



HALEWOOD
ACADEMY

WE SEEK THE BEST

DRAFT PUPIL PREMIUM STRATEGY 2024-2027

Version Number: 02

Next Review Date: October 2026

Academy Link: Mr C Worrall

Governor Link: Mrs C Roe

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Halewood Academy
Number of pupils in school	1114
Proportion (%) of pupil premium eligible pupils	51.7% (590/1142)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr I Critchley (Executive Principal)
Pupil premium lead	Mr C Worrall (Assistant Vice Principal)
Governor / Trustee lead	Mrs C Roe

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£584,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£584,800



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Halewood Academy we will utilise the Pupil Premium Fund to provide additional educational support to improve the progress and to raise the standards and academic outcomes for disadvantaged pupils. The funding will be used to diminish the difference between the achievement of Pupil Premium pupils and their peers. The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it and that it makes a significant impact on their education and lives.

The Pupil Premium strategy looks to ensure that this is the case by incorporating small group or individual support; allowing the opportunity for experiential learning activities; ensuring alternative Curriculum Pathways; supporting the funding of enrichment activities and educational visits as well as ensuring the support of the funding of specialist learning software/resources.

The key principles of the strategy plan are to counteract the key challenges that our Pupil Premium students face and to negate these issues. The key issues identified and to be addressed over the next three academic years ensure that they are designed to help students retain information in the long term, key knowledge and concepts are a focus to improve achievement; further strategies are implemented to develop reading, numeracy and promote oracy, especially for those that are SEND and disadvantaged; develop a culture of high expectations, where behaviour, attitudes and attendance are good and ensure the personal development programme prepares students well for their next steps.

It is the responsibility of the school to ensure parents/carers are fully equipped with both the knowledge and resources to support their child effectively at home and to eradicate/minimise the social/emotional issues that impact Pupil Premium Pupils' ability to meet their full potential.



Challenges

Challenge Number	Detail of Challenge
1	Achievement: Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers
2	Attendance: Average attendance rates for disadvantaged pupils is lower than that of other students, and school target for all children of at least 92% or above national average, whichever is higher. This reduces their learning time and diminishes progress
3	Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.
4	Behaviour and attitudes: Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.
5	Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress.
6	Extra-Curricular participation: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.

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
Improve achievement: through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. School GCSE targets for key thresholds are met. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16 reading and numeracy interventions have a positive impact.
Improve attendance: by embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.	Attendance figures for show that gaps between PP and non-PP students are diminishing. Disadvantaged pupils' attendance meets the school target.
Aspiration: by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.	Pupils speak positively about the school and feel safe and happy at Halewood Academy. There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways. Attendance to Super Curriculum is attended well. Minimum of 60% attendance.
Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning and break down social and emotional barriers to progress.	The behaviour and attitude to learning of disadvantaged students are in line with other pupils, or shows an improving trend across all year groups. The proportion of disadvantaged pupils who are excluded is below the national average for secondary schools and is reducing year on year.



Intended Outcome	Success Criteria
Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.	Parents/carers voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students. Attendance to whole school events such as Coffee, Cake and Core and Achieve Together evenings are attended well by PP families.
Extra-curricular participation: provide a variety of extra-curricular opportunities to help develop personal and social skills.	Participation and attendance in extra-curricular activities for disadvantaged pupils is in line with other pupils. Minimum of 60% attendance for extra-curricular activities.



Activity in this Academic Year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching - Budgeted cost: £20.000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Continue to implement and embed the 'I do, We do, You do' model to ensure high quality, effective and adaptive teaching across the curriculum, supported by ongoing CPD and coaching	<p>Research by Hattie (2009) indicates that well-structured curricula contribute to higher student achievement by ensuring that instructional strategies are aligned with learning goals. Interventions like direct instruction and formative assessment can significantly impact student learning. By embedding these strategies within a structured curriculum, staff can ensure that teaching methods are effective and rooted in proven practices.</p> <p>Collaboration among teachers, facilitating the exchange of ideas and resources. Professional learning communities that focus on a structured curriculum can drive collective efficacy, as teachers work together to analyse student data and refine their teaching practices. This collaboration has been shown to enhance both teacher morale and student achievement (Goddard, Hoy, & Hoy, 2000). Research shows that professional development focused on content knowledge and pedagogical strategies leads to improved teaching practices and student outcomes (Desimone, 2009). When teachers are supported through regular CPD, they are more likely to adopt and adapt the curriculum to meet the needs of their students.</p>	1



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Staff to participate in the coaching and Steplab programme to develop their pedagogy	<p>Coaching provides tailored support to teachers, addressing their specific needs and areas for improvement. According to Kraft, Blazar, and Hogan (2018), personalised coaching leads to significant improvements in teaching practices, as it allows coaches to provide targeted feedback and resources that align with individual teachers' goals and challenges.</p> <p>A study by the Institute of Education Sciences (2016) found that schools implementing coaching programs saw statistically significant improvements in student achievement.</p> <p>A systematic review by Hill and Grossman (2013) emphasised that coaching facilitates the integration of best practices, which helps teachers stay informed about effective pedagogical methods and innovations in education.</p> <p>Teachers who engage in coaching are more likely to pursue further professional development opportunities, leading to a culture of lifelong learning. Research shows that ongoing professional development is crucial for keeping educators motivated and effective (Darling-Hammond et al., 2017).</p>	1
Recruitment and retention of teaching staff	<p>A study by the NFER found that schools with lower turnover rates reported better relationships and a more collaborative environment, which enhances both teacher and student engagement.</p> <p>Sustained efforts to recruit and retain quality teachers are essential for long-term improvements in education. The EEF emphasises that stable, experienced teachers are crucial for implementing and sustaining school improvement initiatives. Schools with effective recruitment and retention practices are better positioned to achieve their educational goals.</p>	1



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Recruitment and retention of teaching staff (continued)	A study by Chetty et al. (2014) found that effective teachers can significantly boost student performance over time, making it critical to recruit and retain high-quality educators. Schools with strong recruitment and retention strategies tend to have more experienced and effective teachers, leading to better student achievement.	
Technology and other resources to support high quality teaching and learning	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted intervention to the pupils that are not engaging with the technology.</p> <p>Software programmes such as Seneca and Sparx Maths use smart learning algorithms that are proven to make pupils remember topics better. If they get a question wrong, the programme shows then the content again but in a different format. Pupils who engaged well in previous years with these programmes achieved higher grades than those pupils who did not.</p>	1
Support pupils to develop learning and self-regulation strategies to improve knowledge retention, revision strategies and home-learning. Support pupils via the Me ELSA programme	<p>Research from the Education Endowment Foundation (EEF) shows that metacognitive and self-regulation strategies can lead to an average gain of seven months of additional progress for students. Techniques such as goal setting, self-monitoring, and reflective practice help students understand how to learn effectively, leading to improved academic outcomes.</p> <p>A study by Hattie (2009) highlights that students who are taught to be reflective about their learning are more motivated and engaged in their studies. When students understand their learning processes, they are more likely to take ownership of their education and actively participate in their learning experiences. Research consistently shows that effective revision and home learning can lead to higher academic achievement. A study by the Education Endowment Foundation (EEF) indicates that structured revision can lead to an average gain of five months in student progress. Regular review and practice help consolidate learning and enhance retention.</p>	1, 2, 3, 4, 6



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional teaching and targeted support for Year 11 pupils in English, maths and science	Research from the Education Endowment Foundation (EEF) shows that targeted support can lead to significant improvements in exam results. For example, structured interventions in core subjects can result in students achieving, on average, an additional half a grade in their GCSEs. Targeted interventions, such as tutoring and additional support classes, effectively close these gaps. Disadvantaged students often face additional barriers to academic success. The EEF highlights that targeted support, particularly for these students, can significantly reduce the attainment gap in core subjects. For example, interventions like focused revision sessions have been shown to benefit students from disadvantaged backgrounds, helping them achieve better outcomes.	1



Targeted academic support - Budgeted cost: £439,800

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Additional staffing capacity across the school used strategically to support pupils. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support	<p>Individualised instruction can be an effective approach to increasing pupil's attainment. Studies of individualised instruction with older pupils of secondary age show higher effects.</p> <p>Research from the Education Endowment Foundation (EEF) shows that targeted interventions can lead to an average of 5 months' additional progress for students. According to a study by the National Foundation for Educational Research (NFER), students in smaller groups are more likely to participate actively and feel confident in expressing their thoughts. This increased engagement can lead to higher motivation and a greater willingness to learn.</p>	1
Use of Core subject leaders during morning registration to provide bespoke academic support.	Research indicates that small group tuition can significantly enhance academic performance. A study by the Education Endowment Foundation (EEF) found that one-to-one or small group tutoring can lead to an additional five months of progress in a student's learning. This impact is particularly pronounced for disadvantaged students and can help close the attainment gap, ensuring that all students have equitable access to educational opportunities.	1



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Promote effective literacy through whole school and individual reading support such as IDL, Toe-To-Toe, Precision Teaching	<p>A study by the Education Endowment Foundation (EEF) highlighted that early intervention in literacy can have lasting benefits. For example, children who develop strong reading skills by age 7 are more likely to achieve higher GCSE results, reflecting the importance of early and continuous support. Research from the EEF suggests that a cohesive approach can lead to significant improvements in literacy levels. Schools that foster a reading culture see better student engagement and motivation.</p> <p>A report by the National Literacy Trust found that students who read regularly are more likely to enjoy school and feel positively about their educational experiences. This emotional connection can lead to improved attendance and behavior.</p>	1
Deployment of HLTA (CMA, HDO, LLO)/TA/CSA provision to support SEND pupils who are disadvantaged	<p>Research from the Education Endowment Foundation (EEF) indicates that TAs can significantly improve student achievement when they are effectively trained and deployed. Specifically, targeted interventions, such as one-on-one or small group support, can lead to substantial gains in learning. The EEF reports that students who work with TAs in small groups or one-on-one settings demonstrate increased motivation and participation in learning activities. A systematic review by the EEF found that TAs can effectively support students with special educational needs (SEN) and those at risk of falling behind, helping to close the attainment gap. Furthermore, the research went on to say that effective deployment of TAs lead to improved social outcomes for students.</p>	1



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Use of digital resources to support knowledge retention and retrieval and enable effective independent study and revision (Seneca, Sparx Maths)	There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted intervention to the pupils that are not engaging with the technology. Software programmes such as Seneca and Sparx Maths use smart learning algorithms that are proven to make pupils remember topics better. If they get a question wrong, the programme shows them the content again but in a different format. Pupils who engaged well in previous years with these programmes achieved higher grades than those pupils who did not.	1



Wider strategies - Budgeted cost: £ 115,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Supporting pupils' social, emotional, and behavioural needs	The Education Endowment Foundation (EEF) found that social and emotional interventions can lead to an average improvement of four months' progress in academic outcomes. When students feel secure and supported emotionally, they are more likely to focus on learning and perform better in their studies. The EEF reported that social and emotional learning programs improve students' behaviour, leading to fewer disruptions in the classroom. This not only benefits the individual students but also creates a more conducive learning environment for all.	2, 3, 4
Supporting attendance Barnardo's Watchtower Project Vibe Re-engage New Hutte Project Huddle Extended Work Ex AP	<p>Research from the Education Endowment Foundation (EEF) indicates that each additional week of school attended can lead to improved academic outcomes. For instance, students with higher attendance rates typically achieve better GCSE results, which are critical for future educational and career opportunities.</p> <p>A study by the National Children's Bureau found that students who attend school regularly have better relationships with peers and higher levels of self-esteem.</p> <p>The EEF has reported that students with poor attendance are more likely to become disengaged and disinterested in their education. Targeted interventions to improve attendance, especially for those students who are disadvantaged, can help re-engage these students and motivate them to participate actively in their learning.</p>	2



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Extracurricular activities	<p>Research shows a positive correlation between participation in extracurricular activities and academic performance. A study by the Education Endowment Foundation (EEF) found that students involved in sports, clubs, and other activities often demonstrate better time management and organizational skills, which can enhance their academic outcomes.</p> <p>According to a study by the National Foundation for Educational Research (NFER), students who participate in these activities report improved relationships with peers and a stronger sense of belonging in school.</p> <p>A study published in the Journal of Adolescent Research found that participation in such activities positively impacts students' self-concept and self-worth, leading to greater confidence in their abilities.</p>	6
Breakfast clubs and meal provision.	<p>The attainment gap between disadvantaged pupils and their peers is significant in the UK. A study by the Education Endowment Foundation (EEF) found that on average, disadvantaged pupils are 18 months behind their non-disadvantaged peers by the end of secondary school. Hunger can exacerbate this gap, as poor nutrition is linked to difficulties in concentration, memory, and behaviour, all of which impact academic performance. Breakfast clubs and meal provisions can help close this gap by ensuring that these pupils start the day ready to learn.</p>	1, 2



Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Breakfast clubs and meal provision (continued)	The EEF also found that breakfast clubs improve attendance and punctuality, particularly for disadvantaged pupils, who are more likely to skip school due to factors like hunger or family instability.	
Communicating with, and supporting, parents.	A report by the Department for Education (DfE) highlights that when parents are engaged in their children's education, students perform better academically. This is supported by research from the Education Endowment Foundation (EEF), which found that parental engagement in secondary schools has a positive impact on student achievement, equivalent to four months' additional progress. For example, regular communication with parents about academic expectations, homework, and attendance can motivate students to perform better and keep them on track with their studies.	5
Counselling	The Education Endowment Foundation (EEF) suggests that targeted social and emotional learning interventions, which often involve counselling, can result in an average of four months of additional progress in academic performance. These improvements are most significant for disadvantaged pupils, like those eligible for Pupil Premium.	1-4



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 2024 to 2025 academic year.

Outcomes

Year 11 PP pupils made better progress 2024-25 compared to 2023-24 with A8 headline figures moving from 3.18 last year to 3.40 this year

Basics – 2024 to 2025 comparisons:

- 9-7 E+M for PP improved from 1% to 3.2% - the gap narrowed from 10.9% to 4.6%
- 9-5 E+M for PP improved from 9.8% to 21% - the in-school gap widened slightly from 28.7% to 30.8%, however the gap between Nat NDA and School DA has narrowed from 43% to 32%.
- 9-4 E+M for PP improved from 25.5% to 38.9% - the gap narrowed from 35.1% to 29.9% and the gap between Nat NDA and School DA has narrowed from 47% to 32%.

Reading

Year 7:

- Reading age of 16+ for PP students decreased by 2%
- Reading age of 14-15 for PP students increased from 4% to 8%
- Reading age of 12-13 for PP students increased from 10% to 11%
- Reading age of 9-11 for PP students decreased from 18% to 12%
- Reading age 5 and below decreased from 2% to 0%

More students in the 14–15 and 12–13 bands, and fewer in 9–11 and 5 and below. This suggests a reduction in very low readers and a thickening of the middle bands.

Year 8:

- Reading age of 16+ for PP students increased from 3% to 4%
- Reading age of 14-15 for PP students increased from 5% to 10%



- Reading age of 12-13 for PP students decreased from 12% to 10%
- Reading age of 9-11 for PP students decreased from 9% to 8%
- Reading age 5 and below decreased from 2% to 0%

Increase in 16+ and 14-15 readers. Slight decrease in the 12-13 and 9-11 bands. 5 and below removed (2% → 0%). This indicates a clear upward shift, with more PP students now reading at or above age-related expectations.

Year 9:

- Reading age of 16+ for PP students increased from 5% to 6%
- Reading age of 14-15 for PP students decreased from 8% to 7%
- Reading age of 12-13 for PP students increased from 7% to 8%
- Reading age of 9-11 for PP students increase from 8% to 10%
- Reading age 5 and below decreased from 1% to 0%

Small increase in 16+ and 12-13 bands. Slight decrease in 14-15, with more students in 9-11. Reading age of 5 and below removed (1% → 0%). Overall: lowest readers have improved, but there may be a slight widening in the lower-middle band (9-11).

Year 10:

- Reading age of 16+ for PP students increased from 11% to 18%
- Reading age of 14-15 for PP students decreased from 12% to 6%
- Reading age of 12-13 for PP students decreased from 10% to 8%
- Reading age of 9-11 for PP students decreased from 10% to 8%
- Reading age 5 and below decreased from 1% to 0%

Strong increase in 16+ readers (11% → 18%). Big drop in 14-15, with small decreases in 12-13 and 9-11. Reading age of 5 and below removed. This suggests a significant push of PP students into the highest reading band, with fewer at the very bottom, but some movement from mid bands into 16+.



Across all Year Groups

The very lowest band (reading age 5 and below) has been eliminated in all year groups, suggesting the weakest readers have improved. There is a general shift away from the 9–11 band towards higher reading age bands. More students now sit in at least the 12–13 band or above, indicating an overall upward trend in reading ages for PP students.

Attendance

"Attendance is very well led with a robust system which enables the team to take swift action following daily, highly focused meetings" (Challenge Partners November 2024). As a result, attendance has improved significantly over a 3-year period from 87.8% in 2021/22 to 90.7% in 2024/25. Inclusion provision has expanded with the development of four Inclusive R-Rooms (Re-set, Re-engage, Reflection and Remove) and Halewood Community Centre (HCC) as an off-site provision. Subsequently, there has been a steady improvement in the key area of PP over the last two years. 2023/24 PP was 0.3% above NA at 85.7% (NA 85.4%), with PP boys improving to 87.3% and PP girls improving considerably by 1.2% to 85.9%. In 2024/25 PP improved by 1.3% to 87.0%, 0.8% above NA (NA 86.2%), with PP boys maintaining at 87.3% and PP girls further improving to 86.3% (up 0.4%). Reducing the gap between PP and non-PP attendance remains a key priority.

Extracurricular

In relation to extracurricular activities throughout the academic year there are 130 different clubs a week that students can access. In relation to extra-curricular 50% of children attended clubs over the academic year, doubling from the previous year. When further analysed this was attended by those who are PP by 41%, more than doubling on the previous year.

100% of PP students have had between 1-12 trips, visits and experiences.