

Pupil premium strategy statement 2020-2021

School overview

School name	HOUGHTON REGIS ACADEMY
Pupils in school	115
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Steve White
Pupil premium lead	Samantha Bowen

Disadvantaged pupil performance overview for last academic year 2019-20

Progress 8	-0.02
Ebacc entry	13%
Percentage of Grade 5+ in English and maths	7%
Percentage of grade 4 – 9 in English and Maths	21%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Improve KS3 PP attainment in English and Maths to bring in line with that of non-PP peers.	Percentage ARE 7 English T1 50% T2 75% t3 100% 7 Maths T1 50% T2 75% t3 100% 8 English T1 50% T2 75% t3 100% 8 Maths T1 50% T2 75% t3 100% 9 English T1 50% T2 75% t3 100% 9 Maths T1 50% T2 75% t3 100%	July 2021
Improve PP Reading Ages of all PP students.	Raise reading ages by 4 months	July 2021
Improve overall PP Attendance	Attendance of PP students is at 95% Reduce PP PA% in line with National Average – less than 12%	July 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1; Improve teaching in English and embed Literacy across the curriculum; by embedding the love of reading.	Buy into Book Buzz, so each child has a reading book of their choosing, introduce book clubs, and ERIC. Appoint specialist English TA
Priority 2; Improve outcomes in Maths.	<ul style="list-style-type: none"> To use two maths intervention tutors to support maths in small groups Appoint specialist maths TA Offer additional training to TAs within the maths department
Barriers to learning these priorities address	Staff retention has led to disjointed teaching previously within both English and Maths.
Projected spending	£75,000

Targeted academic support for current academic year

Measure	Activity
Priority 1; HOKS and HOD in English will introduce Accelerated reader. In addition to Reading Wise to be used across KS3 - Introduce a bank of literacy interventions.	<ul style="list-style-type: none"> Introduce and embed Accelerated Reader across KS3 English Deliver 1:1 / SGW Reading wise comprehension to be used within group work, to enforce comprehension skills.
Priority 2; The Maths intervention tutor and Trained support staff will deliver small group interventions. - Introduce a bank of numeracy interventions.	<ul style="list-style-type: none"> Deliver 1:1 / SGW/ Maths Interventions across the curriculum for all PP students
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low Literacy levels and reading ages of students Addressing the gaps students have in their knowledge due to legacy of poor teaching in English and Maths Confidence of learners in English and Maths Bridging gaps created by COVID and supply teaching across both English and Maths.
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1; Improve Attendance of PP students across all Year groups	<ul style="list-style-type: none"> • Introduce reward trips to promote positive attendance. • Closely monitor attendance through the attendance officer.
Priority 2; Provide mentoring and study support for all year groups, offer MHF within each year group, in addition to pastoral mentoring.	<ul style="list-style-type: none"> • Implement Breakfast and after school study club for students led by TA's • Trained mental health first aiders within each year group.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • PP attendance is currently below that of their non-PP peers • Support all students to develop good study habits • Tackle poor aspirational goals often demonstrated by PP students who either fail to identify a plan or have plans in place lower than their attainment indicates • Ensure all PP students attending breakfast / after school club receive free breakfast / after school snack • Ensuring that students have a suitable curriculum is vital to their engagement in school life
Projected spending	£15,000

Monitoring and implementation

Area	Monitoring	Mitigating action
Targeted support	<ul style="list-style-type: none"> • Half Termly tracking of AR scores by Literacy lead at KS3 indicates improvements for students particularly PP • Each intervention group is tracked Half termly for impact in English and Maths, this will be monitored through student questionnaires, in addition to feedback from members of staff within English and Maths. • Students will be assessed at the beginning of the program in addition to the midway and end point. 	

	<ul style="list-style-type: none"> Attendance and attitude will also be monitored, alongside ATL grades. 	
Wider strategies	<ul style="list-style-type: none"> Weekly analysis of Attendance data produced for all PP students across the school Robust tracking leads to identification of concern triggers resulting in swift intervention Intervention is tracked and monitored for impact Attendance at study clubs increases Engagement in curriculum pathways leads to improved attendance and reduction in behaviour concerns 	<ul style="list-style-type: none"> Create time protected capacity to allow school staff to meet with Attendance officer; SLT/ HOKS3

Review: last year's aims and outcomes

Aim	Outcome
Improve Year 11 PP Progress 8	Achieved - add prior attainment data. 2019 -20 4+ 21% 2019 -20 5
Improve overall PP Attendance	Not achieved 87.9%
Improve the Percentage of students who achieve Grade 4+ / 5+ Basics	Achieved
Secure post 16 places for all PP students	Achieved – all students have next step places.
Improve Year 11 PP A8	<p>Cohort 19/20 estimated A8 30.47 achieved 29.5 average KS2 attainment 3.8 overall all progress 8 -0.02</p> <p>Cohort 18/19 estimated A8 43.3 Achieved 31.2 average ks2 attainment 4.6 overall progress 8 -1.2</p>