



Huxlow Academy

Ambition • Respect • Pride

Huxlow Academy Pupil premium strategy statement 2023-2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	771
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 to 2026-2027
Date this statement was published	
Date on which it will be reviewed	March 2024
Statement authorised by	P. Letch
Pupil premium lead	H.Huchet
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198, 203.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0

Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£12, 177.49
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£210,380.49

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. Since COVID, the school has been seen as a real support and a point of contact for all our families. The school has worked hard to engage with parents at any opportunities. 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. Since the COVID episode, disadvantaged students and their families have struggled to restore key routines due to issues with mental health. As a consequence, the number of Persistent Absences is still 40% higher than in 2019-20.
2. There has been a rise in the number of serious behaviour incidents, exclusions and safeguarding issues post-COVID.
3. Currently 52% of disadvantaged students with Low Prior attainment and on average have a reading age gap of 1 year.

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 and personal development

The overall aims are to reduce the attainment gap between our disadvantaged pupils and their peers, to raise the attainment of all pupils to close the gap created by barriers to learning and to support them to become well-rounded individuals ready to play their part in the community.

Huxlow's strategy is underpinned by a thorough approach to assessment, progress testings 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 resources depending on specific needs. Students underachieving in core subjects receive tailored support.

Challenges

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

Challenge number	Detail of challenge
1	<p>A large proportion (more than 50%) of disadvantaged students in Year 7, 10 and 11 have a Low Prior Attainment which will have an impact on how they can access their learning and need to be supported through scaffolding and bespoke differentiation.</p> <p>Our observations suggest many lower attainers lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p> <p>This is also indicated across the curriculum, particularly in subjects where longer answers are required such as in Humanities and English Language.</p>
2	<p>New Group Reading Tests have indicated that disadvantaged students have lower reading age than their counterparts. It is especially the case with KS3 students where on average they have more than a year difference.</p> <p>According to Progress tests conducted with year 8 and 9 students, grammar and punctuation are real concerns for all students but especially disadvantaged students with Lower Prior Attainment. In Year 8, last summer, students, there was a gap of -30% on grammar and punctuation questions compared to National data.</p> <p>Current KS3 disadvantaged students were critically affected by school closures. Their literacy skills are lower and will impact their ability to understand key instructions. This results in lower levels of progress in all subjects, especially in assessments which require them to write longer answers and to understand command words.</p>
3	<p>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.</p>

	<p>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.</p> <p>This has led to a clear rise of referrals of PP students to access support regarding their mental health.</p>
4	<p>We have also seen an increase of exclusions between 2020-21 and 2021-22 by 29%. more than 60 % of students excluded were from a disadvantaged background.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 7-8% lower than for non-disadvantaged pupils.</p> <p>48% 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.</p>
6	<p>Our observations, discussions with disadvantaged families have clearly identified key barriers to attending school. Families are increasingly struggling to support students to be ready to learn. The current rise in the cost of living is having a negative and concerning effect on how disadvantaged families can support their children to access basic needs.</p> <p>Families are struggling with buying uniforms and school equipment. These are barriers for students to learn and to come to school. Last year, 57 families requested to be supported with items of clothing.</p>
7	<p>Our observations, meetings with students about their career's choice have clearly recognised lack of ambition as a concern for all students but especially with disadvantaged students especially those with High Prior attainment.</p> <p>According to last year's GCSE's data, only 13 Pupil Premium students out of 56 students were entered for the English Baccalaureate.</p>
8	<p>According to last year's monitoring of enrichment activities offered, less than 20 % of our disadvantaged students have actually been on a trip or taken part in extracurricular activities.</p> <p>Our students' personal development should be at the heart of our offer especially for our disadvantaged students who might appear insular and disconnected with the wider community.</p>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>(attendance intervention EEF https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1701591957)</p>	<p>Sustained high attendance demonstrated by:</p> <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 (to be below 25%)
<p>Improved attainment among disadvantaged pupils in English, Science and Non-Core subjects at the end of KS4</p> <p>(The relationship between socio-economic disadvantage and the attainment gap in the English education system: Protocol for a systematic review - EEF https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1701631291)</p>	<p>For these subjects, by the end of our current plan in 2026/27, the gap in attainment for disadvantaged pupils will be no more than 10%.</p> <p>In 2023, there is a Pupil Premium gap of 19.6% of students achieving at least 5 grades 5 or above incl.English and Maths. Only 13 % of Pupil Premium achieved at least at least 5 grades 5 or above incl.English and Maths.</p> <p>In English alone, the gap between disadvantaged students and non-disadvantaged achieving at least a level 5 grade is 19.5%. In Humanities, the gap in P8 is - 0.75.</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Regular 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>Data is communicated to all staff so swift bespoke support is planned in lessons.</p> <p>Low Prior Attainers feel understood and supported which has an impact on their positive engagement in lessons such as English and Humanities.</p> <p>Teachers should recognise this improvement</p>

	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, Third Tier vocabulary and accessing A03 questions.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2026/27 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 • improved of parental engagement in school events.
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>Teacher reports and class observations suggest disadvantaged pupils have developed key soft and social skills. They access their Trusted Adult when they need to talk through concerns, which help situations not escalate.</p> <p>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>
Successful student destinations for all PP students	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
A decrease of Fixed Exclusions and detentions for disadvantaged students	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.
All students feel they belong to the world around them. They have become confident and versatile.	<p>All disadvantaged students have participated in at least one enrichment activity a year. Students engage in a wide range of extra-curricular activities and they are curious about life.</p> <p>Students and their families feel they are fully part of their local community. They feel listened to and given a voice.</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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Efficiently use of standardised diagnostic assessment to identify key actions and interventions.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 7
Heads of Departments identify Pupil Premium Strategy for subject curricula	Improved support for learning for all students, particularly disadvantaged students. Ensure that resources (revision guides) are accessible for all disadvantaged students. Each subject should have significant curriculum adjustments to support learning.	1, 2, 7, 8
External marking of English Mocks	Improved the quality of data collected to identify gaps of learning and develop bespoke interventions especially for disadvantaged students. Improved the quality of feedback given to all students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 7
SPARX HW for Core subjects	Improved learning and progress for all students	1, 2, 7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focused on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Science and English: word-gap.pdf (oup.com.cn)	1, 2, 7

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

Budgeted cost: £ 63,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2, 7
Employing Maths and English HLTA to target interventions for Maths and English across the school, working on gaps in knowledge and revision for short	Improving understanding of gaps in knowledge will enable students to access the curriculum and support students to practise and apply their maths and literacy skills and knowledge. Early intervention for KS3 students to	1, 2, 7

<p>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>ensure that they can access the curriculum and improve their learning opportunities is a key strategy for successful outcomes at KS4.</p>	
<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 disadvantaged, including those who are high attainers.</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:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 7</p>

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

Budgeted cost: £ 110,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and</p>	<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</p>	<p>3, 4, 5</p>

<p>emotions.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff trained to follow all kye procedures. Attendance/support officers will be appointed to improve attendance.</p> <p>Family Support Workers 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>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> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	
<p>Whole school enrichment opportunities</p>	<p>Clear evidence that non-cognitive learning will better students' future. There will be a clear calendar of opportunities to develop students' character.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Non-cognitive_skills_literature_review_1.pdf?v=1701633395</p>	<p>8, 5, 7</p>
<p>Everyday equipment and self-care</p>	<p>An essential step to tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing. There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>6, 5</p>

Music tuition supported through access to peripatetic teaching	Students are encouraged to develop skills where they show enjoyment of learning and which can enrich the curriculum and wider experiences	7, 8
Ensure disadvantaged students are developing essential life skills for improved health and well-being through activities such as 'cook and chat.'	Development of life skills and improved confidence and self-esteem. Think for the Future weekly coaching programme to support student's resilience and self-esteem.	4, 5, 7, 8
Student destinations are supported through the Learning Mentor including attending career meetings, accompanying students to college venues for workshops, visits, and interview	Ensuring that disadvantaged students have affective CIAG and have support to reach their intended destinations	7, 8

Total budgeted cost: £ 198,203

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

2022 to 2023 was the first set of results based on students completing all exams without any curriculum cuts due to COVID-19. The grades boundaries were in line with the 2019 set of results.

During the 2021 to 2022 and between 2022 to 2023, the evidence from our summer exams shows that disadvantaged students perform less well than non-disadvantaged students.

The gap is still -0.2 for P8 for both years. There is a slight improvement in A8 by 0.1 grade between the 2 previous academic years. A8 for 2023 was 3.5 compared to 4.6 non-disadvantaged). This is an improvement compared to 2022 as A8 for disadvantaged students was 3.3. Despite harsher grades boundaries, disadvantaged students achieved better grades by + 0.2.

This improvement is clearly supported by the results in Maths and in Languages closing the gaps between disadvantaged students and non-disadvantaged students. In 2023, in Maths there was no gap in P8 between the 2 groups and in French, more disadvantaged students achieved at least a level 5 (+8%). This positive change has supported the gap to narrow regarding Grade 5+ including English and Maths. The gap was in 2023 -18.2% compared to -28.5% in 2022.

Overall attendance in 202/23 was better than in the preceding year at 90.66%. Disadvantaged students' attendance is still lower than their peers (- 7.89%) but this gap is slowly closing and is still a focus of our current plan.

Our assessments demonstrated that student behaviour, well-being and mental health are still significantly impacted by the COVID-19 related issues. The impact was acute for disadvantaged students and their families. We used pupil premium funding to provide targeted wellbeing support for all students and clear bespoke interventions when required. We are building on that approach in our new plan.

