



# Hayle Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Hayle Academy
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	30.92%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Melissa Lock - Headteacher
Pupil premium lead	Melissa Lock – Headteacher
Governor / Trustee lead	Mark Arnold - Chair of Governors Anita Firth – Chair of Trustees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,235
Recovery premium funding allocation this academic year	£46,993
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,228

## Part A: Pupil premium strategy plan

### Statement of intent

Hayle Academy truly is an exceptional place, and it all stems from our ambitious yet caring approach. Our school isn't just about what you learn; it's about who you want to be. A place where we inspire students to dream big, to achieve more.

That's why at Hayle Academy we focus on the individual: students are encouraged to try new things, develop confidence and build resilience within our positive, encouraging and child-centred community.

As a small school, we're able to get to know each student individually, giving each and every child the attention and support they deserve through our personalised approach. We do this because we believe that our students should be appropriately challenged, both academically and in broader life skills as part of their personal development.

That's why our students are given the structure and support to think deeply and durably, to make connections, to reactivate their prior learning and to learn and think in greater depth – in everything that they do in learning and in life. At the heart is the firm belief that every student within our community is entitled to an ambitious education that is deeply rooted in creativity, discovery and wonder with high expectations and aspirations for all.

We will ensure that all students experience a broad, balanced and progressive curriculum and wider school experience that provides breadth of learning opportunities, instilling a love of learning, that empowers students to become lifelong learners, as a platform for their future success.

Although all students require support in order to flourish and reach their full potential, we recognise that disadvantaged pupils in particular may face more pronounced barriers to learning, and as a result may require enhanced support.

Common barriers to learning include:

- Home / family support network that is less engaged in and less supportive of education settings.
- Weaker language and communication skills, including levels of literacy and numeracy.
- Lower levels of confidence; less willing to engage in activities.
- Less developed learning habits; more frequent behaviour difficulties.
- Lower levels of attendance and punctuality

We recognise that not all disadvantaged students will have the same barriers to learning, and the circumstances for each student will be varied. A 'one-size-fits-all' approach is not appropriate.

At Hayle Academy we aim to:

- Eliminate the gap between disadvantaged students and their non-disadvantaged peers.

- Support disadvantaged students in accessing the full and rich extra-curricular provision and wider opportunities available, to support them in becoming well-rounded individuals with a rich cultural capital.
- Provide all students with a safe and nurturing environment that encourages self-respect, positive interpersonal relationships and high levels of engagement and enjoyment of school.
- Ensure that disadvantaged students are not disproportionately affected by the impact of the global pandemic.
- Target resources towards activities that evidence shows have the greatest impact, towards the students that we identify as needing this the most.
- Support disadvantaged students to feel ready to learn and to access support in school to support their learning, wellbeing and self-esteem.

## Challenges

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

Challenge number	Detail of challenge
1	Engagement in school: our disadvantaged students may have a home / family support network that is less engaged in and less supportive of school. As a result, they are less likely to complete home learning, to have good levels of attendance and punctuality, and arrive ready to learn.
2	Literacy and numeracy skill levels are generally lower, and students are less likely to read for pleasure. As a result, many disadvantaged students may find access to the curriculum more of a challenge.
3	Attendance and punctuality rates are generally lower, and persistent absence is higher.
4	Access to resources including: uniform and equipment, technology, PE kit
5	Less developed emotional literacy may lead to formation of fewer strong and healthy relationships with other students and with staff, and less well developed conflict resolution – behaviour issues are more likely to escalate, and students are more likely to accumulate behaviour points and sanctions, including exclusions.
6	Less exposure to cultural capital and support of wider clubs and activities, leading to lower attendance and engagement in extracurricular activities.
7	As a result of factors above, disadvantaged students are more likely to have been negatively affected by local and national lockdowns and home learning, and are more likely to have gaps in knowledge.

## 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><b>Attendance and persistent absence</b> of disadvantaged students is in line with their non-disadvantaged peers, and is in line with or better than national averages.</p>	<p>PP Attendance meets whole school target of 96%. PP Leads and attendance team ensure a clear plan in place for PP low attenders. Staff aware of barriers and have plans in place to support.</p>
<p><b>Exclusions and sanctions</b> for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.</p>	<p>Pastoral and PP leads aware of challenges. Plans in place to support. Exclusion rates are in line or lower than those of non-disadvantaged students, and lower than national averages.</p>
<p><b>Engagement in wider activities</b> such as the extra-curricular programme, is at a level which is at least in line with non-disadvantaged students.</p>	<p>Prioritised and subsidised places available, where appropriate. Monitoring of attendance shows % disadvantaged engagement is at least in line with % disadvantaged in the school population.</p>
<p><b>Mastery of the curriculum</b> at Key Stage 3 is in line with expectation and shows no gap compared to non-disadvantaged students</p>	<p>Data monitoring at KS3 demonstrates curriculum mastery in line with non-disadvantaged students and at least in line with age-related expectations.</p>
<p><b>Outcomes at Key Stage 4</b>, particularly in the Basics, are at least in line with national averages and shows no gap compared to non-disadvantaged students.</p>	<p>Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages.</p>
<p><b>Progression to appropriate Further Education</b>, is well supported, so that no disadvantaged student is at risk of being NEET.</p>	<p>Destinations data shows no student is at risk of being NEET.</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: £180,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy lead role Numeracy lead role	EEF Impact research: impact of reading comprehension and fluency, oral language, phonics and small group interventions.	1, 2, 7
CPD programme for staff – provision of National College platform; whole school focus on reading and metacognition	EEF research – Impact of metacognition and feedback. Staff voice – engagement and motivation. EEF Impact research: impact of reading comprehension and fluency, oral language, phonics.	1, 2, 5, 6, 7
Implementation of Digital Transformation strategy to ensure equity of access for all with clear pedagogical rationale and CPD for staff.	EEF guidance report: using digital technology to improve learning with impact through direct instruction (and modelling), assessment and feedback.	1, 2, 4, 7
Heads of Faculty – a focus and expectation of close monitoring and intervention where disadvantaged students are at risk of falling behind. Implementation of faculty PP strategies to support whole school, especially delivery of high quality first teaching.	EEF Guide to the pupil premium: “Good teaching is the most important lever”; “Evidence consistently shows the positive impact that targeted academic support can have.”	1, 2, 3, 5, 7
Self-understanding and cognitive learning strategies embedded as the foundations of educational progress and success. PP lead staff appointed to explicitly support PP students, particularly those approaching examinations, in ‘learning to learn’.	EEF research – Impact of metacognition and feedback.	1, 3, 5, 6, 7
Behaviour and rewards system which motivates, supports and encourages disadvantaged students	EEF research – Behaviour interventions	1, 3, 5, 6
Pupil Premium Leadership and Management roles to	This role will ensure access to the various activities is effectively prioritised.	1, 2, 3, 4, 5, 6, 7

ensure effective tracking, monitoring, support		
Maintaining small teaching and tutor group sizes to target support – staffing costs	EEF Guide to the pupil premium: “Good teaching is the most important lever”	1, 3, 5
Monitoring of service children’s attendance and progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress	Example of best practice by the DfE Service Pupil Premium: examples of best practice - <a href="http://GOV.UK (www.gov.uk)"><u>GOV.UK (www.gov.uk)</u></a>	2, 3, 7

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions across KS3 for disadvantaged students who are below their age related expectations, including evaluation of impact.	EEF Impact research: impact of reading comprehension, oral language, phonics and small group interventions.	1, 2, 3, 7
Online learning package to support students’ in home learning and revision of key knowledge.	EEF Impact research: Homework	1, 2, 3, 7
After-school targeted study support programme for Year 11 students	EEF Impact: small group tuition Removing potential barriers to progress as well as to learning at home	1, 2, 3, 7
Provision of ASDAN My Independence award to highly vulnerable cohort.	EEF Life skills and enrichment – Social and emotional learning, essential life skills.	1, 5, 6, 7
Provision of nurture intervention group to support disadvantaged and vulnerable students in Years 7 and 8.	EEF Life skills and enrichment – Social and emotional learning, essential life skills.	1,2,5,6,7
Opportunity for targeted 1:1 support for service students via the Military Youth Worker.	1:1 support for students which has been seen as an example of best practice by the DfE Service Pupil Premium: examples of best practice - <a href="http://GOV.UK (www.gov.uk)"><u>GOV.UK (www.gov.uk)</u></a>	5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently and effectively implement the school's new <b>attendance policy and tiered procedure</b> , deploying and targeting the skills of Pastoral Leaders, tutors, Attendance Officer, Inclusion Lead and the school's EWO to support all disadvantaged students to have high attendance and to reduce persistent absence.	Strong causal link between attendance and attainment, as per 2015 DfE Review – “The Link Between Absence and Attainment”; EEF Research – “Good teaching is the most important lever” – students’ attendance a prerequisite for this.	1, 3
Alternative Provision Lead: Lead member of staff to coordinate and manage Alternative Provision to support small cohort of highly vulnerable students to a) increase attendance and b) reduce exclusions	EEF Research: Small group tuition; Behaviour interventions;	1, 2, 3, 5, 7
Support with costs for disadvantaged students to access the full curriculum and wider opportunities, including: accessing DofE programme; supporting ingredients and resources in DT; provision of revision guides and material; transport and access to activities, including Broad Horizons; access to trips and visits	Removing potential barriers to participation will support engagement and attendance, and increase exposure to and appreciation of cultural experiences.	1, 3, 4, 6
Exploration of outdoor learning provision to enhance nurture provision (Forest Schools model), including CPD	Forest Research study (Defra): positive impact on confidence, emotional wellbeing, relationships, self-belief. Supported by research by Garden & Downes; McCree, Cutting & Sherwin.	1, 3, 5, 6, 7
Implementation of the Mental Health Strategic Plan to include Team Around The School Event to signpost support	Gov UK - Public Health: The link between pupil health and wellbeing and attainment. Strong causal link between mental health and attendance and exclusions.	
Employability careers intervention programme for students at KS4 at risk of exclusion/withdrawal.	EEF Research: Employer engagement, careers education, metacognition and self-regulation.	1, 3, 5, 6
Focused careers and transition support ensures that all disadvantaged students, by the end of Year 11, are enrolled on an appropriate	EEF Research: Employer engagement, careers education.	1, 3, 5, 6

programme of Post-16 provision.		
Mentoring KS4 students through the House System: Targeted small group mentored by House Lead and PP House Lead.	EEF Teaching and Learning Toolkit - Mentoring	1, 3, 4, 5
Prioritised support from the pastoral team, including the Senior Mental Health Lead and TIS practitioners, for military students during challenging times, e.g. mobility or deployment.	Students have prioritised access to mental health support for their wellbeing when parents are deployed or displaced due to military deployments. Service Pupil Premium best practice: <a href="http://www.gov.uk">www.gov.uk</a>	5
Young People's Programme in partnership with Tate St Ives (Mildred Project) for a select targeted group of students to build confidence, creativity and transferable skills, and support mental health and wellbeing.	DCMS Evidence Summary Report to inform Government Policy: the role of arts in improving health and wellbeing <a href="#">DCMS report April 2020 finalx_1_.pdf (publishing.service.gov.uk)</a> Art's Council: <a href="#">Creative Health &amp; Wellbeing   Arts Council England</a>	1, 4, 5, 6

**Total budgeted cost: £225,228**

## 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 2022 to 2023 academic year.

Aim	Outcome																			
Achieve Progress 8 which is in line with national average for all pupils	<p>P8 (all) is 0.03 (2019 -0.52; 2021 0.03, 2022 0.16), slightly below 2022 but still positive and an increase of 0.55 since 2019.</p> <p>P8 (PP) is -0.48 (2022 -0.02; 2021 -0.19; 2020: -0.64). This is a decline on the last 2 years, although the cohort picture is different:</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>% HPA</th> <th colspan="2">% MPA</th> <th>% LPA</th> </tr> </thead> <tbody> <tr> <td rowspan="2">21-22 (leavers)</td> <td rowspan="2">16%</td> <td colspan="2">46%</td> <td rowspan="2">34%</td> </tr> <tr> <td>50% MPA male</td> <td>50% MPA female</td> </tr> <tr> <td rowspan="2">Current Y11</td> <td rowspan="2">6%</td> <td colspan="2">61%</td> <td rowspan="2">42%</td> </tr> <tr> <td>64% MPA male</td> <td>36% MPA female</td> </tr> </tbody> </table> <p>100% of SEN (E) students made positive progress. SEN (E) students show marked improvement and</p>	Cohort	% HPA	% MPA		% LPA	21-22 (leavers)	16%	46%		34%	50% MPA male	50% MPA female	Current Y11	6%	61%		42%	64% MPA male	36% MPA female
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	<p>positive progress across English 1.07, Maths 1.39 and P8 of 1.31.</p> <p>Overall progress and PP progress has decreased, although progress overall remains positive. PP progress remains an area for development.</p>																				
<p>Achieve at least national average for attainment for all pupils</p>	<p>Overall, A8 has decreased (39.39) compared to 2022 (47.9) and 2021 (48.5).</p> <p>A8 (non-PP) is 43.30.</p> <p>A8 (PP) is 29.97.</p> <p>The gap has decreased. This remains an area for development. It links to the pattern of persistent absence for Year 11.</p>																				
<p>Improve students' capacity to learn through explicit teaching of metacognition</p>	<p>Explicit focus of whole-school CPD and development of 3 particular strands: mind modelling; use of knowledge organisers; development of assessment wrappers. Some development through the tutor time programme.</p> <p>This remains a focus for 2023/24 through the Quality of Education priorities, specifically linked to deepening thinking, conceptual learning and problem solving.</p>																				
<p>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.</p>	<table border="1" data-bbox="734 1256 1426 1637"> <thead> <tr> <th></th> <th colspan="2">2022-2023</th> <th colspan="2">2023 - current</th> </tr> <tr> <th></th> <th>% Attendance</th> <th>% Persistent Absence</th> <th>% Attendance</th> <th>% Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>91.18%</td> <td>26.95%</td> <td>92.37%</td> <td>23.67%</td> </tr> <tr> <td>Disadvantaged</td> <td>87.71%</td> <td>41.13%</td> <td>90.03%</td> <td>31.06%</td> </tr> </tbody> </table> <p>Improving attendance and reducing persistent absence remains a key priority as outlined in the SDP.</p>		2022-2023		2023 - current			% Attendance	% Persistent Absence	% Attendance	% Persistent Absence	ALL	91.18%	26.95%	92.37%	23.67%	Disadvantaged	87.71%	41.13%	90.03%	31.06%
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<p>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.</p>	<p>For the third consecutive year, there has been a reduction in the number of suspensions.</p> <p>Autumn term: 10.6% (last year 17%; 2 years previous 12.6%) disadvantaged and 2.5% (last year 3.6%; 2 years previous 5.8%) non-disadvantaged students received a suspension. The gap has</p>																				

	<p>decreased and over time both the gap and the rate of suspensions has reduced.</p> <p>Spring term: 3.7% (last year 8.9%; 2 years previous 6.8%) disadvantaged and 2.2% (last year 1.3%; 2 years previous 3%) non-disadvantaged students received a suspension. The gap has decreased and over time both the gap and the rate of suspensions has reduced.</p> <p>Boys: 5.2% (last year 5.7%; 2 years previous 8.4%) received a suspension in the autumn term and 3% (last year 3.7%; 2 years previous 3.6%) in spring.</p> <p>Girls: 5.1% (last year 8.6%; 2 years previous 8.4%) received a suspension in the autumn term and 2.4% (last year 2.9%; 2 years previous 5.2%) in spring.</p> <p>The data shows a continued reduction in the number of boys and girls receiving a suspension over the last 3 years with some reduction in the gender comparative data over the last year.</p> <p>This continues to be an area for development as outlined in the SDP.</p>
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## 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
Career Pilot	Next Steps South West
Duke of Edinburgh Award	Duke of Edinburgh
Emotional Resilience	Hayle Youth Project
Attune	University of Falmouth and University of Oxford
Employability	Next Steps South West
Drug education	We Are With You (Yzup)
Sexual Health	Brook
County Lines performance workshop	Alter-Ego