



Hayle Academy: Pupil Premium Strategy Statement: 2020-2021

School overview

Metric	Data
School name	Hayle Academy
Pupils in school	498
Proportion of disadvantaged pupils	33%
Pupil premium allocation this academic year	£158,623
Academic year or years covered by statement	2019-2020, 2020-2021, 2021-2022
Publish date	November 2020
Review date	October 2021
Statement authorised by	Jan Woodhouse - Executive Headteacher
Pupil premium lead	Simon Horner - Head of School
Governor lead	Mark Arnold - Chair of Governors

Disadvantaged pupil performance overview for last academic year (2019-2020)

NB data is calculated using the school's internal analysis tool, SISRA

Progress 8 (all)	-0.28
Progress 8 (disadvantaged)	-0.48
Ebacc entry (all)	23.5%
Ebacc entry (disadvantaged)	15.9%
Attainment 8 (all)	4.24
Attainment 8 (disadvantaged)	3.62
Percentage of Grade 5+ in English and maths (all)	35%
Percentage of Grade 5% in English and Maths (PP)	20%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve Progress 8 which is in line with national average for all pupils	Sept 21
Attainment 8	Achieve at least national average for attainment for all pupils	Sept 21
Percentage of Grade 5+ in English and maths	Achieve at least national average English and maths 5+ scores for similar schools	Sept 21



Other	Improve attendance to be above national average for all students and for disadvantaged students	Sept 21
Ebacc entry	Achieve at least national average EBacc Entry for all pupils	Sept 22



Teaching priorities for current academic year

Measure	Activity
Priority 1: To accelerate the progress made by students in developing effective literacy skills which underpin their achievement and successful progression to post 16 education	Implement a revised whole school approach to teaching literacy including appropriate training for teachers in teaching literacy skills to students including reading, spelling and vocabulary. Develop the role of tutorial reading and comprehension to impact positively on students' literacy levels. Develop the role of the literacy lead to ensure accurate identification and timely intervention for students disadvantaged by low levels of literacy.
Priority 2: To accelerate the progress made by students in developing effective numeracy skills which underpin their achievement and successful progression to post 16 education	Implement a more cohesive whole school approach to teaching numeracy including appropriate training for teachers in teaching numeracy skills to students. Develop the role of the numeracy lead to ensure accurate identification and timely intervention for students disadvantaged by low levels of literacy.
Barriers to learning these priorities address	Skills in literacy and numeracy underpin students' access to and progress through the curriculum in all subjects. Our disadvantaged students typically have less well developed literacy and numeracy skills and a larger proportion of disadvantaged students are below their age related expectation on entry in Year 7. This has been exacerbated by the impact of the Lockdown and partial school closure in 2020.
Projected spending	£50,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: To accelerate the progress made by students in developing effective literacy and numeracy skills which underpin their achievement and successful progression to post 16 education	Literacy and numeracy interventions across Year 7 and 8 for disadvantaged students who are below their age related expectations.
Priority 2: Improve students' capacity to learn through explicit teaching of metacognition, self-regulation, alongside mentoring and support.	Self-understanding and cognitive learning strategies embedded as the foundations of educational progress and success. Dedicated PP lead to explicitly support PP students, particularly those approaching examinations, in 'learning to learn'.
Barriers to learning these priorities address	Skills in literacy and numeracy underpin students' access to and progress through the curriculum in all subjects. Exacerbated by the impact of the Lockdown and partial school closure in 2020, our disadvantaged students typically have less well developed literacy and numeracy skills.
Projected spending	£58,000



Wider strategies for current academic year

Measure	Activity
Priority 1: Continue to improve attendance so that it is above national average and persistent absence is below national averages, for all students and especially for disadvantaged students.	Consistently and effectively implement the school's attendance strategy, deploying and targeting the skills of Pastoral Leaders, tutors and the school's EWO to support all disadvantaged students to have high attendance and to reduce persistent absence. Manage and mitigate the effects of Covid-19 on learning, ensuring that disadvantaged students are not disproportionately impacted.
Priority 2: Improve the behaviour and engagement of disadvantaged students, especially boys, so that house points are increased, behaviour points and fixed term exclusions are reduced, such that these are at least in line with their non-disadvantaged peers.	Consistently and effectively implement the school's behaviour strategy, deploying and targeting the skills of Pastoral Leaders, tutors and alternative providers (where appropriate) to support all disadvantaged students to behave well and to engage positively in their education.
Barriers to learning these priorities address	<p>Poor attendance and engagement disrupt learning and lower outcomes. Typically our disadvantaged students have lower attendance and receive more behaviour points and exclusions than their non-disadvantaged peers.</p> <p>Attendance and behaviour have both been adversely impacted by the Covid 19 pandemic which has disproportionately affected our disadvantaged students since the school fully re-opened in September 2020.</p> <p>Lack of resources disproportionately impacts on our disadvantaged students and may impede their learning, social and personal development.</p>
Projected spending	£50,623

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated for staff professional development.	Use of INSET days and additional cover being provided by senior leaders. Deployment of additional INSET day to support remote learning development.
Targeted support	Ensuring sufficient time is provided to support students, balancing tension between missing main lessons with impact of intervention.	Widening use of mentoring sessions as well as support in literacy and numeracy, while minimising loss of learning time. Use of informal times of day and before/after school, as well as tutorial.



Wider strategies	Engaging the families facing most challenges.	Working closely with TPAT, partner schools and primary partner schools to support families and provide early intervention in response to need.
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Review: last year's aims and outcomes (2019-2020)

NB during the months of lockdown and partial school closure provision for pupil premium students was focussed on ensuring that students had the required support to access and engage with our remote education offer. Details of this provision are not within the scope of this strategy statement and are recorded separately and available on request.

Aim	Outcome
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.	<p>NB. Due to the national lockdown, all data below is based on teacher assessed, moderated outcomes.</p> <p>Progress 8 score for was -0.48 for disadvantaged students and -0.28 for all students; a gap of -0.2</p> <p>Attainment 8 score for was 36.2 for disadvantaged students and 42.4 for all students.</p> <p>The percentage of student's achieving a 5+ in English and Maths was 22% for disadvantaged students and 32% for all Higher KS2 band students.</p> <p>The percentage of students entered for EBacc was 15.9% for disadvantaged students and 23.9% for all students.</p>
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.	<p>Whole school attendance was 93.9% up to the end of the Spring Term (prior to the national lockdown) and the attendance of students eligible for Pupil Premium funding was 91.6%. There was therefore a gap of 2.3%.</p> <p>Persistent absence was 20.2% for the same period.</p> <p>Both attendance and PA figures were affected by emerging aspects of the Coronavirus pandemic, alongside changes to the late registration protocols and behaviour policy.</p>
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	6.9% of students eligible for pupil premium funding had a fixed term exclusion, below the national average of 8.6% but above the exclusion rates for their non-disadvantaged peers.



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 exclusion so that these are proportional to the number of disadvantaged students are at least in line with their non-disadvantaged peers.

Pupil premium students achieved a proportional number of House Points that were at least in line with their non-disadvantaged peers.

Behaviour points for disadvantaged students and fixed term exclusions are proportional to the number of disadvantaged students and are at least in line with their non-disadvantaged peers. The exception is disadvantaged boys who continue to be a focus for school development.