

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

Funding Overview

Detail	Data
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	269 (43%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/24 and 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Miss N Palmer
Pupil premium lead	Mr J Delve
Governor / Trustee lead	Mrs G Whittaker
Detail	Amount
Pupil premium funding allocation this academic year	£257,350
Recovery premium funding allocation this academic year	£68,448
School Led Tutoring Grant* *covers up to 60% of cost of tutoring	£17,213
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£343,011

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 43% of the student population eligible for PP, however, the remaining student demographic 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 43% of the students being eligible for PP funding, it is inefficient to target separate students, unless a specific need demands otherwise. Therefore, we aim to employ strategies that have the greatest benefit to all with only specifically tailored session/interventions/strategies requiring us to consider the types of students identified.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of PP students (Att8 PP = 29.23) is lower when compared to non-PP students (ATT8 non-PP=38.42) although not significant, this is low when compared to PP data for 20/21 =48.44 and 2022 = 29.73)
2	To improve the progress for PP students in year 11 to counter the gap between PP (-1.33) and non-PP (-0.4) students. To aim for a P8 score of 0
3	The attendance data indicates that attendance among disadvantaged pupils is 5.4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that this 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: £101,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve progress and attainment	To recruit to science more experienced members of staff to provide stability and expertise to this subject and to support students to improve overall outcomes in a department where progress was low when compared to other areas of the school	1, 2
Literacy Lead in English	To provide opportunities for key groups of students to access the library resource. To provide cross curricular schemes and activities tailored to develop literacy using this resource.	1, 2
Literacy Resources	Additional £1,000 for new reading books for KS3 and KS4.	1, 2
Employ a Librarian	To provide opportunities for students to read outside of the curriculum. Reading intervention for selected groups of students where reading is a barrier to the curriculum.	1, 2

Targeted academic support

Budgeted cost: £ 88,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
NRGT, Midyis, LBO, Hegarty, Sparx,	The results produced from undertaking standardised tests can provide reliable insights into the specific strengths/weaknesses of each student. This helps ensure they receive the correct additional support through interventions or teacher instruction. Providing quick and real-time feedback through LBO, TLAC and Rosenshine allows students to ensure their focus is on the needs of them individually.	1, 2
Interventions, Aspirations, Trips and Resources	To provide opportunities for students to access activities/experiences outside of the curriculum/school day. Reduction in cost for students to allow them to access trips/get the required resources for their specific need.	1, 2, 3

Wider strategies

Budgeted cost: £153,043

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
Employ two Home School Liaison officers	To ensure that suitable members of staff are assigned to work actively on improving student daily 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: £ 343,011

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our school's disadvantaged pupils during the 2022/23 academic year has been analysed using Key Stage 4 (KS4) performance data.

For 2023, the percentage of pupil premium pupils achieving 5+ across 5 or more subjects including maths and English was 19% (2022 =19%). This is compared to 20% (2022 = 38) of non-pupil premium. The Progress 8 figure for our disadvantaged pupils was -1.33 (2022= -1.23) and our Attainment 8 figure for the same cohort of pupils was 29.23 (2022 =29.73). In comparing this year to last year, it has been decided to adapt our strategies to have an impact on this cohort of students, this includes new focuses on tutoring, teaching and wider strategies.

The attendance over KS4 last year showed that absences of disadvantaged students was 5.4% (2022 =6.3%) higher than their peers in 2022/3. The school recognises that this gap is still too wide, and therefore a focus of the current plan is to make further amendments to the structures that we use on how we tackle the attendance of students and how to tackle an issue that we have still not remedied.

To support student attainment and progress we have adapted our strategies and planned into our PP plan to recruit to Science where we have identified that more experience is needed in the department, to recruit a librarian and a literacy lead to support students with reading, oracy and literacy development, to recruit to the attendance team in the form of two home liaison officers and to provide the students in year 11 with a residential experience that focuses on raising student aspiration, positive feeling towards school, peers and staff, and therefore impacts on them in multiple ways in terms of the engagement and attitude towards lessons, attendance and punctuality which we know are where we are not making the required progress. We are also going to focus on continuing to be more strategic with intervention. We are planning to make better use of our morning form time for targeted intervention, weave year 11 afterschool intervention into our extra-curricular provision earlier and make our whole provision of intervention more data driven to make greater impacts; especially with students identified as disadvantaged. More face-to-face mentoring will take place with students, tailored to the individual needs.

Overall, our strong ethos of promoting high-quality teaching, suitably challenging 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 we will endeavour to provide any support necessary to allow this to happen. As stated, student progress and attendance remain priorities this academic year. We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year. Please see our above strategies.

Externally provided programmes

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