

# 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	1031
Proportion (%) of pupil premium eligible pupils	19.2
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	20.12.23
Date on which it will be reviewed	16.10.24
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	£230,230
Recovery premium funding allocation this academic year	£54,648
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£284,878

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students at Alec Hunter, irrespective of their socio-economic background or the challenges they face, 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. We want all students to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals and provide them with a range of opportunities. All members of staff and the governing body accept responsibility for our vulnerable students and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our results in KS4 last year have highlighted that attainment gaps need to continue to narrow and the progress made by disadvantaged students still needs to improve. High quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap whilst simultaneously benefiting the non-disadvantaged pupils. The school will continue to use the premium to invest in key staff, teaching CPD and systems to make sure disadvantaged students' emotional, mental, academic and pastoral needs are fully supported. Early identification of students whose wellbeing is a concern will positively impact the students' 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 disrupting academic achievement, reducing opportunities to instil high academic expectations and behaviours and may lead to anxiety around education.
2	Developing teaching and learning – Most disadvantaged students start further behind when entering KS3. The quality of teaching and strategies used need to accommodate this start point and make exceptional progress to KS4
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. Our observations and student surveys show that this group of students are not all attending clubs/activities out of school; are not taken to theatre, museums, etc; have a lack of books at home and are not engaged in, or have low engagement with, enrichment activities Furthermore, Increasingly families are alerting us to their financial difficulties which restricts their access to enrichment activities.

## 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 Boys and 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, completion of homework, improved meta cognition and learning skills of disadvantage students	Percentage of completed homework is higher and incomplete homework detentions are reduced leading to positive learning habits.
Improved 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.
Improved 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 to attendance or learning.	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 to engage with extra-curricular clubs or enrichment experiences.	Disadvantage groups attendance at events increases leading to greater cultural capital and experiences of the wider world.

## 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: £ 31,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff induction and ongoing training – promoting high quality teaching and creating the culture to never confuse eligibility for Pupil Premium with low academic ability.	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 meta-cognition, feedback and mastery learning  Use of Walkthrus Programme and resources from the Great Teaching Toolkit.	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

Book 3 required for all staff		
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 on Challenge, SEN and PP students	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 what training and support is needed for individual teachers to ensure rapid improvement.	2
Maintaining staff awareness via technologies to streamline tracking and monitoring. Satchel One - seating plans and setting/monitoring homework, CPOMS, SIMS etc	Monitoring teaching strategies in place to support PP learning in the classroom through senior and middle leaders, creates an ethos of challenging disadvantage learners. EEF Using digital technology to improve learning (October 2021): Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.	2,3
Review students' access to revision and core subject materials at start of Year 10 to ensure all PP students are equipped with the right resources to work independently at home and allow higher quality homework to be set.	Especially with the current financial crisis impacting access to certain resources. We will identify and source resources for those who need.	2,3

Source visualisers for subject areas to develop targeted teaching within the classroom	Improve quality of teaching and feedback to learners - High priority in EEF toolkit.	2

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

Budgeted cost: £ 50,128

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.	<b>EEF Pupil Premium Guidance 2019 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.</b>	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 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)	2,3

Tracking, monitoring and supporting students who fail to complete homework using Show My Homework.	<p>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.</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. EEF toolkit</p>	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	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
<p>To implement mentoring/coaching programme for Y11 PP students who are at risk of underachieving based on Huscroft quadrant of needs.</p> <p>Mentoring can play an important part in embedding metacognition and self-regulation skills, helping students be organised, positive, resilient and lead to academic success.</p>	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.	<b>2,3,1</b>
Supporting National Tutoring Programme for a high proportion of PP students by offering a blend of	EEF Pupil Premium Guidance 2019 and April 2022, Reducing Class Sizes: +2 months progress. Feedback with students +6 months.	2

tuition including school led and tuition partners		
Targeted PP careers interviews for all year group supporting aspirations and life goals	EEF “Careers education: international literature review 2016” Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.	4,3

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

Budgeted cost: £ 203,366

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	Working together to improve school attendance May 2022. Low attendance	1



SSL/HoY incorporating strategies to promote and support improved attendance for selected PP pupils.	has a direct negative link to student outcomes.	
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	Developing life skills and enrichment for disadvantaged students promotes essential character skills and learning	4

<p>the curriculum which includes visits to universities and careers support; financial support to ensure participation in school trips and visits (team building; exposure to the Arts; enterprise and sporting activities)</p>	<p>EEF.</p>	
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**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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. This year we have seen the gap between disadvantaged and non-disadvantaged students narrow.

- The P8 gap was 0.72 in 2022 and this has narrowed to 0.61 in 2023
- Disadvantaged girls notably narrowed the gap from 1.02 in 2022 to 0.40 in 2023.
- The gap has narrowed most for girls in Maths, where it was negligible in 2023 (0.11) and for boys in English (0.56), compared with 2022
- HPA students achieved a P8 score of -0.17. The one disadvantaged HPA student achieved a P8 score of 1.25. In 2022 the 6 PP HPA students achieved a P8 score of -1.68.

Over the last year, reading ages of disadvantaged students across KS3 have improved from 49% being on or above their chronological age in Sept 22 to 64% in Sept 23, a rise of 15%. The gap between disadvantaged and non-disadvantaged students across KS3 on this measure has narrowed from 11% to 5%.

Current disadvantaged Year 8 students have made significant progress over the last year, improving from 47% of students having reading ages on or above their chronological age in Sept 2022 to 75% in Sept 2023, an increase of 28%.

The disadvantaged reading gap in Year 8 has been closed and they are now performing better than non-PP students. In Year 9, reading ages of disadvantaged students have improved from 48% being on or above their chronological age in Sept 22 to 66% in Sept 23 - an increase of 18%. Our school will continue the successful implementation of this strategy to improve and enrich disadvantaged students' access to the curriculum and examinations.

Since using Satchel One we have increased the expectations around setting homework leading to more homework being set of a better quality. The number of PP students receiving a homework detention has slightly increased from 2022 to 2023 (2022: 511 disadvantaged detentions with 34% of these by persistent offenders compared to 2023: 664 detentions with 15% of these by persistent offenders, suggesting more disadvantaged students are getting occasional homework detentions across the year but fewer are getting into the cycle of persistently failing to complete homework). Metacognition Training has begun in 2023 whereby staff attended a CPD session on

Metacognitive Talk. More work is needed to embed this and in 2023/4, CPD sessions have been set aside to continue building staff confidence around using metacognitive talk and questioning in their classrooms to improve independent learning.

We implement a variety of strategies to improve whole school attendance but with a particular focus on our disadvantaged students. The impact from last year has been positive and we are targeting accelerated progress for 2023-2024.

	PP	Non-PP	PP Lateness	Non-PP Lateness
2022/23 PP vs Non-PP Attendance/Punctuality	88.17%	94.00%	3.05%	1.29%
2022/23 PP vs Non-PP Attendance/Punctuality	89.60%	94.54%	2.49%	1.11%
Difference	+ 1.43%	+0.54%	-0.56%	-0.18%

Participation at Extra-Curricular clubs has shown a steady increase throughout 2022-2023. Participation data shows that currently 51.8% of PP students are accessing our provision. The school will continue to explore strategies to increase participation rates over 2023-2024.

In 2021-22 there were 181 days FTE/PEX of which 96 days were for PP students. This was across a total of 39 PP students. In 2022 - 23 there were 153 days FTE/PEX of which 70 days were for PP students. This was across 37 PP students.