

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers.

Source <https://www.gov.uk/guidance/>

Pupil premium strategy statement 2018/19

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Pupil premium strategy statement (secondary)

Summary information					
School	HAVEN HIGH ACADEMY				
Academic Year	18/19	Total PP budget	£296,863	Date of most recent PP Review	July 2018
Total number of pupils	1057	No of pupils eligible for PP	357	Date for next internal review of this strategy	Feb/Mar 19

Year	Learner Data				
	Total	Male	Female	FSM	PP
2020-10	198	100	98	41	69
2019-11	196	98	98	27	59
2023-7	226	120	106	44	83
2022-8	205	99	106	41	67
2021-9	232	114	118	38	79
Totals	1057	531	526	191	357
Totals %	100	50.2	49.8	18	33.7

1. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-4 in Basics (E&M)	19.2	All students 36% Nat Av Not available yet
Progress 8 score average	-1.014	All students -0.654
Attainment 8 score average	3.01	All students 3.55

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Poor numeracy skills – Particular focus on number	
B.	Poor literacy skills and low chronological reading ages	
C.	Attendance	
D.	Aspiration and career pathways	
External barriers		
E.	Parental engagement opportunities	
F.	Social and economic factors within the community	
3. Desired outcomes		Success criteria
A.	Gaps narrowed in key literacy and numeracy measures for all year groups at key data drops	See AIP
B.	Quality first teaching that better supports all Disadvantaged students is embedded across the academy	Engagement and attainment for disadvantaged helps narrow the GAP
C.	Attendance GAP reduces between disadvantaged and non-disadvantaged to less than 3%	Disadvantaged student attendance GAP 2017 to improve
D.	Future zone is utilised to identify and support disadvantaged students in making aspirational career plan.	Plan established and agreed for each student from future zone meeting
E.	Attendance of Disadvantaged students and parents to events improves and tangible sense of aspiration around the Academy and demonstrated through student voice.	See AIP
F.	Disadvantaged students can engage with the entire curriculum without limitation of cost or social distraction.	Personalised financial and pastoral support of disadvantaged students through established mechanisms

4. Planned expenditure

Academic year

2018-2019 £296,863

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps narrowed (differences diminished) in key measures exams 2019 and in all other year groups at key data drops	PETaL programme to focus on metacognition, effective feedback, homework and differentiation for all students, but especially the Disadvantaged. Target APC work to specific groups of students.	EEF research, analysis of past data and student/parent voice.	Termly review after data drop Analysis of data and discussions of actions.	KAA and MMN	Termly
Fully supported independent learning	Bespoke knowledge organisers developed by each subject for learner personal use and ownership. GCSE Pod and Maths watch bought in to support this.	EEF research, analysis of past data and student/parent voice. Evidence Presented by providers and collaborated by other sources	Termly review after data drop Analysis of data and discussions of actions. HOF and student voice on the benefits of this strategy	KAA and MMN	Termly

Attendance of Disadvantaged students and parents to events improves and tangible sense of aspiration around the Academy and demonstrated through student voice.	Change timings of parents' evenings. Appointment system, chase parents who do not have appointments, aim for 100% appointments made and 90% attendance. Careers a focus in all forms and in every subject. Focus on aspirational career/study.	EEF research and parent voice following launch with year 7 in June 2018.	Joined up approach to parents' evening with a shared responsibility for ensuing parents attend. Those who do not attend will be invited in to meet with HOY. Form time LW to check for the use of careers resources. Examples of how faculties are advertising careers/courses to be gathered. Whole academy values evident in everything.	SLT and DDy	Termly
Attendance improves	EWO to discuss attendance and progress with APC and progress team. Letters home from SLT responsible for progress to inform parents of the link between poor attendance and progress.	This approach had a positive impact in 2017 2018 on groups of students at risk of becoming PA. Progress for many of these subsequently improved.	Part of progress feedback to SLT by MEE.	SWF and MEE	Termly
First sight awareness of disadvantaged students, strategy and differentiation in lessons.	Student book labels to contain discrete colour coding to help identify Disadvantaged and HAPS in the first wave.	Staff have given feedback that by use of class charts to identify and colour coding to exercise books has facilitated targeted teaching immensely.	Termly review after data drop Analysis of this data. Target groups and students requiring next wave to be discussed.	DDY	Termly
Improving growth mindset and "can do" mentality.	Mission impossible days. Students partake in an extra-curricular challenge task.	The correlation of each engaging challenge task and the academic challenge before them needs synergy. Numerous corporate team building data	Student voice post event. Improving and maintaining a good ATL	DDY	Termly

Developing aspiration	Guest speakers, successful HA staff, community leaders and VIP guests are invited to present a “challenge” assembly or speak to “challenge” students in small groups.	Inspiration to aspiration https://www.speakers4schools.org/about-us/ Inspiring the future strategy	Feedback to sessions – student voice. Improving aspirational language. A positive attitude to learning	DDy/MMn/Future zone team	Termly
Metacognitive: Improving student engagement and driven practice to become better learners	Create “Learning Detectives” where students observe other lessons (in year groups) to look for good learning. Utilise peer mentoring to model better learning.	Challenge the gap/SEC-ED.co.uk	Student/parent voice and continuous input from staff and HoY regards attitudes to learning. Data drops and performance whole school.	DDy/SLT	Ongoing strategy
Improved student teacher rapport and developing excellent working partnership	Identify Disadvantaged students to discuss strength and weaknesses. Including spectrum analysis of assessments in core subjects.	TED Talk Rita Pierson	Student voice. Teacher reporting. and monitoring of positive or negative issues in lessons.	DDy/MMs/NRn	Termly
Total budgeted cost					£13000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment at GCSE English and Maths, secure matches.	Good quality first teaching. Use of Learning Mentors. Target students for P6 or Saturday progress school.	EEF research into metacognition, feedback and homework	Regular assessment and analysis by the teacher and HOF to review of the groups receiving support.	SWf and MEE	After each data collection
Narrowing of the gap for Disadvantaged in all areas. Duplicated	Use of additional adults. Target students for P6 or Saturday progress school as part of assessment cycle.	EEF research into metacognition, feedback and homework	Regular assessment and analysis by the teacher and HOF to review of the groups receiving support.	SWf and MEE	After each data collection
Targeted subject specific intervention helps close attainment gap	“Challenge 19” intervention will run alternate Tuesday and Thursday mornings	EEF research, analysis of past data. Prior positive impact of other discrete in school interventions	Termly review after data drop Analysis of this data and discussions of actions.	DDy/SWf	After each data collection

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raising the profile of Pupil Premium – Out of the shadows	Launch of new Pupil premium coordinator. Bespoke challenge 19 assembly.	Students need awareness of the programme designed for them. The entitlement and supply of revision books/guides fosters independent learning	Assembly planned and delivered according to schedule – Take up of challenge 19 intervention successful. Direct communication with parents.	DDy/MVr	Termly
Improved outcomes in other GCSEs	Learning mentor support for students on the S&S scheme, particularly focusing on Disadvantaged.	EEF research into metacognition, feedback and homework	Regular assessment and analysis by the teacher and HOF to review of the groups receiving support.	KEs/ ATn	Termly
Gap narrowing for Disadvantaged students in core subjects in KS3.	APC support and good quality first teaching & 3 waves of intervention.	EEF research into metacognition, feedback and homework	Regular assessment and analysis by the teacher and HOF to review of the groups receiving support.	HOF in each subject.	Termly
Greater focus on careers – Development of future zone	fully employed Careers Leader - application for career mark	www.gov.uk Careers: Getting it right	Development and implementation of a clear strategy for careers guidance and ensure that they make good use of the National Careers Service resources, well-trained staff, careers guidance professionals, employer networks, and local colleges and other providers to ensure that students are well supported in making decisions about their career pathways	Future Zone team	Annually

Attendance of Disadvantaged students to improve	Deployment of an additional Assistant EWO to target Disadvantaged students (in addition to other families).	Poor attendance of Disadvantaged students and high % at PA rates.	Analysis of monthly attendance data.	JAl and ASh	Monthly
Engagement with the Arts	Free instrumental tuition	No barriers to participation & raising aspiration. Participation in events and school productions helps build confidence and broader participation in all areas	Attendance to lessons, extra-curricular events and annual reports from peripatetic teachers.	JRd	Annually
Full participation and enrichment in school and extra-curricular events	Hardship funding to be offered to enable all Disadvantaged students to participate.	No barriers to participation & raising aspiration. The holistic experience in these activities and educational value transferred and accessed by all.	Activity PP coordinator, Head of year and lead organiser to discuss individuals PP profile and necessary expenditure support to facilitate full participation.	DDy/ HOY	Annually
Strengthening of the Work Experience Programme so that all students access a placement that enhances their own personal development choices and enhanced skill set. Where needed, financial support to overcome any barriers to process	All students provided are guided so that choices are well-informed and personalised and of their choosing where possible. Financial assistance for travel /other costs bespoke to that learner.	This guidance embeds a personalised and supportive culture behind Work Experience and helps foster informed career choices. Evidenced supported by many including UCAS.	All disadvantaged students take up work experience placement and conclude satisfactorily.	EDn, DDy and future zone team	Annually
Total budgeted cost					Total staffing Intervention staffing =£140535 costs=£286,863 Other costs= £10,000

5. Review of expenditure																					
Previous Academic Year		£285924 2017/2018																			
i. Quality of teaching for all																					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Disadvantaged, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																	
Improved outcomes in all GCSE subjects	Holiday classes in key subject areas.	<p>Attendance to S&S and holiday classes improved. Data analysis showed gaps reducing in almost all measures indicating an improvement in outcomes for Disadvantaged students.</p> <p><i>(see attached data analysis)</i></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2018</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Disadv</td> <td>All</td> <td>-0.665</td> <td>-0.92</td> </tr> <tr> <td>N</td> <td>-0.358</td> <td>-0.53</td> </tr> <tr> <td>Disadv</td> <td>-1.027</td> <td>-1.722</td> </tr> <tr> <td>GAP</td> <td>0.669</td> <td>1.192</td> </tr> </tbody> </table>			2018	2017	Disadv	All	-0.665	-0.92	N	-0.358	-0.53	Disadv	-1.027	-1.722	GAP	0.669	1.192	The gap halved, focus on Disadvantaged students as a group will continue. Morning intervention is targeting these students in all areas in September 2018.	See below
		2018	2017																		
Disadv	All	-0.665	-0.92																		
	N	-0.358	-0.53																		
	Disadv	-1.027	-1.722																		
	GAP	0.669	1.192																		
All Disadvantaged students fully prepared for external examinations.	Revision conference at Butlins where classes in key subjects are provided for small targeted groups.	<p>Attendance to classes improved. Data analysis showed gaps reducing in almost all measures indicating an improvement in outcomes for Disadvantaged students. (see attached data analysis)</p> <p>Engagement within the classes at Butlins was good, feedback from students and teachers was positive. This was followed up with “master classes” in core subjects, P6 (lessons until 4:30) and Saturday school which were all well attended by year 11 students.</p> <p><i>See above and information at the end of this document.</i></p>	Positive engagement with extended S&S sessions after school and supervised study on Saturday mornings has been built into the S&S scheme moving forward. Disadvantaged students are particularly targeted for this.	£4548																	

All Disadvantaged students able to revise effectively at home.	Provide all Disadvantaged students with revision guides for each course free of charge.	<i>See above</i>	The gap halved, focus on Disadvantaged students as a group will continue. Morning intervention is targeting these students in all areas in September 2018.	£2500
Growth mindset training for all staff.	Provide a ½ day's training in GM for all staff and push with students.	<i>The launch of GM within the academy has had mixed success.</i>	<i>This will be relaunched in September 2018 alongside the PRIDE values and raising expectations and aspiration of all.</i>	
Improved attainment at GCSE English and Maths, secure matches.	Targeted intervention for identified students in lesson and wave 3 intervention. Using MEE, CSH and ASH	<p>Improved attainment at GCSE English and Maths, secure matches.</p> <p><i>The target for 2018 was 36% 4+ in E&M and this was achieved for all students. English results were slightly disappointing, and this prevented more matches which would have improved this figure further. For Disadvantaged students this figure was 19.2% which is a significant gap from 47.7% for non-Disadvantaged students.</i></p> <p><i>This continues to be a focus in 2018 2019, and much work will take place on ensuring students get a standard or good pass in both subjects.</i></p>	Focusing on the matches between Maths and English had a positive impact on progress as well. All core teachers understood the need to secure the match and to push even further, targeted students. This will continue.	<i>See full staffing costs.</i>

ii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes in English GCSE	Specialist intervention led by qualified English teacher in small groups focused on coursework preparation and examination technique.	<i>See faculty data analysis and information at the end of this document.</i>	The gap halved, focus on Disadvantaged students as a group will continue. Morning intervention is targeting these students in all areas in September 2018.	See below
Improved outcomes in other GCSEs	Learning mentor support for students on the S&S scheme, particularly focusing on Disadvantaged.	<i>See faculty data analysis and information at the end of this document.</i>	The gap halved, focus on Disadvantaged students as a group will continue. Morning intervention is targeting these students in all areas in September 2018.	See below
Gap narrowing for Disadvantaged students in core subjects in KS3.	Employment of a 2 nd TA in Maths, English and Science with a focus on Disadvantaged	<i>HOF feedback indicates the additional adults have positively impacted on progress for students in particular the Disadvantaged. However, staff changes have meant these additional adults have had to be redeployed</i>	Staffing needs means this will not continue.	See below
All staff using MINT class to identify Disadvantaged students and other groups.	All teachers to have MINT class seating plans for all groups.	<i>Feedback from all staff is positive. Feedback from Ofsted also positive. Decision was made to purchase Classcharts to replace MINT and Sam learning.</i>	Effective way of clearly identifying students and their needs/groups. Had issues with the programme mid-way through the year. Exploring Class Chart which does more than MINT.	£1200
Engagement with the Arts	Free instrumental tuition	<i>Review of instrumental lessons and participation in key events (such as annual show and arts showcase) show a slight increase in Disadvantaged students taking part.</i>	Being reviewed at Trust level to see if the most effective use of the funding moving forward.	£1000

Full participation in school and extra-curricular events	Hardship funding to be offered to enable all Disadvantaged students to participate. Cost of trips to be covered for all Disadvantaged and other costs reduced or even met.	<i>Review from HOF indicates that participation of Disadvantaged students in trips and events has increased since all costs are reduced or met in full up front. There is a good representation of Disadvantaged students on trips.</i>	Worked well, will continue.	£4886
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Total staffing costs=£267,004
Other costs= £15980.49
MIN= £1900
Contingency= £2658.01

6. Additional detail

GAPs for Disadvantaged GCSE 2018SUBJECT	2017 GAP %	2018 GAP %	DIFFERENCE %
English Language	-16.2	-24.7	+8.5
English Literature	-19.0	-21.6	+2.6
Maths	-16.3	-20.3	+4.0
Combined Sci	-13	-6	-5
Biology		-35	NA
Chemistry		-12	NA
Physics		-28	NA
RS	-28	-12	-16
Geography	-0.1	-28.6	+28.7
History	-20.2	-8.7	-11.9
Music (BTEC)	-20	-16.7	-3.3
GCSE music	13.6	0	---
Art	17.8	-20	-2.2
French	-20	+7.3	-27.3
Spanish	-100	-25	-75
German	NA	25	NA