



Hayle Academy
Using Pupil Premium Funding Successfully to
Raise Achievement and Aspiration.
2019- 2020

Introduction

Pupil Premium funding is provided by the Department of Education to provide additional support for students to remove barriers to learning, and in doing so, to raise educational outcomes.

The additional funding is targeted at students from low- income families (eligible for free school meals at any time in the last 6 years), as well as children in care, adopted children and children of services personnel. The school is responsible for deciding how the funding is spent and for monitoring and evaluating the impact of the funding.

School Vision and Values

Hayle Academy aims to ensure that all young people reach their full potential and aspire to be the best they can be. We believe that every student has something special to offer and it is important to us that students' talents are nurtured and encouraged. To be the best you can requires confidence, self-belief and self-esteem and requires us to relate positively to others. We believe that our school community must do all we can to remove barriers to learning and we use the Pupil Premium funding to support these aims.

There are approximately 520 students on roll at Hayle Academy. Of these, 188 are eligible for pupil premium funding. In 2018-2019 Hayle Academy received around £163,000 of Pupil Premium funding. In 2019-2020 we expect to receive around £167,000 of Pupil Premium funding.

The DofE gives schools the responsibility for allocating the Pupil Premium funding, as we see fit, based upon our understanding of our students' needs, as stated:

“It is for schools to decide how the Pupil Premium, allocated to schools per FSM student, is spent since they are best placed to assess what additional provision should be made for the individual students within their responsibility.”

We are accountable for the use of this additional funding and for monitoring its impact on student progress, attendance and behaviour. School leaders allocate the funding for strategies which we know (from national research and best practice) are most likely to impact positively on improving outcomes for students. These strategies are evaluated regularly and frequently and we adapt strategies during the year to ensure that they are benefiting students, supporting progress and making a real difference to students' achievements.

Priority Areas to improve educational achievement for students eligible for Pupil Premium funding at Hayle Academy:

1. Improving attendance of students eligible for Pupil Premium funding – Attendance of disadvantaged students is below that of their peers. Persistent absence for disadvantaged students is higher than that of their peers. The gap is beginning to close, and both attendance and persistent absence are improving, but significant further improvement is still required. Absence from school is a key barrier to educational progress as evidenced by our own school data, and national data on student outcomes.
2. Improving behaviour of students eligible for Pupil Premium funding – When compared with their peers, a higher percentage of behaviour points and fixed term exclusions are given to students eligible for Pupil Premium funding. Poor behaviour is a key barrier to educational progress as evidenced by our own school data, and national data on student outcomes.
3. Improving progress and achievement of students who are eligible for Pupil Premium funding – The progress and achievement of students eligible for Pupil Premium funding is not yet in line with that of their peers.

The following targets for 2019-2020 have been set based on the current priority improvement areas:

1. *To improve attendance of students eligible for pupil premium funding so that the in school gap between the attendance of students eligible for Pupil Premium funding and that of their peers is no more than 1.5%. In doing so, to improve attendance so that it is at least in line with national averages for non-disadvantaged students. To reduce persistent absence so that it is at least in line with national averages for non-disadvantaged students.*
2. *To improve behaviour of students eligible for pupil premium funding so that fixed term exclusions are below the national average of 8.6%. To improve behaviour so that pupil premium students are awarded a proportional number of Merits which are at least in line with their non-disadvantaged peers. To reduce behaviour points for disadvantaged students and fixed term exclusions so that these are proportional to the number of disadvantaged students are at least in line with their non-disadvantaged peers.*
3. *To improve progress and achievement of students eligible for pupil premium funding, particularly that of most able students so that progress and attainment are at least in line with that of all students nationally with similar starting points, with an aspiration to achieve comparable progress and attainment of their non-disadvantaged peers.*

In addition to these targets, the pupil premium funding is used to:

- Promote effective and confident skills in literacy and numeracy, ensuring students who are below their age related expectation on entry are supported to catch up.
- Provide high quality pastoral, social and emotional support for students to promote equality of access to educational opportunity.
- Provide a carefully planned, rich and relevant curriculum that engages students in learning, promotes success for all and provides a springboard for future education and employment.
- Support the aspirations of students to succeed in education and life and progress to further education and employment.

In planning how to spend the funding, school leaders have used a set of principles:

1. The funding is solely for spending on students eligible for pupil premium.
2. It is focussed on supporting eligible students to reach the highest levels of achievement.
3. The impact of spending is regularly evaluated to ensure impact and value for money.
4. Improvement in the quality of education for students eligible for pupil premium funding is an integral part of whole school improvement planning.
5. Development of staff skills to ensure the highest quality teaching and support every-day is prioritised, including the provision of high quality staff training.
6. The role of parents in supporting progress, behaviour and attendance of students, in partnership with staff, is seen as crucial to student success.

7. Funding is allocated for strategies which have a proven track record of success either within the school, based on national research (endorsed by the Education Endowment Foundation), or drawn from other schools where there is evidence of high outcomes for students as a result of the strategies.

Using the Pupil Premium funding at Hayle Academy

There is a broadly stable pattern in the proportion of students eligible for Pupil Premium funding at Hayle Academy.

Year Group (2019-2020)	7	8	9	10	11
% students eligible for Pupil Premium funding	31	24	39	46	36

Key Contacts:

Lead Governor: Mr J Hurr (Chair of Governors)
The Headteacher: Mrs. J. Woodhouse
The Head of School: Mr D. Mather

Pupil Premium Strategy Statement for Hayle Academy 2019-2020

1. Summary Information					
Academic Year	2019-2020	Total PP funding (estimated)	£167,000	Most Recent Internal Review	November 2019
Total number of students	520	Number of students eligible for PP funding	188	Date of next internal review	April 2020

2. Progress and attainment (2019 Outcomes)			
	Students eligible for PP	Students not eligible for PP funding	National average (non-PP) 2019
KS2 Average Point score	4.61	4.91	4.89
Basics (English and Maths at Grade 5 or above)	22%	38%	50% (24%PP)
Basics (English and Maths at Grade 4 or above)	33%	67%	72%
Progress 8 score	-0.75	-0.35	0.13 (-0.45 PP)

Figures to be confirmed when school and national validated data is available 2019 outcomes.

3. Barriers to progress and attainment (for students eligible for PP funding)	
In-school barriers	
A	Disadvantaged students are making less academic progress than non-disadvantaged students. Key priorities are to improve progress in English, Maths, Science, Humanities and Languages.
B	A minority of disadvantaged students are less secure in their planning for future education and careers which is linked to low aspirations.
C	Higher than national average proportions of disadvantaged students are persistently absent from school. Attendance for disadvantaged students is below national average and has a detrimental impact on students' capacity to make good progress in learning.
D	When compared to their non-disadvantaged peers, students eligible for pupil premium funding achieve fewer merits,

	receive a higher number of behaviour points and are more frequently involved in behaviours that result in fixed term exclusions. This lower engagement and poor behaviour is having a detrimental impact on their progress.
E	The literacy skills of disadvantaged students are not sufficiently strong to underpin strong progress across the curriculum. This is evidenced by their KS2 test outcomes on entry to Hayle Academy, in reading and writing, which show a gap in achievement with their non-disadvantaged peers. The numeracy skills of disadvantaged students are also lower than those of their non-disadvantaged peers on entry to the school.
F	A significant proportion of our students have difficulties with their social skills, managing emotions, self- confidence and resilience. This is not isolated to disadvantaged students and it does mean that certain students (who are more likely to be disadvantaged) struggle to access their educational opportunities as a result.
External barriers	
A	The surrounding area is rural and deprived and some disadvantaged students have reduced access to opportunities to develop their personal, cultural and social education.
B	There are limited career opportunities in the local area and Penwith has lower than average annual incomes. Students may therefore not experience the same opportunities to consider a range of careers and options for future education as their peers in other parts of the country.

4. Desired outcomes (and how they will be measured)		
A	Improve progress for disadvantaged students so that they make comparable progress to their peers in school and nationally. In particular, continue to improve outcomes in English, Maths, Science Humanities and Languages. Improve literacy and numeracy skills of disadvantaged students so that they catch up with their non-disadvantaged peers.	Higher rates of progress for disadvantaged students mean that the in-school gap in achievement is not more than 10% in all subjects. Progress 8 for disadvantaged students to be positive (above national average) with the aspiration to achieve comparable progress and attainment to non-disadvantaged peers nationally.
B	Improve career progression and raise aspirations for disadvantaged students.	Increase the proportion of disadvantaged students who progress to Level 2 and 3 courses in further education. No disadvantaged students to be NEET post 16.
C	Improve attendance of students eligible for PP funding, and reduce persistent absence so that it is in line with that of their non-PP peers and above national average	Attendance of disadvantaged students to be above national average. Persistent absence for disadvantaged students to be below national average. Our aspiration is that the attendance and persistent absence of students eligible for PP funding is comparable to that of their non-disadvantaged peers nationally.
D	Improve behaviour of disadvantaged students.	Reduce the number and frequency of fixed term exclusions for disadvantaged students and the number of behaviour points. Increase the number of merits. Reduce fixed term exclusion and behaviour points for disadvantaged students overall so that these are no greater than their peers. Increase the number of merits so these are in line with their peers.
E	Improve students' social skills, emotional management, resilience and emotional health	Behaviour, attendance and progress are comparable to that of non-PP students. Students exhibit the required emotional regulation, social behaviours and mental health to have equality of access to educational opportunity.

Long Term Plan (3 Year Strategy)	
Priority 1	Power of Language – a significant gap in literacy has been identified between our disadvantaged students and our non-disadvantaged learners that exists on entry to the school in Year 7. This includes spelling, use of written and spoken language, non-formal language, and vocabulary specifically linked to cultural capital and the breadth of students’ knowledge base.
Priority 2	Metacognition – success in education relies on the ability of students to retain and recall prior learning, in a knowledge rich curriculum. Self- understanding and cognitive learning strategies are therefore foundations of educational progress and success.
Priority 3	Aspiration and Experiences – the gap in aspiration and breadth of cultural experiences that our disadvantaged students exhibit on entry to the school creates educational disadvantage. To remedy this, the school must offer a wealth of wider social and cultural experiences to provide equality of educational opportunity for all.
Priority 4	Pastoral care and support – the school must provide highly effective additional care and support for disadvantaged students across a broad range of areas, all of which are fundamental to educational progress and success. These include: attendance, behaviour, mental health, social skills and confidence, self esteem, managing personal risk and safety, homework, organisation. The school will invest in securing effective systems and protocols to support each child to achieve their full potential.

NB Budgeted costs are provisional until validated by our Business Manager

Desired Outcome: A. Improve progress for disadvantaged students. In particular, continue to improve outcomes in English and Maths, Science and Humanities and Languages. So that, as a result, P8 and A8 of disadvantaged students are significantly above national average for non-disadvantaged students and approach our aspiration to achieve equivalent outcomes to non-disadvantaged students nationally.				
Chosen approaches	Rationale	Staff Lead	Evaluation	Funding
1. Recruit the very best school leaders and teachers and provide high quality training to sustain the highest standards of education for students across the school. <ul style="list-style-type: none"> • New teachers employed in History, MFL, Maths, English, Science with effective support and induction. • Curriculum leader and senior leader support programmes implemented 	The Education Endowment Foundation (EEF) evidences that improving teaching has the largest impact on outcomes for disadvantaged students. Recruitment, retention, highly effective leadership and high quality teaching is at the heart of educational success for students.	Executive Headteacher	Through monitoring and evaluation of quality of teaching: faculty, senior leader and external monitoring and evaluation processes including lesson visits, work scrutiny,	School leadership costs £8000 Recruitment costs: £8000 Staff training costs

<ul style="list-style-type: none"> Nationally recognised training (NPQML, NPQSL) available to emerging middle and senior leaders CPD programme for teachers includes Trust-wide ETP, Aspiring middle and senior leader programmes, collaborative school partnerships National PP 'expert' to deliver Secondary Partnership training for all staff in January 2019. 			student progress reviews	£6000
<p>2. Refine tracking and assessment systems to target intervention and introduce the use of comparative judgements as an effective methodology for summative assessment. Provide high quality staff training. Ensure assessment is accurate and timely, and used to underpin teaching and curriculum decisions.</p>	<p>Review and further development of school assessment systems to ensure these are accurate and effective in diagnosing gaps in knowledge and misconceptions. Accurate and timely assessment enables teachers to adapt teaching and provide incisive intervention to accelerate progress.</p>	DHT	<p>Through monitoring and evaluation of quality of teaching: faculty, senior leader and external monitoring and evaluation processes including lesson visits, work scrutiny, student progress reviews</p>	<p>Staff training £600</p> <p>Admin time for revised systems £1000</p>
<p>3. Provide bespoke intervention sessions for students to address identified gaps in learning and knowledge.</p>	<p>Targeted intervention will accelerate the progress of students at risk of falling behind. The school's analysis of student achievement evidences that intervention sessions are effective in boosting progress.</p>	HoS	<p>Analysis of student outcomes and progress following completion of programme of intervention</p>	<p>Teacher salary costs £1500</p>
<p>4. Curriculum plans well sequenced to address gaps in learning and barriers from gaps in cultural capital. To include explicit teaching of recall, literacy and numeracy and linked to</p>	<p>Review and development of whole school curriculum strategy, in collaboration with secondary partner schools. The quality of the curriculum</p>	DHT	<p>Monitoring of completion of curriculum development plan.</p>	<p>Teacher time and training costs</p>

future employment and career aspirations.	underpins the quality of education and therefore is a key driver to enhance student learning and improve outcomes.		Through monitoring and evaluation of quality of teaching: faculty, senior leader and external monitoring and evaluation processes including lesson visits, work scrutiny, student progress reviews	£1500
5. Improve literacy skills of students to remove barriers to educational progress and achievement	Accelerated reader to continue for Years 7 and 8 as a universal offer for students. The school's evaluation of student reading levels evidences the very significant impact of AR on improving reading. Training for teachers in explicit teaching of literacy skills across all curriculum areas and leadership of literacy as fundamental to student progress and success, and preparation for next stage of education.	AHT	Monitoring of AR data to evaluate impact on student reading skills (termly) Evaluation and QA of curriculum planning re literacy skills Lesson visits and work scrutiny.	Proportionate AR costs £1800
6. Provide equipment and resources for students to ensure access to curriculum and to support effective revision.	A minority of students do not have the basic equipment needed to access the curriculum and learning opportunities. This creates a fundamental barrier to learning.	HoS	Behaviour points for equipment for PP students to be comparable to those for non PP students, with an aspiration of 0 equipment points for PP students	£1500
7. Address the barriers to learning of students on	A cohort of student do not achieve	HoS and	Evaluation through	Intervention

transition to secondary school, including identified gaps in literacy and numeracy through a bespoke intervention programme including the use of tutor time	their age related national expectation at the end of KS2 and this is a significant barrier to their access to the secondary curriculum. Addressing these skills early, through intervention will promote progress.	SENDCo	review of student progress, lesson visits and work scrutiny	sessions and teacher costs Part funded by catch up premium £1200
8. Devise and implement a 'cultural capital' programme for tutor time which address gaps in students' knowledge and understanding of society and global values	Our disadvantaged students are impeded in knowledge acquisition by gaps in cultural and societal understanding which are apparent on entry in Year 7	Lead teacher	Evaluated through student voice and staff feedback, termly	Staff time £1500
9. Review curriculum model and qualification offer to ensure high value qualifications are studied, supporting preparation for next stage of education	Our disadvantaged students are over-represented in minority subjects. The impact of option choices will be reviewed to ensure all disadvantaged students study KS4 courses which underpin their success in post 16 education.	DHT	Option choices evaluated	Staff costs
10. Conduct an external review of use of Pupil Premium funding.	To ensure that the most effective strategies are being selected and that the evaluation of impact is robust. To ensure that national best practice is drawn on and used to underpin selection of strategies at Hayle Academy	EHT	To be completed in the Spring Term and used to evaluate impact for revised implementation in Summer term and academic year 2020.	£2500
Total Budgeted Cost:				
B Improve career progression and raise aspirations for disadvantaged students.				
1. Improve careers education programme through curriculum development, explicit teaching of careers education in all subject areas (in schemes of learning in all subject areas) assemblies and tutor programme to	Improving education will broaden students' aspirations and understanding of career opportunities. Partnership	Leadership of careers education by DHT	Destinations data and scrutiny of post 16 applications. Student feedback on their experience of	£3200

fully achieve the Gatsby Benchmarks.			career education.	
2. Provide high quality additional one to one reviews for disadvantaged students with the careers advisor	Individual support will identify and address gaps in understanding re career options and routes and individual action plans will support students to understand the steps they need to take to progress to their next stage of education/ employment	Careers advisor	Destinations data. Review of impact of careers advisor	£1600
3. Ensure all disadvantaged students participate in opportunities to experience post 16 education including visits to FE and HE colleges	Opportunities to experience post 16 education settings will broaden and extend aspiration	Careers Advisor/ DHT	Evaluate attendance on school visits to ensure all disadvantaged students experience a minimum of 1 visit to HE and FE setting.	Subsidised trip places £1000
4. All disadvantaged students to have mock interview and work experience placement in Year 10	Student voice evidences that mock interview and work experience are instrumental in raising aspiration for next stage of education	DHT	Monitor mock interview appointments and work experience placements to ensure all students access this opportunity. Student voice feedback	Staff salary costs £1500
Total budgeted costs:				
C Improve attendance of disadvantaged students and, in particular, reduce persistent absence so that it is better than national averages for disadvantaged students and approaches our aspiration of being comparable to national averages for non-disadvantaged students.				
1. High quality leadership of attendance strategies is crucial to their success. Refine and embed revised systems for rewarding good	In 2018-2019, significant improvement was made in attendance and reducing persistent	HoS	Half termly evaluation of attendance and	Admin and leadership time £6500

attendance and intervening where attendance is a concern including early intervention and the role of tutors.	absence through revised approaches. Improving attendance will ensure gaps in learning are minimised and students have full access to opportunities and education. Our in school data evidences that poor attendance has been shown to have a significant negative impact on students' progress and achievement.		persistent absence	Rewards £500
2. Prioritise use of Education Welfare Officer for disadvantaged students.	The EWO was highly effective in 2018-2019 in improving attendance of target students through family intervention and support.	HoS	Half termly evaluation of attendance and persistent absence	EWO costs £3000
3. Pilot use of wake up calls for disadvantaged students in the spring term	This has proved effective in other schools to motivate students to attend school	HoS	Half termly evaluation of impact and student voice	Admin costs £1000
4. Incentivise students' good attendance through the use of rewards, including pop up weeks.	This proved effective in 2018-2019 in improving attendance of disadvantaged students.	HoS	Half termly evaluation of attendance	Cost of rewards (part funded by local community partners) £600

Total budgeted costs:

D Improve behaviour of disadvantaged students and reduce exclusions so that disadvantaged students achieve equivalent numbers of merits to their non-disadvantaged peers and so that they receive no more behaviour points than their non-disadvantaged peers. Exclusions for disadvantaged students to be below national averages with an aspiration that they are below the national average for non-disadvantaged students. In line with our aspiration for all students, our aspiration is that no disadvantaged student is permanently excluded from the school.

1. High quality leadership of behaviour strategies is crucial to their success 2. Implement revised approach to behaviour management to improve behaviour and eradicate low level disruption	Engaging and motivating students will improve progress in learning and aspirations.	HoS	Evaluation of impact of revised approaches in the spring term, and of sustained impact on	Leadership costs £3000
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			behaviour over the school year	
3. Mentoring of priority students by form tutors, leaders and pastoral team.	There are multiple opportunities for student mentoring as a proven successful strategy to promote improved behaviour.	HoS	Evaluation of impact of mentoring behaviour. Half termly review of merits, behaviour points and exclusions	Staff costs £3000
4. Provision of alternative education programmes to avoid permanent exclusion.	Alternative education packages including managed moves, PAPA and SAVVY are provided for students at risk of exclusion. These have proved effective in supported students' continued education and avoiding permanent exclusion.	HoS	Termly review of impact of alternative education packages. More regular monitoring of student progress through these packages, in line with school protocols for management of alternative education.	£23,500
5. Incentivise students' good behaviour through the appropriate use of rewards.	This has proved effective in other schools in improving behaviour of disadvantaged students.	HoS	Half termly evaluation of attendance, student voice	Cost of rewards (part funded by local community partners) £600

Total budgeted costs:

F Provide high quality school systems and pastoral support to remedy barriers to learning for vulnerable students including low

self esteem, emotional health, and resilience.				
1. Provide targeted mentoring and support for vulnerable students through high quality and effective pastoral care.	Our in-school analysis evidences the effectiveness of mentoring in supporting individual students to engage fully in educational opportunity	HoS	Impact of mentoring evaluated termly through behaviour and attendance data and through student progress data	Staff salary costs £2000
2. Implement a programme of strategies to support emotionally healthy education. Implement strategies to enable access of disadvantaged students to extracurricular opportunities	Positive emotional health is a foundation to being able to engage fully with educational opportunity, underpinning resilience, self-confidence and self-esteem. Evidence shows that our disadvantaged students have restricted access to sporting, cultural and social experiences beyond the school provision. Access to extra-curricular opportunities after school is restricted by transport, caring responsibilities (for some) and student motivation to stay on after school.	HoS	Evaluation of impact of strategies bi-annually through student voice, staff feedback and analysis of participation Evaluation of impact of Be Inspired through review of student choices, lesson visits, student voice, attendance and behaviour data	Staff salary costs £1600 Resources for strategies £1800
Total budgeted costs:				
Total Pupil Premium projected spend 2019-2020:				