are supported through each stage of their education</p>	<p>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</p>	6

<p>and that aspirations are raised.</p> <p>We will fund some careers support through a dedicated careers advisor, curriculum, and enhancement opportunities.</p>	<p>interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £361, 235

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 2021 to 2022 academic year.

<p><u>Strand 1 – Quality teaching for all</u></p> <p>Year 11 data – The progress 8 figure for our Pupil Premium cohort was –0.99, with English and Maths 4+ at 39% and 5+ at 24%. We acknowledge that this figure is not where we want our disadvantaged progress to be even if there was progress from the start of year 11 where our Pupil Premium cohort were predicted a progress 8 of –1.12, with English and Maths 4+ at 34% and 5+ at 17%. This is a major concern for the academy and is rightly an integral part of our strategy this academic year.</p> <p>An external Disadvantaged diagnostic review carried out by Wakefield LA and M. Rowland (national expert advisor for Pupil Premium) showed that lessons were of high quality and were inclusive of pupils needs, the academy fostered an inclusive culture of success which runs through all elements of the academy’s work and support our young people and that our Pupil Premium strategy is clear, with a tight focus on the needs within the academy.</p> <p>Internal vulnerable pupil deep dives (with a strong focus on pupil premium) carried out in Maths, English and Modern Foreign Languages, showed a strong climate for learning and expectations of vulnerable pupils in all three subject areas. Pupils were clear about a strong pedagogy in place to support their learning and there was evidence of how the whole academy literacy strategy is embedded in lessons and helps vulnerable pupils produce higher quality work. These deep dives have been useful for identifying common strengths which can be shared with other departments but also individualised areas for development which have already been acted upon.</p>

Therefore, these deep dives will be widened to all curriculum areas and will form part of our new plan.

The impact of support for Early Career Teachers (ECT's) was shown through our one ECT successfully passing their final assessment of year one and our eight Recently Qualified Teachers (RQT's) successfully completing a bespoke RQT programme. Internal quality assessment of all nine ECT's demonstrated progress against teacher standards.

There has been meaningful development of our whole school literacy strategy, with a focus on 'Think It, Say It, Read It' this academic year. Pupil voice surveys showed clear improvement in the frequency and application of the strategy across the whole school and strengths of literacy were evident across the academy through internal deep dives. The development of this strategy will form part of our new plan.

Strand 2 – Targeted approaches

Literacy interventions have had a clear impact on targeted disadvantaged pupils. All 16 targeted disadvantaged pupils that took part in our Reading Buddies programme made progress of between 3-15 months on their reading age. Three literacy immersive days were held for 15 targeted year 7 disadvantaged pupils and each day showed a positive impact on complexity of sentences and range of vocabulary used by pupils. Work with academic tutors in literacy has shown clear impact with specific groups they have worked with (e.g., Year 8 group, 50% now working at expected level compared to 0% before intervention). The positive nature of these approaches, combined with the lower than average literacy levels that our disadvantaged pupils arrive at the academy with, means that literacy intervention will continue to form part of our new plan and will be widened to look at specific impact of immersive days on class progress.

Work with academic tutors has had a positive impact in numeracy with all 38 disadvantaged pupils involved in numeracy interventions showing increased scores in Maths and 39% of PP pupils are now working at expected compared to 0% before their intervention. With 61% of these pupils not yet at expected, and the lower-than-average levels of numeracy of our new year 7 disadvantaged intake, this will form part of our new plan.

Our year 11 mentoring programme for disadvantaged pupils shows that the programme has had a clear impact on progress for those pupils involved. Average grades across all mentees for English improved from the start of the programme to their final results by 1.18, for maths by 1.86 and for EBAC by 1.26.

Targeted support was provided for disadvantaged pupils in year 6 in advance of their move to Horbury in year 7 including meeting with 'hard to reach' parents, Education Welfare Officer and SENDCo meetings with feeder primary schools, parent/carer information evenings, extra transition visits and the transfer of key information. Pupil

and parent discussions have shown that this transition work has been beneficial in preparing disadvantaged pupils for their transfer to Horbury Academy and will continue to form part of our new plan.

Strand 3 – Wider strategies

Disadvantaged attendance for 2021-2022 (85.5%) was higher than 2020-2021 (84%) as was disadvantaged persistent absence (44.9% compared to 48.2%). Up to December, our disadvantaged attendance was frequently below national average, but following a clear plan to raise the attendance of disadvantaged pupils they subsequently consistently tracked above the national average. Disadvantaged attendance was only below the national average for 2 weeks when there were higher than average COVID-19 cases for disadvantaged pupils in the academy. Furthermore, our disadvantaged persistently absent (PA) mentoring programme had a positive impact; 79 disadvantaged PA pupils were mentored by our leadership and pastoral teams and 70 of these pupils improved their attendance whilst on the programme. We acknowledge that our disadvantaged attendance, and in particular our disadvantaged PA, is not as good as it should be, and this strategy is being widened within our new plan for the academic year 2022-2023.

There has been evidence of the positive impact of work within our SEN and HUB areas with disadvantaged pupils showing improved attendance and behaviour (e.g., there has been a reduction in suspensions for disadvantaged pupils in 2021-2022 compared to 2019-20). The impact of COVID-19 issues on pupil wellbeing, mental health and behaviour was evident through work with these disadvantaged pupils (and parents and carers) and interventions to address these issues will again rightly form part of our new plan.

There has been a positive impact regarding our raising aspirations initiative for our disadvantaged pupils. Over 90% of 2021-2022 year 11 cohort were seen for individualised careers meetings and due to targeted intervention from our career's advisor, 95% of disadvantaged pupils (2021-2022 cohort) have completed post 16 applications. 26 year 7 disadvantaged pupils have been mentored by our trained Key Stage 4 Peer Mentors. Pupil exit meeting evidence showed increased motivation in lessons, improved behaviour, and homework completion. Disadvantaged pupils have also been heavily involved in our Key Stage 3 STEAM enrichment programme including delivering sessions to Key Stage 2 pupils within our pyramid and to members of the DfE.

Our parental engagement strategy for disadvantaged parents and carers has had a positive impact on attendance at parent events and there has been an increase in parents accessing our My Child At School communication platform via the app and academy website. However, internal data, and discussions with parents and carers via our parents' forum, shows that many 'hard to reach' disadvantaged parents and carers

do not fully engage with the academy so this will form part of a widened disadvantaged Parental Engagement strategy strand within our new plan.

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

Offering support for our disadvantaged pupils at each stage of their transition from year 6 into year 7. This will include one-to-one or small group meetings with parents/carers of disadvantaged pupils, close and regular liaison with primary feeder schools regarding disadvantaged pupils, personal invites for parents/carers of disadvantaged pupils to our transition information evenings and extra transition sessions.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.