

# Pupil premium strategy statement – Haven High Academy

This statement details our school’s use of pupil premium (and recovery 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   | 1362                    |
| Proportion (%) of pupil premium eligible pupils  | 32% (468 students)      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2022 / 2023 / 2024      |
| Date this statement was published  | November 2023           |
| Date on which it will be reviewed  | January 2024            |
| Statement authorised by  | Mr James Myhill-Johnson |
| Pupil premium lead   | Mrs Emma Cresswell      |
| Governor / Trustee lead  |                         |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £484,380 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £131,376 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><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> | £615,756 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Haven High Academy is to provide a quality education for all students to enable them to reach their true potential in a safe and supported environment.

We ensure that all pupils have the opportunity to learn and succeed within a broad, balanced and ambitious curriculum that focuses on the knowledge necessary to broaden their horizons. The knowledge and understanding developed, along with the qualifications they achieve, will lay the foundations for lifelong learning and enable them to be successful citizens of the future.

The key principles of our plan are based around:

- 1) Quality first teaching
- 2) Staff Development
- 3) Exploration of evidence-based summaries to inform the best use of funding
- 4) Targeted support based on specific student needs.

We focus on approaches that:

- Are tailored to the strengths and needs of each student.
- Are consistent, flexible and responsive to the need of our students.
- Are evidence-based to ensure effective use of funding for higher levels of impact.
- Include regular, high-quality feedback from teaching staff.
- Raise aspirations through access to high-quality educational experiences.
- Enrichment activities that offer students the opportunity to develop talents and raise their aspirations.
- Learning support led by teacher and LA within the classroom environment.
- Focused on removing barriers to education that students experience so they can meet their true potential in a safe and supported environment.

The gap between disadvantaged students and the cohort had seen improvements prior to COVID-19 but this improvement has been impacted on during this very challenging time in education due to the changes in demands of students in education and it is our utmost priority to ensure that all students benefit from the very evident whole academy improvement moving forward which has required Haven High Academy to regularly review progress and adjust as required.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Deficit of PP students having access to a range of student materials during the global pandemic has resulted in wider progress gaps due to the digital divide.  |
| 2                | Deficit of language and vocabulary which impacts on students' engagement with books, and the ability of developing reading skills effectively. Deficit of PP student having access to a range of high-quality reading materials to promote the love of Reading. Language and vocabulary deficit impacts on students' confidence within writing (links to the gap within reading). |
| 3                | Students joining the school with poor social and communication skills which can have a direct impact on PP students aspirations.  |
| 4                | Parental engagement with school (access to devices, online learning tools, homework support). Attendance of disadvantaged pupils compared with non-disadvantaged.   |

## 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  |
|--|---|
| Ensure disadvantaged students receive a rich and broad curriculum, which is aspirational and challenging – Quality first teaching. | Students' engagement with wider curriculum, Sports Clubs increased Positive attitudes to learning (student Voice, Interviews) Trips, Visits, Visitors logged/feedback received.<br>Increase/sustained push on exploring wider opportunities for PP students' (initiatives, trips out, industry links etc.)<br>Students' engagement in curriculum content is positive demonstrated via student voice and presentation in work. |
| Students entering make accelerated progress from their starting points – especially in reading.                                    | % of PP students making progress from their starting point compared to non PP students closes. Increased application of Tier 2/3 vocabulary in all subjects.<br>Improved attainment and progress data   |
| To narrow the attainment gap between disadvantaged and non-disadvantaged   | Achieve national average progress scores in KS4. English and Maths  |

|   |   |
|---|---|
| students for all disadvantaged students in school to make or exceed nationally expected progress rates.   | combined basics Gap between attainment of non-pp with pp students has closed.   |
| Work collaboratively with families to ensure that PP students attend school regularly. Engage parents to understand the importance of education. Support parents in supporting students with schoolwork and life. | Attendance of PP students is in line with National (96%) Decrease in PP students being classed as PA, Attendance of parents at Parents Eve, Curriculum Evenings |

## 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: £130,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for staff on effective support for PP students focusing on metacognition, boys engagement and quality teaching &amp; learning techniques to assess knowledge.</p> <p>External CPD options via PiXL for subject leaders.</p> | <p>EEF – High impact – Metacognitive approaches Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF<br/>EEF - Effective Professional Development Guidance Report<br/><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p> <p>PiXL focus on narrowing the gap between PP students and non PP students.<br/>Access to pupil progress tracking tool to support diagnostic</p> <p>Elements of Study - Boys Don't Try? Rethinking Masculinity in Schools - authors Matt pinkett, Mark Roberts.</p> <p>Roshenshine core principles focusing on cognitive science, classroom practices and cognitive support to provide high quality education to all students.</p> | 1, 2, 3                       |
| <p>Ensure disadvantaged students receive a rich and broad curriculum, which is</p>   | <p>EEF - Effective Professional Development Guidance Report<br/><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</a></p>   | 1,2,3,4                       |

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|---|---|-------|
| aspirational and challenging – Quality first teaching. Development of HOUSE system to support feeling of community and challenge. Regular updates to curriculum to match ongoing needs of students and demands of local industries. | EEF – The important of feedback for students learning.<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</a> |       |
| Recruitment, retention and development of staff team and support for early career teachers.   | EEF and SEC-Ed New Pupil Premium guidance urges focus on high-quality teaching  | 1,2,3 |

## Targeted academic support

Budgeted cost: £230,000 (+£131,376)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensure there is a consistent approach to reading within the academy.<br>Embed the use of tier 2/ tier 3 words within the academy.<br>Modelling of reading techniques for students by teaching staff. | Cognitive abilities testing to allow deeper understanding of student starting points to allow for research driven interventions.<br><br>EEF – Reading and comprehension strategies.<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a><br><br>EEF – Very high impact oral language intervention<br><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a> | 1,2,3                         |
| Targeted sessions/support provided to students to narrow the attainment gap between PP and none PP students.   | EEF – High impact small group tuition<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a>   | 1,2,3,4                       |
| Targeted support for students using QFT & targeted interventions   | EEF – High impact moderate cost: One to one tuition   EEF (educationendowmentfoundation.org.uk)  | 1,2,3,4                       |

|   |  |  |
|---|--|--|
| (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils | <p>Making Best Use of Teaching Assistants EEF Guidance toolkit Teaching Assistant Interventions   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> |  |
|---|--|--|

## Wider strategies

Budgeted cost: £124,380

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Free access to Breakfast &amp; Afterschool Club.</p> <p>Use of EWO Team to ensure that families with poor attendance are supported effectively. Use of Central Team Pastoral support to engage families.</p>   | <p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice Published September 2019 Authors: Nick Axford<sup>1</sup>, Vashti Berry<sup>2</sup>, Jenny Lloyd<sup>2</sup>, Darren Moore<sup>2</sup>, Morwenna Rogers<sup>2</sup>, Alison Hurst<sup>2</sup>, Kelly Blockley<sup>1</sup>, Hannah Durkin<sup>2</sup> and Jacqueline Minton<sup>2</sup> <sup>1</sup> University of Plymouth <sup>2</sup> University of Exeter</p> <p>EEF Parental engagement guidance</p> | 1,4                           |
| <p>Disadvantaged students to have funded trips and visits places.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos.</p> | <p>Improving school behaviour EEF guidance report.</p>  | 1,4                           |

|  |   |     |
|--|---|-----|
| Access for PP students to online learning platforms  |   |     |
| Attendance and Pastoral team attendance strategy – Communication and supporting the family whilst highlighting attendance and attainment links | NFER - the Power of Attendance and Stability for Disadvantaged Pupils <a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a> | 3,4 |
| Removing financial barriers to attendance  | Transport, uniform, subscriptions facilitate better attendance  | 4   |

**Total budgeted cost: £484,380**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### October 2023 Review:

The Pupil premium strategy has been shared with staff, to ensure a whole school approach to raising standards for disadvantaged students. CPD strategies have been focused on the following areas obtained from lesson observations and student progress analysis:

- Question level analysis
- Assessment for learning – effective use of questioning
- Challenge and support

Exam results from July:

| OUTCOMES      | 2019  | 2022  | 2023  |
|---------------|-------|-------|-------|
| <b>ALL</b>    |       |       |       |
| P8            | 0.05  | -0.17 | -0.33 |
| A8            | 38.35 | 37.34 | 34.06 |
| 4+ EM         | 46.6% | 47.8% | 36.8% |
| 5+ EM         | 19.6% | 23.6% | 15.3% |
| EBacc entries | 13%   | 11%   | 8.1%  |
|               |       |       |       |
| <b>PP</b>     |       |       |       |
| P8            | -0.15 | -0.21 | -0.45 |
|               | -0.2  | -0.04 | -0.12 |
| A8            | 36.35 | 35.85 | 31.30 |
|               | -2    | -1.49 | -2.76 |
| 4+ EM         | 62.7% | 55.9% | 42.2% |
|               | 16.1  | 8.1   | 5.4   |
| 5+ EM         | 15.3% | 26.5% | 15.6% |
|               | -4.3  | 2.9   | 0.3   |
| EBacc entries | 8%    | 7%    | 5.6%  |
|               | -5    | -4    | -2.5  |

The gap when compared to the academies last examination period has increased due to a range of reasons including the implications of COVID-19. Current progress data for year 11 will be carefully reviewed to ensure resources are allocated effectively to narrow the gap.

At the point of review general attendance of all key cohorts is below national expectations and this is a core focus of the academy. The gap between PP and Non-



PP has widened which has resulted in an in depth review of students needs to act swiftly using the funding and systems we have in place.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| PiXL secondary   | PiXL            |
|                  |                 |

