

Pupil Premium Strategy Haven High

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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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1286
Proportion (%) of pupil premium eligible pupils	
2	2024-27
Date this statement was published	December 31 st 2024
Date on which it will be reviewed	March 28 th 2025
Statement authorised by	Austin Shepard
Pupil premium lead	Emma Cresswell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£502'657.
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 16,446
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ £519'103.

Part A: Pupil premium strategy plan

Statement of intent

At Haven High Academy, our vision centres on providing a quality education that enables all students to reach their true potential in a safe and supported environment. This vision takes on particular significance for our disadvantaged students, who comprise 36% of our school population. We believe that excellence is achievable for every student through meaningful engagement and sustained effort. By fostering an ambitious culture where students and staff work together, we create an environment where all learners can thrive, regardless of their background. Our commitment to excellence drives us to continuously raise expectations, while our focus on engagement ensures that every student feels connected to their learning journey. Through dedicated effort and unwavering support, we empower our students to set and achieve ambitious goals, preparing them not just for academic success, but for lifelong achievement.

Our Pupil Premium strategy builds upon our previous successes while directly addressing the impacts of recent educational disruption. We have identified specific areas requiring targeted intervention, particularly in behaviour management, 135 of our 466 pupil premium students were suspended last year accounting for 46.7% of suspensions when compared to SEND and non PP, and in faculty removals, where they represent 47.6% of total removals.

Quality first teaching remains the cornerstone of our approach, with enhanced focus on literacy development and classroom engagement. We recognise that the intersection of PP and SEN needs (22% of our population) requires sophisticated, flexible teaching strategies that adapt to individual student requirements while maintaining high expectations for all.

Our commitment to staff development ensures that every teacher is equipped with evidence-based strategies to support disadvantaged students effectively. This professional development focuses particularly on behaviour management, literacy support, and creating inclusive classroom environments that reduce the need for faculty removals.

We maintain our evidence-based approach to funding allocation, utilising EEF research and local context analysis to ensure maximum impact. This includes targeted academic support through small group interventions, one-to-one tutoring, and structured feedback systems that demonstrably improve student outcomes.

Building on our existing framework of tailored support, we have enhanced our provision to address current challenges. This includes a refined behaviour support system, strengthened attendance monitoring, and expanded enrichment opportunities that develop cultural capital and raise aspirations within our local context.

Our strategy continues to emphasise:

- Personalised interventions based on individual student needs.
- Consistent yet flexible approaches that respond to changing circumstances.
- Regular, high-quality feedback from teaching staff
- Enhanced access to enrichment activities
- Targeted learning support within the classroom environment
- Active removal of barriers to education

Through these coordinated efforts, we aim to close the attainment gap while developing confident, capable individuals who contribute positively to their community. Our strategy's success will be measured through improved behaviour, enhanced engagement, stronger attendance patterns, and ultimately, improved academic outcomes for our disadvantaged students.

Regular review and adjustment of our approach ensures we maintain momentum in supporting our disadvantaged students to achieve their full potential, preparing them effectively for their future roles as successful citizens.

Challenges

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

Challenge number	Detail of challenge																												
1.	<p>Raising Aspirations and Social Mobility</p> <p>Boston ranks in the bottom 20% nationally for social mobility indicators, indicating many pupils premium students face significant barriers to educational attainment and progression.</p>																												
2.	<p>Attendance 23/24</p> <p>Attendance presents a significant challenge, particularly for our disadvantaged cohort. FSM6 students' attendance rate of 77.4% compared to 87.9% for non-FSM6 students represents a concerning 10.5 percentage point gap, which exceeds both regional and national averages. This gap widens as students' progress through the school, with Year 11 FSM6 attendance falling to 73.3%. The high rate of persistent absence among disadvantaged students (48.1%) suggests deeply embedded attendance issues that directly need addressing.</p>																												
3.	<p>Behaviour and Suspensions</p> <p>Data shows a disproportionate impact on disadvantaged students with 46.7% of all suspensions being PP students despite them making up only 36% of the school population. This equates to 135 suspensions for PP students out of 260 total suspensions, indicating a significant barrier to consistent learning and achievement.</p>																												
4.	<p>Complex Needs</p> <p>There is significant overlap between PP (36%) and SEN (22%) populations, creating multiple barriers to learning that require carefully coordinated support. This intersection of need is evident in behaviour data, with SEN students accounting for 36.3% of suspensions and requiring enhanced intervention strategies.</p>																												
5.	<p>Student Engagement</p> <p>Removal and suspension data indicates significant disengagement among disadvantaged students, with PP pupils overrepresented in both categories. This disengagement manifests in poor behaviour choices and limited participation in extended learning opportunities, creating a cycle of underachievement.</p>																												
6.	<p>Comparative Analysis of Prior Attainment at Haven High</p> <p>Low Literacy Levels</p> <p>Low literacy levels are particularly prevalent among our disadvantaged cohort, manifesting in poor behaviour as students' progress through the school. This fundamental barrier affects access to the curriculum, impacts self-esteem, and limits future opportunities if not addressed early and effectively.</p> <p>KS2 Prior Attainment</p> <ul style="list-style-type: none"> Haven High's non-Pupil Premium (non-PP) student prior attainment (96.4 to 102.0 KS2 points) is below the national average of 105.0. (80-120 being the scaled score AVe Scaled Scores). The academy's Pupil Premium (PP) student prior attainment (98.4 to 101.5 KS2 points) is also below the national average of 101.0. However, the attainment gap between non-PP and PP students at Haven High (0.0 to 1.0 points) is significantly narrower than the national average gap of 4.0 KS2 points. <table border="1"> <thead> <tr> <th>Group</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>99.5</td> <td>100.4</td> <td>100.4</td> <td>96.4</td> <td>102.0</td> <td>105.0</td> </tr> <tr> <td>PP</td> <td>98.4</td> <td>100.0</td> <td>99.8</td> <td>96.4</td> <td>101.5</td> <td>101.0</td> </tr> <tr> <td>Gap</td> <td>1.0</td> <td>0.3</td> <td>0.6</td> <td>0.0</td> <td>0.5</td> <td>4.0</td> </tr> </tbody> </table>	Group	Year 7	Year 8	Year 9	Year 10	Year 11	National Average	Non-PP	99.5	100.4	100.4	96.4	102.0	105.0	PP	98.4	100.0	99.8	96.4	101.5	101.0	Gap	1.0	0.3	0.6	0.0	0.5	4.0
Group	Year 7	Year 8	Year 9	Year 10	Year 11	National Average																							
Non-PP	99.5	100.4	100.4	96.4	102.0	105.0																							
PP	98.4	100.0	99.8	96.4	101.5	101.0																							
Gap	1.0	0.3	0.6	0.0	0.5	4.0																							

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>1. Attendance & Engagement</p> <p>Close the attendance gap between disadvantaged students and their peers, aiming to exceed national average for disadvantaged students</p>	<ul style="list-style-type: none"> • Reduce persistent absence among disadvantaged students through targeted family support and early intervention • Track and improve participation in extra-curricular activities and school even
<p>2. Academic Achievement</p> <ul style="list-style-type: none"> • Disadvantaged students make accelerated progress in core subjects. 	<ul style="list-style-type: none"> • Demonstrate measurable improvements in reading ages for disadvantaged students with an improving three-year trend. • Progress 8 scores for disadvantaged students show positive trajectory • Gap between disadvantaged and non-disadvantaged attainment reduces in English and Mathematics • Homework completion gap to be broadly inline with students not in receipt of PP funding.
<p>3. Personal Development & Wellbeing</p> <p>Disadvantaged students develop confidence, resilience, and aspirations</p>	<p>Demonstrate improved outcomes through:</p> <ul style="list-style-type: none"> • Reduction in behaviour incidents among disadvantaged students showing a 3-year improving trend. • Increased participation in enrichment activities showing a 3-year improving trend. • 100% successful transition to post-16 education or training • Ensure all disadvantaged students receive comprehensive careers guidance and work experience opportunities
<p>4. Remove Barriers to Learning</p> <p>All disadvantaged students have equal access to learning resources</p>	<ul style="list-style-type: none"> • 100% of disadvantaged students have access to required technology • All disadvantaged students have necessary equipment for learning. • Full participation in curriculum activities and educational visits. • Supervised study space available for all disadvantaged students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £214'000

Activity	Evidence that supports this approach EEF Evidence Security ☆☆☆☆☆	Challenge number(s) addressed
<p>Activity 1: Enhanced Quality First Teaching</p> <p>Establish “First and Best” approach prioritising disadvantaged students</p> <ul style="list-style-type: none"> Implement same-day marking policy for low-attending students Develop Quality First Teaching planning with: <ul style="list-style-type: none"> Adaptive learning strategies Annotated adapted short/med/long planning Strategic seating plans Metacognitive planning Extended lunch times to provide additional support opportunities Staff Learning library Enhanced Support on Rosenshines principals. Implement a comprehensive teaching framework that prioritises disadvantaged students through evidence-based practice 	<p>Quality First Teaching</p> <p>EEF: metacognition-and-self-regulation EEF Rating +7 months progress☆☆☆☆☆</p> <p>EEF: mastery-learning +5 months progress☆☆☆☆☆</p> <p>EEF: guidance-reports/feedback+6 months progress☆☆☆☆☆</p>	<p>4, 5, 6</p>
<p>Activity 2: Enhanced Assessment and Feedback Strategy</p> <p>Implement an embedded formative assessment strategy with priority feedback for PP students.</p> <ul style="list-style-type: none"> Develop structured feedback protocols prioritising disadvantaged learners. Implement Class Charts for behavioural tracking and support to further engage parents of students in receipt of PP. Utilise Pupil Progress MIS system for enhanced parental engagement. Establish group marking strategies for peer assessment further support students with PP. Create “live marking support” monitoring system as part of the first and best approach supporting PP students. Regular pupil progress reviews. 	<p>EEF: feedback+6 months progress☆☆☆☆☆</p> <p>EEF: oral-language-interventions+6 months progress☆☆☆☆☆</p> <p>EEF: peer-tutoring+5 months progress</p>	<p>4, 5, 6</p>
<p>Activity 3: Digital Learning</p> <p>Implement comprehensive digital learning solutions to support disadvantaged students.</p> <ul style="list-style-type: none"> Lexia Reading program implementation (£15,000 investment) Digital homework support systems Sparx Maths/Science package ICT access during extended lunch periods. 	<p>EEF: Digital Technology+4 months progress☆☆☆☆☆</p> <p>EEF: Reading Comprehension+6 months progress☆☆☆☆☆</p> <p>EEF: Technology Guide Technology supplement effectiveness</p>	<p>5, 6</p>

<p>Activity 4: Professional Development and Support</p> <p>Comprehensive CPD program focusing on disadvantaged student support</p> <ul style="list-style-type: none"> • Metacognitive approaches training • Climate for learning development • Reducing passive learning strategies • Modelling best practices • EFA (Embedded Formative Assessment) implementation • Subject-specific intervention strategies 	<p>EEF: Professional Development</p> <p>EEF: Metacognition Guide</p> <p>+6m</p> <p>Teacher knowledge crucial★★★★☆</p> <p>EEF: Implementation</p> <p>Implementation guidance★★★★☆</p>	<p>3, 4, 5</p>
<p>Activity 5: Priority Learner Pathway</p> <p>Proactive Communication</p> <ul style="list-style-type: none"> • Half-termly email correspondence between students and PP Lead/HOY • Personal welcome back messages after any absence • Clear expectations and support outlined • Student voice opportunities built in • Celebration of improvements and successes <p>Weekly Support Structure</p> <ul style="list-style-type: none"> • Regular drop-in sessions with HOY/PP Lead • Protected time for student discussions • Barrier identification and resolution • Progress monitoring • Resource needs assessment <p>First and Best Classroom Approach</p> <ul style="list-style-type: none"> • Books marked first. • First to receive teacher support in lessons • Priority seating arrangements • Immediate equipment provision • First feedback on tasks • Priority questioning 	<p>EEF: Social & Emotional</p> <p>+4 months progress★★★★☆</p> <p>EEF: Behaviour</p> <p>+4 months progress★★★★☆</p> <p>EEF: Individualised Learning</p> <p>+4 months progress★★★★☆</p>	<p>2, 3, 5</p>
<p>Activity 6 Recruitment and Retention Strategy</p> <p>Based on EEF guidance focusing on high-quality teaching for disadvantaged students</p> <p>Priority Areas</p> <ul style="list-style-type: none"> • Subject specialists in core subjects for PP students. • Experienced practitioners with proven PP success. • Staff with strong intervention experience • Early Career Teachers committed to inclusive practice. <p>Retention Strategy</p> <p>Professional Development Pathway</p> <ul style="list-style-type: none"> • PP-focused career progression • Leadership opportunities in intervention • Research opportunities with PP focus • External training investment <p>Support Structure</p> <ul style="list-style-type: none"> • Mentoring program • Reduced timetable for PP intervention • Resource budget for innovations • Recognition of PP success through case studies <p>Early Career Teacher Development</p>	<ul style="list-style-type: none"> • EEF: Staff Development • EEF: SEND Guidance • Supporting ECTs EEF: Improving Behaviour in Schools • Teacher Retention EEF: Teacher Feedback to Improve Pupil Learning • Quality First Teaching EEF: Great Teaching Toolkit • Special Educational Needs EEF: Special Educational Needs in Mainstream Schools 	<p>4, 5, 6</p>

<p>Targeted Training Program</p> <ul style="list-style-type: none"> • PP-specific pedagogy training • Data analysis for PP tracking • Behaviour management strategies • Parent engagement skills <p>Support Package</p> <ul style="list-style-type: none"> • PP mentor assignment • Regular observation of PP experts • Co-teaching opportunities • Protected planning time 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £119'103.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity 1 - Ensuring Robust Literacy Support for Pupil Premium Students</p> <p>Recognising the critical importance of strong literacy skills for the academic success of Pupil Premium students and their overall engagement to learning;</p> <p>Consistent Whole-School Reading Approach</p> <ul style="list-style-type: none"> • Embedding the use the Frayer Model across all subject areas to increase consistency and explicit focus in the teaching and use of Tier 2 and Tier 3 academic vocabulary across all subjects • Modelling of effective reading techniques and strategies by teaching staff • Conducting cognitive abilities testing to deeply understand student starting points and inform targeted interventions. • Prioritising PP students for all testing and interventions delivered for low-attaining readers • Use of Fresh Start Phonics and Lexia for targeted intervention of students with need who are in receipt of pupil premium funding. <p>Oral Language Development</p> <ul style="list-style-type: none"> • Providing high-impact oral language interventions to address vocabulary gaps and improve comprehension. • Modelling of key oracy strategies and effective verbal communication by teaching staff, with a consistent approach and phraseology across all subjects <p>Small Group and One-to-One Literacy Tutoring</p> <ul style="list-style-type: none"> • Delivering targeted literacy sessions and support to narrow the attainment gap between Pupil Premium and non-Pupil Premium students <p>Deployment of Teaching Assistant Interventions</p>	<p>EEF – Reading and comprehension strategies</p> <p>EEF – Very high impact oral language intervention</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>EEF – High impact small group tuition</p> <p>Teaching-assistant interventions</p>	<p>5, 6</p>

<ul style="list-style-type: none"> Aligning teaching assistant support to maximize the impact on Pupil Premium students' literacy progress Drawing on the EEF's 'Making Best Use of Teaching Assistants' guidance 		
<p>Activity 2 - Ensuring Robust Numeracy Support for Pupil Premium Students</p> <p>Recognising the importance of strong numeracy skills for the academic success of Pupil Premium students, the school has implemented a targeted numeracy support program. This strategy includes:</p> <p>Adaptive Technologies:</p> <ul style="list-style-type: none"> Adoption of the Sparx Maths and Science digital learning platforms to deliver personalised, adaptive numeracy and science instruction Use of advanced algorithms to identify gaps in students' knowledge and provide bespoke practice and support Incorporation of the Sparx programs into curriculum time and after-school clubs, with close tracking of progress and engagement 	<p>EEF: Improving Mathematics</p>	<p>4, 5</p>
<p>Activity 3 - Targeted Pupil Premium Booster Sessions</p> <p>To provide focused academic support, we have implemented a comprehensive booster program with a priority focus on students in receipt of pupil premium:</p> <ul style="list-style-type: none"> Robust identification process using assessment data to target students most in need. Tailored booster curriculum aligned to individual learning needs. Small group instruction with experienced teachers and teaching assistants Extended learning time during school breaks and weekends Regular progress monitoring and celebration of successes Use of drop down days for coursework catch up. Use of alternative curriculums to support students' pathways to college and core subjects. Use of walking talking mocks in preparation for examination periods. 	<p>Small Group Tuition: EEF: Small Group Tuition +4 months ★★★★★</p> <p>Extended School Time EEF: Extending School Time +3 months ★★★★★</p> <p>Mastery Learning: EEF: Mastery Learning +5 months ★★★★★</p> <p>Individualised Instruction EEF: Individualised Instruction +4 months ★★★★★</p>	<p>4, 5, 6</p>
<p>Activity 4 - Haven High Lite</p> <p>Our alternative provision pathway provides structured support for students at risk of permanent exclusion, particularly focusing on our disadvantaged cohort who represent a disproportionate percentage of exclusions. Research shows alternative provision can increase engagement when delivered as part of a whole school strategy.</p> <ul style="list-style-type: none"> Structured reintegration program Personalised learning pathways Behaviour modification support Small group academic intervention Regular parental engagement Progress monitoring Clear success criteria for mainstream reintegration Focused literacy and numeracy support 	<p>Social & Emotional Learning EEF: SEL +4 months ★★★★★</p> <p>Small Group Tuition EEF: Small Group +4 months ★★★★★</p> <p>Behaviour Interventions: EEF: Behaviour +4 months ★★★★★</p>	

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

Budgeted cost: £ 186'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activity 1. School Poverty Proofing Strategy</p> <p>To ensure that no student experiences disadvantage or stigma due to economic circumstances, and that all aspects of school life are accessible to every student regardless of their family's financial situation.</p> <ul style="list-style-type: none"> • Provide free stationery packs to all students at the start of each term • Establish a discreet equipment bank in each classroom • Supply scientific calculators for GCSE Maths students • Create a laptop/device loan scheme for home learning and support with Academy 21 for the hardest to reach students. • Provide revision guides and textbooks free of charge • Implement print credits for all students • Cashless catering services • Reductions in cost to uniform • Support PP students with additional uniform items. 	<ul style="list-style-type: none"> • EEF's "Putting Evidence to Work" • The Sutton Trust's "Making the Grade" +3 months Source: • EEF: Reducing the Cost of School • EEF's research on breakfast clubs shows +2 months additional progress Source: • EEF: Magic Breakfast +2months ★★★★★ • EEF's Arts Participation research shows +3 months additional progress Source: • EEF's Physical Activity research demonstrates +1 month progress plus wider health benefits Source: • EEF's Parental Engagement research shows +4 months additional progress Source: • Working with Parents to Support Children's Learning guidance report Source: 	<p>1, 2, 5</p>
<p>Activity 2. Prioritised Communication</p> <p>Our prioritised communication strategy ensures quicker responses, celebrates success, and maintains consistent contact with disadvantaged students and families, maximising engagement and impact.</p> <p>Digital Communication - First Day Response</p> <ul style="list-style-type: none"> • Positive behaviour celebrations prioritised for PP students with personal messages from mentors. • Weekly achievement updates focusing on small wins for priority PP students. • Dedicated PP family support line with rapid response commitment. <p>Traditional Communication - Personal Touch</p> <ul style="list-style-type: none"> • Regular newsletters highlighting available support and opportunities. 	<ul style="list-style-type: none"> • EEF: Working with Parents +4m • EEF: Using Digital Technology +4m • EEF: Magic Breakfast +2m • EEF: Behaviour Interventions +4m • EEF: Attendance Interventions +2m • EEF: Mentoring +2m 	<p>1, 2, 5</p>

<ul style="list-style-type: none"> • Priority contact for time-sensitive opportunities (trips, clubs, resources) • Regular scheduled check-in calls from PP coordinator/mentors • Home delivery of crucial documents with face-to-face explanation if needed • Family support worker for PP EAL families. <p>Breaking Down Engagement Barriers</p> <p>Flexible Meeting Arrangements</p> <ul style="list-style-type: none"> • Home visits offered as standard for PP families • Priority booking for evening parent sessions • One-to-one virtual meetings with key staff • Meetings scheduled around parent work patterns <p>Practical Support Package</p> <ul style="list-style-type: none"> • Dedicated interpreters for EAL PP families • PP family support fund for engagement activities • Funded breakfast and lunches. <p>Building Community Connections</p> <ul style="list-style-type: none"> • Targeted Regular Events • Breakfast meetings with PP champions • Small group parent support sessions • Achievement celebrations focusing on progress • Community support networking events <p>Amplifying Parent Voice</p> <ul style="list-style-type: none"> • PP representatives on school council. Parents on PTA. • Small focus groups with senior leaders • PTA group established. • Integrated feedback system with follow-up <p>Reducing Financial Barriers Direct Support</p> <ul style="list-style-type: none"> • Funding for all enrichment activities • Uniform and equipment provision • Homework clubs with meal provided. 		
<p>Activity 3: Enhanced Emotional Wellbeing and Behaviour Interventions</p> <p>The school's priority art therapy support program, extended day structure, dedicated pastoral care teams, and targeted behaviour mentoring aim to comprehensively address the emotional wellbeing and behavioural needs of Pupil Premium students.</p> <p>Priority Art Therapy Support</p> <ul style="list-style-type: none"> • First access guaranteed for PP students • Small group sessions (max 6 PP students) • Individual therapy slots reserved for high-need PP cases • Take-home art materials for continued support • Weekly sessions focusing on emotional expression • Progress tracking through therapeutic outcomes <p>Extended Day Support Structure</p> <p>Protected Lunch Provision</p> <ul style="list-style-type: none"> • Designated PP student safe spaces with Year hubs. • Priority access to learning mentors. 	<p>Social and Emotional Learning +4m EEF: SEL ★★★★★☆</p> <p>Arts Participation +3m EEF: Arts ★★★★★☆</p> <p>Mentoring +2m EEF: Mentoring ★★☆☆☆</p>	<p>3, 4, 5</p>

<ul style="list-style-type: none"> • Structured social skills groups activities in the learning hub. • Homework clubs support with resources • Quiet spaces for emotional regulation students support unit. <p>Dedicated PP Pastoral Support Year Group Leaders - PP Champions</p> <ul style="list-style-type: none"> • Daily check-ins with PP students • Early intervention tracking • Family liaison responsibilities • Attendance monitoring • Regular case reviews • Crisis intervention support <p>Targeted Behaviour Support</p> <ul style="list-style-type: none"> • PP Specialist Behaviour Mentors • Individual behaviour plans • Daily report monitoring • Reward system management • De-escalation support • Parent communication • Skills development programs 		
<p>Activity 4 – Enhanced Attendance Strategies Our targeted attendance strategy prioritises disadvantaged students through rapid response systems, barrier removal, and family support, maximising learning opportunities.</p> <ul style="list-style-type: none"> • First Day Response system specifically for PP students • Attendance rewards system with termly celebrations • Dedicated PP attendance officer making home visits • Breakfast club incentives linked to attendance • Weekly attendance monitoring with rapid intervention • Parent app notifications for attendance patterns • Half-termly attendance clinics with parents <p>Enhanced EWO Support Priority PP Attendance Intervention</p> <ul style="list-style-type: none"> • First-day response system • Home visit prioritisation • Transport barrier removal • Medical support coordination • Family support planning • Attendance reward scheme 	<p>Attendance Interventions EEF: Attendance ★★☆☆☆ +2m Parental Engagement : EEF: Parental Engagement ★★★★★ Extended School Time: +4m</p> <p>EEF: Extended Time ★★★★★ +3m</p>	2, 5
<p>Activity 5: Raising Aspirations Research shows disadvantaged students benefit from early exposure to diverse opportunities; our strategy combines careers guidance, cultural experiences, and leadership pathways to raise aspirations and broaden horizons.</p> <p>Careers</p> <ul style="list-style-type: none"> • Early careers interviews • University visits from Year 7 • Workplace visits program • Careers mentoring scheme • Skills development workshops • Alumni success stories • Enterprise activities • Work experience priority placements 	<p>Aspiration Interventions EEF: Aspirations ★★☆☆☆ Arts Participation EEF: Arts +3 months ★★★★★ Sports Participation EEF: Sports ★★★★★</p>	1, 5

<p>Cultural Capital</p> <ul style="list-style-type: none"> • Funded school trips • Music lesson provision • Theatre visits program • Sports club memberships • Art materials provided • Cultural visits program • After-school club access • Half term booster program access • British values development. • 50% of Haven High Leaders / Leadership Academy to be PP. 		
<p>Activity 6: Anti Bullying Ambassadors</p> <p>Our anti-bullying strategy specifically targets disadvantaged students, who research shows are more likely to experience bullying and have fewer resources to cope with its effects, impacting both attendance and achievement.</p> <p>Anti-Bullying PP Focus</p> <p>1. Priority Monitoring</p> <ul style="list-style-type: none"> • Separate Anti Bullying Policy to behaviour. • Daily pastoral check-ins • Safe spaces at breaks • Trained peer mentors • Anonymous reporting system <p>2. Rapid Response</p> <ul style="list-style-type: none"> • Same-day investigation • Swift parent contact • Restorative approaches • Clear support plans <p>3. Prevention</p> <ul style="list-style-type: none"> • Staff training on vulnerability factors • Social skills development • Student anti-bullying ambassadors • Regular student voice 	<p>Behaviour Interventions EEF: Behaviour +4 months</p> <p>Social and Emotional Learning EEF: SEL +4 months</p> <p>Peer Tutoring EEF: Peer Tutoring +5 months</p>	<p>3, 4, 5</p>

Total budgeted cost: £ £519'103.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Evaluation 2023-24 Haven High Academy

The 2023/24 Pupil Premium performance must be understood within our challenging context, while not using this to excuse outcomes that are below where we need them to be.

Looking at the comparative PP vs non-PP data, there are several positive areas worth highlighting:

Languages Performance:

- Strong Value Added in Languages: PP students achieved +0.976 VA compared to non-PP at +1.283
- High success rates for those entered: 80% of PP students achieved a standard pass
- Strong performance in higher grades with 53.3% achieving 5+ in Languages

Science Participation:

- Similar proportion of PP students taking Triple Science (29.2%) compared to non-PP (31.8%)
- Nearly identical Combined Science entry rates (PP: 61.8%, non-PP: 61.9%)
- Shows equal access to aspirational pathways

Mathematics Progress:

- While still negative, Mathematics P8 (-0.82) was residually positive than the overall progress 8 score.
- 31.4% of PP students achieved positive P8 in Mathematics
- Shows potential foundation for improvement

Engagement Indicators:

- High examination entry rates with 93.3% achieving at least one qualification
- Strong EBacc subject participation in some areas (e.g., 93.3% English entry)
- Average entries per student (6.6) showing good curriculum coverage

Analysis and Identifying Areas of Improvement.

Haven High's recent period of leadership transition has inevitably impacted our strategic development and implementation of improvement plans. Our location in Boston brings distinct challenges - recruitment and retention of specialist staff is an ongoing pressure, particularly in core subjects where expertise is crucial for student progress. Moreover, our community's characteristics of high mobility, significant EAL population, and seasonal employment patterns create complex barriers to learning that we must address more effectively. Low literacy levels and poor attendance compiles challenges within the school in students accessing learning regularly.

The results reflect this turbulent staffing period the recent challenges since Covid-19. The Progress 8 score of -1.12 for our disadvantaged students, compared to -0.50 for non-disadvantaged peers, represents a gap that must be closed. This disparity is particularly stark in English (PP: -1.20 vs Non-PP: -0.50) and Mathematics (PP: -0.82 vs Non-PP: -0.26), where staffing instability has impacted consistency of delivery. Our Open bucket performance is most concerning at -1.54, reflecting both staffing challenges in non-core subjects and the compound impact of language barriers, attendance to school and behavioural impacts on accessing these curriculum areas. As an institution we have a broad curriculum offer including construction and vehicle maintenance which supports alternative pathways for our students but not all qualifications sit on the overall P8 figures which sacrifices performance table scores.

Core subject attainment further highlights our challenges. Only 25.8% of disadvantaged students achieved grade 4+ in both English and Mathematics, compared to 38.1% of their peers. This gap widens at grade 5+, with just 4.5% of PP students achieving this benchmark against 21% of non-PP students. These figures reflect not only teaching and learning challenges but also the impact of attendance challenges.

While allocation across teaching (£130,000), targeted support (£361,376), and wider strategies (£124,380) shows strategic intent, implementation has been hampered by staff turnover and the need to constantly rebuild momentum.

The EBacc entry rate of 7.9% for disadvantaged students versus 12.5% for non-PP peers reflects both curriculum accessibility challenges and the need to better support aspirational pathways. When disadvantaged students do access these courses, their average point score of 2.19 (compared to 2.79 for non-PP) indicates significant barriers to achievement that we must address.

Understanding this performance within our context is crucial for improvement planning. The combination of leadership changes, geographical isolation impacting recruitment, high EAL needs, and community factors creates a complex improvement challenge. However, these contextual pressures make it even more imperative that we focus relentlessly on improving outcomes for our most vulnerable learners.

Our focus must now be on stabilising staffing, particularly in core subjects, while building sustainable improvement systems that acknowledge and work within our context. The significant funding we receive must be more strategically deployed to address specific barriers identified in our 2023/24 outcomes, while building capacity for long-term improvement despite our challenging circumstances.

This evaluation, while acknowledging significant contextual challenges, recognises that rapid improvement is needed. The task ahead is to build sustainable systems that work within our unique context while refusing to accept this context as a ceiling on achievement for our disadvantaged students.

Next Steps

Based on our 2023 outcomes (PP P8: -1.12, Non-PP: -0.50) and considering our contextual challenges of leadership changes, recruitment difficulties and high EAL needs the focus will need to be on;

Teaching and Learning

1. Quality First Teaching. (EEF: High impact (+7m))
 - Enhanced recruitment package for shortage subjects
 - Standardised teaching approaches focusing on metacognition (EEF: High impact (+7m))
 - Subject-specific vocabulary instruction (EEF: Oral language interventions +6 months)
2. Feedback Development (EEF: High impact (+6), low cost)
 - Whole-class feedback strategies
 - Live marking approaches
 - Regular student conferencing

Targeted Academic Support

1. Structured Interventions (EEF: Moderate impact (+4), moderate cost)
 - Small group tuition in core subjects (EEF: +4 months)
 - One-to-one tutoring where needed (EEF: +5 months)
 - Reading comprehension strategies (EEF: +6 months)
2. Academic Mentoring (EEF: Moderate impact (+4), moderate cost)
 - Targeted academic mentoring
 - Regular progress reviews
 - Department PP champions

Wider Strategies

1. Attendance (EEF: Moderate impact (+4), moderate cost)
 - Dedicated attendance team
 - Parental engagement strategies (EEF: +4 months)
 - Breakfast club provision (EEF: +2 months)
 - Support Framework for low attending pupils.
2. Barrier Removal (EEF: Wider strategies)
 - Multilingual communication systems via Family Liaison officer support.
 - Flexible parent meetings
 - Transport support
 - Improved early help access.
 - Alternative Provision