

# Pupil premium strategy statement – Alec Hunter Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It is a 3-year plan and adaptations where necessary have been made to support the development of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data                |
|---|---------------------|
| School name   | Alec Hunter Academy |
| Number of pupils in school  | 984                 |
| Proportion (%) of pupil premium eligible pupils   | 20.7%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024           |
| Date this statement was published   | 14.12.22            |
| Date on which it will be reviewed   | 11.09.23            |
| Statement authorised by   | T.Lawn              |
| Pupil premium lead  | A.Booth             |
| Governor / Trustee lead   | J.Waller            |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £200,940 |
| Recovery premium funding allocation this academic year  | £59,064  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £19,945  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £279,949 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all students, irrespective of their socio-economic background or the challenges they face, to achieve good progress across the curriculum and develop key skills, qualities and experiences that will serve them throughout their lives. Our objectives are to improve teaching and learning in the classroom, address progress gaps and improve academic behaviours such as regular attendance, independent study skills, reading and self-discipline, so that students leave us well equipped for the next phase of their education and for their working lives.

High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged pupils. Our results in KS4 last year have highlighted that disadvantaged students were most adversely affected by the pandemic, so finding ways to improve their outcomes will remain a focus for our 3-year plan and we will seek to introduce further strategies for support.

The school will continue to use the premium to invest in key staff and systems to make sure students' emotional, mental, academic and pastoral needs are fully supported. Early identification of students whose wellbeing is a concern will positively impact the student's ability to achieve our set goal, by supporting regular attendance, behaviour in the classroom and instilling an aspirational mindset.

Our approach has been responsive to the diagnostic assessment of GCSE results over time, attendance including PA, KS3/4 progress, achievement and behaviour data. We will continue to review and refine our strategy to ensure we address common challenges and individual needs of our students, rather than making assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils reach our aims for them. To ensure they are effective we will:

- Draw on research, best practice and evidence from EEF and our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels of progress
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Improving attendance and punctuality – poor attendance reduces opportunities to engage in learning and students fall further behind   |
| 2                | Developing teaching and learning – Learning gaps caused by disruption between PP and Non PP students  |
| 3                | Improve behaviours for learning such as, attitude to learning, homework and revision with a focus on boys developing meta cognition and learning skills. This will impact perseverance, aspirations and resilience. |
| 4                | Developing cultural capital experiences and opportunities   |

## 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  |
|---|---|
| Teaching and Learning continues to improve. Narrowing the gap of attainment and engagement gap between disadvantaged and non-disadvantaged, especially in HPA PP students attaining 7-9 grades. | Assessment data showing a reduction in gap between Non PP and PP. Within this, PP Girls and PP Boys progress and PP HPA students and Non PP students.                                       |
| Improved engagement and completion of homework, improved meta cognition and learning skills   | Percentage of completed homework is higher and incomplete homework detentions are reduced leading to positive learning habits.  |
| Improve behaviour for learning among disadvantaged students   | Number of detentions FTE and PEX reduces due to improved behaviour for learning. Learning walks and book reviews demonstrate positive attitudes to learning from the majority of PP pupils. |
| Improve attendance of our disadvantaged students  | Punctuality and attendance increase for all key groups and the gap between Non PP and PP narrows or diminishes.   |
| Disadvantaged pupils are catered for swiftly and effectively where social and emotional needs are a barrier.  | Support is identified and implemented for PP students through internal or external resources.   |
| Improved reading ages and literacy skills enabling better access to examinations and wider world.   | Reading ages and fluency are higher on average for all key groups   |
| Developing cultural capital and opportunities within and outside school setting   | Vulnerable groups attendance at events increases leading to greater cultural capital.   |



## 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: £ 29,010

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| New staff induction and ongoing training – promoting high quality teaching  | EEF's Pupil Premium Guidance (June 2019) and Guidance (April 2022) stresses the need for support for early careers teachers to ensure they are effective when teaching all students. High quality CPD encourages high quality teaching  | 2                             |
| Whole staff CPD programme building curriculum development, pedagogical expertise knowledge and classroom approaches such as feedback and mastery learning | Delivering a range of CPD opportunities for staff to access. EEF's Pupil Premium Guidance (June 2019 and April 2022) advises that professional development and training is a top priority to ensure high quality teaching and responsive curriculum.  | 2                             |
| All staff access to National College courses developing staff CPD –   | Delivering a range of CPD opportunities for staff to access in and outside school. EEF's Pupil Premium Guidance (June 2019 and April 2022) advises that professional development and training is a top priority to ensure high quality teaching and responsive curriculum.  | 2                             |
| Use of instructional coaching to enhance the feedback provided to staff to improve their teaching in their classroom                                      | One-to-one conversation focuses on the enhancement of learning and development, through questioning, active listening, and appropriate challenge in a supportive and encouraging climate. EEF's Pupil Premium Guidance (June 2019 and April 2022) advises that professional development and training is a top priority to ensure high quality teaching. | 2                             |
| Learning walks that identify good practice for development and training for staff to ensure equal access to the curriculum. Focus                         | Learning walks provide staff with feedback on their practice and student impact in order to improve staff teaching and learning which ultimately improves student outcomes. The information from learning walks also informs schools on   | 2                             |

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| on Challenge, SEN and PP students  | what training and support is needed for individual teachers to ensure rapid improvement.  |     |
| Maintaining staff awareness via technology, e.g. seating plan software tied to SIMS and Show My Homework to monitor and track those in receipt of PPG to best support. | Monitoring teaching strategies in place to support PP learning in the classroom through senior and middle leaders. Creates an ethos of challenging PP and Non PP academic learning. | 2,3 |
|  |   |     |

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

Budgeted cost: £ 49,643

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Extra Numeracy and Language/Literacy group/interventions. This allows for smaller group sizes, especially for lower prior attainers of which a significant proportion are SEND and PP.           | EEF Pupil Premium Guidance 2019 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.   | 2                             |
| SDA targeted interventions supporting high quality teaching  | SDA's prepared for their role supplementing high quality teaching. EEF Pupil Premium Guidance 2019 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months | 2,3                           |
| Continue developing reading age and fluency of pupils in line with national expectations by use of reading and literacy intervention programmes. Improving comprehension throughout year groups. | EEF Pupil Premium Guidance 2019 and EEF evidence brief 2022 Reading and comprehension strategies can raise learning by 6 months   | 4,3,2                         |
| CAT and Literacy screening for Year 7 (all) to identify who need intervention with literacy and reading  | The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Research highlights our schools need         | 2,3                           |

|   |   |       |
|---|---|-------|
|   | to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.' (EEF Attainment Gap Report, 2018 and Impact of COVID –19 disruptions in primary schools: attainment gaps and school responses Feb 2022)   |       |
| Tracking, monitoring and supporting students who fail to complete homework using Show My Homework.  | Completion of homework is one of the ways in which students access the curriculum and commit it to long-term memory. It is also a scholarly habit which supports students in successful exam results in Y11 and post-16. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. EEF toolkit | 2,3   |
| Continue to embed 'boy friendly' teaching approaches/ strategies to narrow gaps in outcomes between boys and girls. Continuation of the '4 step rule' and additional CPD relating to boy's progress.<br><br>Results this year show a positive impact, but this strategy will continue as there are more boys than girls across the school, so this remains a high priority. | Historical data in year 11 and lower year groups shows a gap between boy PP pupils and girl PP pupil progress. Embedding boy friendly strategies to improve behaviour for learning and academic behaviours in and outside the classroom, reducing the progress gap.   | 2,3   |
| Selected PPG students to be involved in a range of Study Groups, Interventions strategies, Period 6 as required but ensuring all PP students have this to develop academic behaviours and metacognition skills  | Small group work can be very beneficial. EEF toolkit states that short, regular sessions over a set period appear to result in optimum impact on student achievement, engagement, attendance and well-being.  | 2     |
| To continue the successful mentoring programme for  | Mentoring can play an important part in embedding metacognition and self-   | 2,3,1 |

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| Y11 PP students who are at risk of underachieving  | regulation skills, helping students be organised, positive, resilient and lead to academic success. Whilst academic research is mixed it has clearly had a good impact if pairings are identified correctly and time is given to the mentor +2 months EEF Toolkit. |   |
| Supporting National Tutoring Programme for a high proportion of PP students by offering a blend of tuition including school led and tuition partners | EEF Pupil Premium Guidance 2019 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.  | 2 |

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

Budgeted cost: £ 201,296

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide emotional wellbeing support and identification for external agency work within Andrews Shed promoting strategies for positive social, emotional and mental health. | EEF Toolkit 2019 findings: Meta-cognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months | 1,3                           |
| To increase both resources, support and time for 1:1/small group Careers interviews. These will be particularly targeted to Y11 pupils to improve destination data         | Reduces number of students identified as possible NEET.  | 4                             |
| Running Attendance Programme through SSL/HoY incorporating strategies to promote and support improved  | Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.           | 1                             |



|   |  |     |
|---|--|-----|
| attendance for selected PP pupils.  |  |     |
| HSAO and Student Support Leaders prioritise identifying, supporting and taking action for disadvantaged students, where attendance is a cause for concern.  | Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.   | 1   |
| Employing an additional Student Support Leader to increase pastoral care and attendance for students.   | Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.   | 1,3 |
| Family Liaison worker to support families with attendance and build relationships between school and home with a high proportion being PP students.         | EEF working with parents to support children's learning guidance report shows Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages | 1,3 |
| Implement a breakfast club to support punctual attendance to school and provide energy for focus and engagement in lessons for disadvantage students        | Working together to improve school attendance May 2022. Low attendance has a direct negative link to student outcomes.   | 1   |
| To support targeted PPG students in developing improved learner behaviours through various strategies of support and external provisions                    | EEF Toolkit 2019 findings: Meta-cognition and self-regulation: +8 months progress. SEL strategies explored with pupils +4 months   | 3   |
| A comprehensive programme to enhance the curriculum which includes visits to universities and careers support; financial support to ensure participation in | Developing life skills and enrichment for disadvantaged students promotes essential character skills and learning EEF.   | 4   |

|  |  |  |
|--|--|--|
| school trips and visits<br>(team building; exposure<br>to the Arts; enterprise<br>and sporting activities) |  |  |
|--|--|--|

**Total budgeted cost: £ 279,949**

## 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.

*Pupils and staff continued to be impacted by COVID over the course of the year. This has affected the educational recovery process and the overall effectiveness of our three-year plan.*

*Results were not where we hoped they would be this year with our PP cohort. Prior to the pandemic, we had made great strides, with disadvantaged students outperforming non-disadvantaged students in 2019 (Progress 8: -0.09 compared to -0.14 for non-disadvantaged). However, with a smaller cohort which included some students whom we just could not reach due to school refusal or mental health issues, our strategies were unable to achieve the impact we intended.*

*Nonetheless, we still saw some progress with individual students and groups through the application of planned intervention. The Recovery Funds were used to support NTP subsidised tuition using a local approved provider, TLC. We offered 71 PP students in Years 8-10 Maths and/or English tuition using this online provision after school hours. Of those who took up the offer of tuition, average progress was 4.5 months in English and 3.8 months in Maths (based of TLC assessments).*

*We have also used in-school tuition funds (80%) and Recovery funds (20%) to finance a broad after-school offering for Year 11 students across all subject areas. The impact of this was significant in terms of the number of students who were able to benefit, including 25 PP students. On average, students made 1.2 grades of progress in Maths and nearly half a grade of progress in English. We also delivered summer tuition to 51 Y7 and Y10 students, including 23 PP and SEN students. Students' evaluation scores reported an average 7/10 for progress made in the sessions. PPs students average progress score was 8/10, suggesting this model was most successful for disadvantaged students.*

*Attendance will remain an area of focus as we attempt to close the significant gap between PP and non-PP students. This was only 6.5% in 2020/21, and we were successful in reducing this to 5% in 2021/22 using a number of strategies such as successful attendance programmes led by our Student Support Team, social emotional support provided by our Wellbeing Team and utilising our Family Liaison Worker to develop parental strategies when students are resistant to education. However, we recognise this is still too high and will be aiming to return closer to pre-pandemic levels (2.3% in 2019/20) over the course of this year.*

*Our strategy has implemented and will continue to develop a well thought out designed CPD offer for all staff focusing on various strategies to support and challenge all students in their learning. This will continue so high-quality teaching strategies are embedded into classroom practise and delivered through our curriculum. We have also implemented instructional coaching with staff and continue developing the number of staff being supported through this CPD strategy. The impact on quality of teaching and support for disadvantaged students through continuous monitoring and reflection, demonstrates improvements.*

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*