

## Pupil premium strategy statement – The Hyndburn Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
Number of pupils in school	580
Proportion (%) of pupil premium eligible pupils	42.59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22-2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss N Palmer
Pupil premium lead	Mr J Delve
Governor / Trustee lead	Mrs G Whittaker

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,275
Recovery premium funding allocation this academic year	£50,232
School Led Tutoring Grant* *covers up to 60% of cost of tutoring	£22,072
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£280,579</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The Hyndburn Academy is committed to ensuring that all students have access to high quality education and aspirational experiences, irrespective of their background. The school's aim is to minimise barriers faced by students from disadvantaged backgrounds and support all students to have the same outstanding learning and life opportunities. Fundamental to our approach is quality teaching. Research shows high levels of teaching has the greatest impact in ensuring that all students achieve their best outcomes. Great teaching is not only proven to have the greatest impact on closing the attainment gap but will at the same time benefit those students that are non-disadvantaged in our school.

The Hyndburn Academy recognises that students from disadvantaged backgrounds may face several challenges. The school is committed to using the pupil premium (PP) funding to help all learners reach their full potential. The Hyndburn Academy has over 40% of the student population eligible for PP, however the rest of the students are not significantly more affluent. The intended outcome of all activities/interventions detailed within this document is that all pupils, irrespective of background, are provided with high quality teaching, effective support, and accessible enrichment opportunities.

The Hyndburn Academy is dedicated to ensuring that the individual needs of each child are met by the meticulous use of the pupil premium funds. Challenges faced by our disadvantaged pupils will be identified, and plans/actions regularly reviewed to ensure they are having the desired impact. With over 40% of the students being eligible for PP funding, it is inefficient to target separate students, unless a specific need commands otherwise. Therefore, we employ strategies that have the greatest benefit to all.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between PP and non-PP students. The attainment of PP students has decreased from 48.44 in 2020/2021 to 29.73 in 2021/22
2	To improve the progress for PP students in year 11 to at least a P8 score of 0 as a minimum expectation for the cohort
3	The attendance data indicates that attendance among disadvantaged pupils has been between over 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
1. Improve the attainment for PP students	For PP students to achieve at least in line with PP students nationally and with non-PP students within the academy when comparing these groups Attainment 8 scores
2. Improve the progress for PP students	Progress 8 for PP students in year 11 to be at least 0 as a minimum expectation for the cohort
3. Improve attendance for PP students	To improve KS4 PP student attendance to match national average figures

## 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

**Budgeted cost: £105,991**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve progress and attainment	The continued recruitment of teachers to the core subjects; Maths and English recruitment to allow for a reduction of the class sizes in KS3 and KS4 To allow a wider provision of KS4 intervention within core subjects to support the acceleration of progress; where relevant for PP students under their target grades	1, 2
To embed learning through increased fluency opportunities	Provide a tablet to KS3 students (or access to a chrome book for all) to ensure accessibility of software for homework completion and in-class technology. This allows access to Learning by Questions (LBQ), Sparks, Seneca, etc. software programmes	1, 2
Attendance Officer	To ensure that a member of staff is assigned to work actively on student daily attendance	3

## Targeted academic support

Budgeted cost: £ 80,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tablets for KS3	Attainment for all – Accessibility to the curriculum for all students. To complete classwork, homework, intervention sessions etc. And to narrow the gap To catch up on lost knowledge and skills. To eradicate the need to share devices with siblings where possible.	1, 2
Tutoring	School Led Tutoring – 1-1 targeted tutoring during term time and extra-curricular catch-up sessions during term breaks. To narrow the gap between PP and non-PP students.	1, 2

## Wider strategies

Budgeted cost: £95,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Additional pastoral support  To improve the attendance of PP students in KS4. To ensure PP students in year 11 are prioritised for early intervention through the attendance team.	3
Counselling Support	Counselling service  To assist students with further needs through different support networks, which in turn should help attendance and accessing the curriculum.	1, 2, 3
Attendance	To target PP students falling below the agreed level of 95% attendance and put into place individual interventions for support .	3

**Total budgeted cost: £ 281,736 (£280,579 from PP funds)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils during the 2021/22 academic year has been analysed using Key Stage 4 (KS4) performance data.

For 2022, the percentage of pupil premium pupils achieving 5+ across 5 or more subjects including maths and English was 19%. This is compared to 38% of non-pupil premium. The Progress 8 figure for our disadvantaged pupils was -1.23 and our Attainment 8 figure for the same cohort of pupils was 29.73. The DfE advises against comparing pupil performance data to data from previous years due to the ongoing impacts of covid19.

The attendance over KS4 last year showed that absences of disadvantaged students was 4.2% higher than their peers in 2021/2. The school recognises that this gap is too wide, and therefore a focus of the current plan is the attendance of students and how to tackle a potential growing issue.

Another focus of our current proposal is student wellbeing and mental health. Referrals to our mental health provision remains much higher than pre pandemic, with disadvantaged pupils' referrals continuing to be higher than non-disadvantaged.

To support student attainment and progress we have again recruited to our core subjects. This allows us to be more strategic with intervention; both in timetabled lessons through allocating two subject specialists to target sets, and through intervention where smaller, more tailored intervention is possible.

Overall, our strong ethos of promoting high-quality lessons, and our culture around attendance and behaviour provides all students at the Academy, with the effective message that we expect them to succeed and provide the support to allow this happen. As stated, student welfare and attendance remain priorities this academic year. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

### Externally provided programmes

Programme	Provider
Sparx	Sparx Maths
Bedrock	Bedrock Learning
LBQ	Learning By Questions Ltd
Seneca	Seneca