



Huxlow Academy

Ambition • Respect • Pride

Huxlow Pupil Premium Strategy Statement 2022-2026

This statement details our school's use of pupil premium 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	Huxlow Academy
Number of pupils in school	893
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	
Date on which it will be reviewed	March 2023
Statement authorised by	P.Letch
Pupil premium lead	H.Huchet
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,373
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,3701.17
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	£249,074.17

Part A: Pupil premium strategy plan

Statement of intent

Huxlow Academy is at the heart of the community. Our close-knit community is at the centre of everything we do.

The history and community background of our school is essential to understand the data that emerges from it. Throughout COVID, the school has been seen as a real support and a point of contact for all our families. During these last 3 years, their engagement has been monitored closely so we could support wherever we could.

We are facing the following key challenges:

1. The COVID episode has greatly affected our disadvantaged students and families. We have had a steep rise of the numbers of PA by 45% between 2018 and 2022 as well as a drop of attendance for our PP students.
2. There has been a rise in negative behaviour and safeguarding issues post-COVID.
3. Our latest GCSE's results show that the gap between PP and NPP has widened.

Our Pupil Premium strategy has a holistic approach which aims to support all students to achieve the education, opportunities, and outcomes they deserve, by investing our resources, funding, and expertise effectively in equal measures to ensure the desired impact on our young people, particularly those who are the most disadvantaged. Our approach adopts our inclusion agenda, which prioritises the whole child and promotes best practice to support all students, whatever their needs.

We believe that the pupil premium strategy should have four aspects to support our students and families the best:

1. Ensuring they receive quality teaching and targeted interventions
2. Improving and monitoring their everyday experience at school
3. Supporting their well-being and mental health
4. Developing their social and soft skills via key memorable experiences

The overall aims are to reduce the attainment gap between our disadvantaged pupils and their peers and to raise the attainment of all pupils to close the gap created by barriers to learning.

Huxlow's strategy is underpinned by a forensic approach to assessment and information gathering; identification of areas that are barriers to student attainment and wellbeing; effective intervention to bridge gaps and prioritise wellbeing; and robust measurement of impact of our strategy at all levels, with all year groups and all abilities. We aim to reduce the attainment gap between the

school's disadvantaged pupils and others nationally and to raise the in-school attainment of both disadvantaged pupils and their peers.

All pupil premium students are entitled to support and we deploy our LMs depending on specific needs. Students underachieving in three or more subjects receive focused and planned support.

Challenges

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

1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments in year 7 from the last 4 years indicate that 35% of our disadvantaged pupils arrive below age-related expectations compared to 19% of their peers.</p> <p>There is a real concern regarding our current Year 9 cohort, 67% of disadvantaged students who are below one hundred in their Progress Tests.</p>
2	<p>Assessments, observations, and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. Especially in our current Year 9 cohort, 45% of disadvantaged students are below average and they are 30% lower than their peers nationally. This impacts on their progress in all subjects, especially in assessments which require them to write longer answers and to understand command words.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged pupils, especially in Year 9 have been impacted by the last 3 years of partial school closures and low attendance. Findings are backed up by several national studies.</p> <p>Partial school closures have resulted in significant knowledge gaps and students falling further behind age-related expectations. In reading, our Year 11 students have been particularly impacted (disadvantaged students represent 57% of 20% below reading group).</p>
4	<p>Our observations suggest many lower attaining, disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p> <p>This is indicated across the curriculum, particularly in subjects where longer answers are required such as in Humanities, English Language and Triple Science.</p>

5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concerns about catching up lost learning, exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. The gap in GCSE's results in the summer 2022 confirms that disadvantaged students are doing not performing as well as their peers.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 7 - 8% lower than for non-disadvantaged pupils. 57% of disadvantaged pupils have been 'persistently absent' last year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress and the development of important soft skills.
7	The number of fixed exclusions has greatly increased over the past 2 years with a peak in 2021 with 159 exclusions for disadvantaged students. These are still high due to their difficulties regulating their emotions and feelings.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils not being less than 95%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less 5% (reduced by 3%) reducing the percentage of all pupils who are persistently absent the gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2025/26, the gap in attainment for disadvantaged pupils will be no more than 10%. In 2022, there is a Pupil Premium gap of 11.5 in A8. Only 13.33% of Pupil Premium achieved 5 9-to-5 grades including Maths and English against 41.76% on Non-Pupil Premium students.

<p>Improved reading comprehension among disadvantaged pupils across KS3 especially for Year 9 students.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons, improved range of vocabulary acquired by students via book scrutiny and student voice. Students will be more confident with Command words and accessing Higher Papers.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2025/26 will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Improved attendance of key groups
<p>Robust mentoring in place for all PP students to ensure improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. Clear opportunities to take place in memorable experiences to enhance curiosity and ambition</p>	<p>Teacher reports and class observations suggest disadvantaged pupils have developed key soft and social skills. They are increasingly more ambitious about what they would like to do, which has a positive impact on their engagement in lessons and their ability to monitor and regulate their own learning.</p> <p>This finding is supported by homework completion rates, their attendance to intervention as well as an increase of intake in Sixth form.</p>
<p>Successful student destinations for all PP students</p>	<p>Specific support in place from the school's Careers Advisor to ensure that disadvantaged students have clear and directed post 16 pathways so that the school NEETS is zero count</p>
<p>A decrease of Fixed Exclusions for disadvantaged students</p>	<p>A clear support plan is in place as soon as students arrive in year 7 including SEND targeted actions. Families and pastoral teams are working together to decrease behavioural issues.</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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Heads of Departments identify Pupil Premium Strategy for subject curricula</p>	<p>Improved support for learning for all students, particularly disadvantaged students.</p> <p>Ensure that resources are accessible for all disadvantaged students.</p> <p>Each subject should have significant curriculum adjustments to support learning.</p>	1, 2, 3, 4
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing training and support and release time.</p> <p>It will first be rolled out in Maths and Science followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1, 3, 4

<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focused on each teacher's subject area.</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</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	2
<p>Introduce opportunities to develop and strengthen self-confidence, skills, and self-esteem through the Duke of Edinburgh programme, particularly for disadvantaged students.</p> <p>Ensure that disadvantaged students have equal access to enrichment activities.</p> <p>To develop social interaction, life, and communication skills.</p> <p>To increase self-esteem and self-efficacy to take part in extracurricular activities.</p>	<p>DofE opportunities encourage young people to improve their confidence and skills, contribution to community through volunteering and physical well-being. The programme develops life skills and improves confidence and self-esteem.</p> <p>About - The Duke of Edinburgh's Award (dofe.org)</p>	All
<p>Provide revision tools to ensure that students are able to revisit and recall aspects of their GCSE course skills, knowledge and understanding.</p>	<p>Access to a broad range of GCSE pods to support preparation for exams and improvement of learning GCSE Learning and Revision GCSEPod</p>	1, 2, 3, 5

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Employing Maths and English HLTA to target interventions for Maths and English across the school, working on gaps in knowledge and revision for short term impact driven programmes, using effective strategies such as PiXL tools to support.</p> <p>Adopting a targeted approach to Y7 Catch up for students who have underachieved to the required standard at KS3 using a KS2/3 specialist to implement short term high impact driven intervention.</p>	<p>Improving understanding of gaps in knowledge will enable students to access the curriculum and support students to practice and apply their maths and literacy skills and knowledge.</p> <p>Early intervention for KS3 students to ensure that they can access the curriculum and improve their learning opportunities is a key strategy for successful outcomes at KS4.</p>	1,3, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

disadvantaged, including those who are high attainers.		
School Counsellor to support disadvantaged students who require emotional and mental health support for their improved well being.	<p>Students have improved emotional and mental health wellbeing, support mechanisms, agencies, and strategies that they can access.</p> <p>Referring students to outside agency counselling support is challenging and there is a lag in specific needs, therefore the school has employed a counsellor to support on a needs basis.</p> <p>Progress and impact are monitored by the DSL. This is part of a wider strategy and often multi-agency support is involved. Exam anxiety support groups are also a focus.</p>	All

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

Budgeted cost: £ 164,074.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

<p>will be appointed to improve attendance.</p> <p>Family Support Workers will be appointed to support students and their families facing significant issues in attendance and accessing education and school life. Home visits, counselling and support will be used to ensure that students in need have access to agencies, support, and guidance.</p>		
<p>Learning Mentor to oversee all aspects of the students' needs, academic challenges, intervention and support e.g., Breakfast, uniform and equipment, support with homework and coursework.</p> <p>All disadvantaged students have access to mentoring.</p>	<p>Breakfast Club supports nutrition for students, ensuring that they are well prepared for learning, and meet school expectations, in order to feel confident in an inclusive environment.</p> <p>Disadvantaged students are entitled to an adequate, healthy diet. They must meet school expectations for uniform and equipment in order to achieve well and equally to their peers.</p>	3, 4, 5, 6
<p>Music tuition supported through access to peripatetic teaching</p>	<p>Students are encouraged to develop skills where they show enjoyment of learning and which can enrich the curriculum and wider experiences</p>	4, 5
<p>Ensure disadvantaged students are developing essential life skills for improved health and well-being through activities such as 'cook and chat.'</p>	<p>Development of life skills and improved confidence and self-esteem.</p> <p>Think for the Future weekly coaching programme to support student's resilience and self-esteem.</p>	4, 5, 6
<p>Student destinations are supported through the Learning Mentor including attending career meetings, accompanying students to college venues for workshops, visits, and interviews</p>	<p>Ensuring that disadvantaged students have affective CIAG and have support to reach their intended destinations</p>	3, 4, 5, 6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £249,074.17

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our main evaluations undertaken during the 2020 to 2021 academic year, were the considered TAGs which replaced exams. The evidence from these show that disadvantaged students perform less well than non-disadvantaged students:

For example, P8 for disadvantaged students was 0.3 compared to 0.7 (non-disadvantaged); A8 for disadvantaged students was 4.4 compared to 5.1 (non-disadvantaged); Level 2 English and Maths for disadvantaged students was 57.8% compared to 69.6% (non-disadvantaged) and Grade 5+ for disadvantaged students was 40% compared to 53.9% (non-disadvantaged).

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding year at 88.26%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7.56% higher than their peers and persistent absence higher at 24.44%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in 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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.