

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 Impact statement for 2018/19

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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	July 2019

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

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																										
<p>Gaps narrowed (differences diminished) in key measures exams 2019 and in all other year groups at key data drops</p>	<p>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.</p> <p>2020 – Year 10 -0.37 T3 -0.32</p>	<p>Full staff participation with programme and interventions. Class of 2020 progress data shows that PP students made slight gain last year. Challenge intervention will help accelerate this.</p> <table border="1" data-bbox="853 655 1218 762"> <tr> <td>P8</td> <td>Co 2020</td> </tr> <tr> <td>AP1 2018</td> <td>-0.37</td> </tr> <tr> <td>AP3 2019</td> <td>-0.32</td> </tr> </table> <table border="1" data-bbox="853 831 1218 938"> <tr> <td>P8</td> <td>Co 2021</td> </tr> <tr> <td>AP1 2018</td> <td>-0.37</td> </tr> <tr> <td>AP3 2019</td> <td>-0.32</td> </tr> </table>	P8	Co 2020	AP1 2018	-0.37	AP3 2019	-0.32	P8	Co 2021	AP1 2018	-0.37	AP3 2019	-0.32	<p>Termly review after data drops and feedback gained was very useful – Approach continues Term 1 to 3 progress of disadvantaged students – Expected = 1.5 sublevels</p> <table border="1" data-bbox="1249 587 1917 694"> <tr> <td rowspan="3">Class of 2023</td> <td>Eng</td> <td>1.49 SL (-0.007)</td> </tr> <tr> <td>Maths</td> <td>1.00 SL (-0.33)</td> </tr> <tr> <td>Science</td> <td>1.09 SL (-0.27)</td> </tr> </table> <p>Maths intervention strategy is in place for September for those identified to need a little additional support.</p> <table border="1" data-bbox="1249 831 1917 938"> <tr> <td rowspan="3">Class of 2022</td> <td>Eng</td> <td>1.74SL (+0.34)</td> </tr> <tr> <td>Maths</td> <td>0.84SL (-0.94)</td> </tr> <tr> <td>Science</td> <td>-0.68SL</td> </tr> </table>	Class of 2023	Eng	1.49 SL (-0.007)	Maths	1.00 SL (-0.33)	Science	1.09 SL (-0.27)	Class of 2022	Eng	1.74SL (+0.34)	Maths	0.84SL (-0.94)	Science	-0.68SL	<p>APC's/TLR's £13,500</p> <p>% of CPD budget £8000</p> <p>Leadership £42784</p>
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<p>Fully embedded high quality independent learning</p>	<p>Review and refinement of our bespoke knowledge organisers by each subject for learner personal use and ownership. Monitoring of use to ensure all PP students are logged in to classcharts and using the resource. GCSE Pod and Maths watch bought in to support home learning.</p>	<p>All students are completing appropriate home learning. Class charts is in use by the vast majority of learners and this fosters an independent, proactive approach.</p>	<p>This has been hugely successful. Students have gained real ownership over this task and teachers appreciate the facilitation. Parent voice is very positive too. Some students need login reminders for classcharts Approach continues Compared to the average: GCSE POD was successful too! 21,250 hours of revision material were utilised this is almost double the comparable schools average of 12,899hours.</p>	<p>% Cost of Math's Watch. GCSE POD & Knowledge organisers. £4200</p>																										

<p>(Parental/community engagement) Maintain improved attendance of Disadvantaged parents to events, This strengthens the tangible sense of aspiration around the Academy and demonstrated through student voice.</p>	<p>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.</p>	<p>More students have attended these events in numbers way above the historical norms. Figures of 90+% attendance are commonplace. Parental input and aspiration for greater progress are evident. Parents in science STEM events attracted over 60 parent and child attendees. PRIDE values are shared throughout such events.</p>	<p>The current communication and HoY follow up work very well indeed. Parents evening attendance averaged greater than 90%. STEM Events attracted 61 families who participated in joined up learning activities. Community events are well attended. Impact day was a huge success. School performances are mostly sold out.</p> <p>Approach continues.</p>	<p>Promotional materials and cost of events. £1000</p>
<p>First sight awareness of disadvantaged students, strategy and differentiation in lessons.</p>	<p>Student book labels to contain discrete colour coding to help identify Disadvantaged and HAPS in the first wave.</p>	<p>Staff have given feedback that by use of class charts to identify and colour coding to exercise books has facilitated targeted teaching. Target groups are clearly being focussed on.</p>	<p>Staff have applied the convention. Teacher comments highlight ease of identifying and targeting learner groups (PP, HAPS...) Differentiation strategy continues to be developed and improved school wide. A reduction in dot updates has been agreed. Approach continues</p>	<p>£500 Book labels and printers</p>
<p>Total budgeted cost</p>				<p>£69,984</p>

ii. Targeted support																			
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 attainment at GCSE English and Maths, secure matches. Narrowing of the gap for Disadvantaged learners.	Good quality first teaching. Use of in school data and Get to Target students for P6 or Saturday progress school. Use of additional adults/TA's to support and facilitate learning	Regular assessment and analysis by the teachers and HOF reviews show increasing impact and measurable GAP reduction.	<p>GAP for disadvantaged reduces considerably to 3.8 in Basics 9-4</p> <table border="1"> <tr> <td>Basics 9-4</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>All</td> <td>45</td> <td>36.2</td> </tr> <tr> <td>N</td> <td>46.2</td> <td>47.7</td> </tr> <tr> <td>Disadvantaged</td> <td>42.4</td> <td>19.2</td> </tr> <tr> <td>GAP</td> <td>3.8</td> <td>28.5</td> </tr> </table> <p>Male PP/HAPS shows improvement but will continue to be a focus group moving forward as challenge remains.</p> <p>Approach continues</p>	Basics 9-4	2019	2018	All	45	36.2	N	46.2	47.7	Disadvantaged	42.4	19.2	GAP	3.8	28.5	<p>£4000</p> <p>£38,500 2 x TA's</p> <p>LM/Int £75,331</p>
Basics 9-4	2019	2018																	
All	45	36.2																	
N	46.2	47.7																	
Disadvantaged	42.4	19.2																	
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Targeted subject specific intervention helps close attainment gap Add this through study and study	"Challenge 19" intervention will run alternate Tuesday and Thursday mornings	Trial exams and AP1 → AP2 tracking of 59 disadvantaged Co 2019 students shows an average gain of 7.45 sublevels each. 440 sublevels in total gains across this disadvantaged cohort.	<p>Challenge intervention takes place on Tuesday/Thursday alternating mornings for 30 minutes. Students are nourished with cereal bars and fruit juice before each session.</p> <p>Student/Teacher voice indicates that this is well received most with 100% of those that participated fully reporting that they feel it has had a personal and positive attainment-based impact on them.</p> <p>Approach continues</p>	£500															

Revision conference	Positive reinforcement coupled with a prime learning opportunity	Expert teaching is delivered in a highly focussed small group environment without distraction.	Revision event is organised and participation of all those qualifying students is fully supported. GAP for disadvantaged has reduced considerably to 3.8 in Basics 9-4 Approach continues	£17,430
Co24 Learning champions 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.	Student/parent voice and continuous input from staff and HoY regards attitudes to learning. Data drops and performance whole school.	More development of this strategy required in 2019/20. Transferred to T&L team.	Not applicable
Total budgeted cost				£135,761

iii. Other approaches																			
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															
Attendance improves and PA reduces	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 and 2019 on groups of students at risk of becoming PA. Progress for many of these subsequently improved.	<p>Strategy works overall. Greater emphasis on work missed whilst absent and the need to complete any work missed is expected to drive further improvements in attendance.</p> <p>Approach continues</p> <table border="1"> <thead> <tr> <th colspan="3">Terms 1-6</th> </tr> <tr> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>91.82%</td> <td>92.06%</td> <td>92.55%</td> </tr> </tbody> </table>	Terms 1-6			2016-17	2017-18	2018-19	91.82%	92.06%	92.55%	% Cost of attendance team salary £25,000						
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<p>Improving growth mindset and “can do” mentality.</p> <p>Improved student teacher rapport and developing excellent working partnership</p>	<p>Mission impossible days. Students partake in an extra-curricular challenge task.</p> <p>Inspiration point shop is founded in term 3.</p>	<p>Three challenge events have been attended by year 9 and 10 PP students. Course foci included Team work, resilience and leadership. Reductions in poor behaviour,/removal from lessons . Student voice indicates this was well received. All but a few wished to attend challenge days again. IP Shop is a growing success story. Please see</p> <p>SEND/PP student case study Challenge events STEAM, STEM Impact day</p>	<p>Student voice post event. Improving and maintaining a good ATL 90% of students commented that they enjoyed participating in these events and that they felt it was useful. PP behaviour has improved, Data reports shows considerable reduction in students losing lesson time due to removal. Small student voice survey indicates students are much happier with their teachers/lessons and feel this makes the them work harder.</p> <p>Balance of positive and negatives shows great progress and utility of reward system</p> <table border="1"> <thead> <tr> <th></th> <th>Positives</th> <th>Negatives</th> </tr> </thead> <tbody> <tr> <td>Class of 2023</td> <td>10015</td> <td>1336</td> </tr> <tr> <td>Class of 2022</td> <td>9424</td> <td>990</td> </tr> <tr> <td>Class of 2021</td> <td>6804</td> <td>857</td> </tr> <tr> <td>Class of 2020</td> <td>6251</td> <td>694</td> </tr> </tbody> </table> <p>Slight reduction in KS4 to be discussed. Approach continues.</p>		Positives	Negatives	Class of 2023	10015	1336	Class of 2022	9424	990	Class of 2021	6804	857	Class of 2020	6251	694	<p>Cost of cover £900</p> <p>Coaches £1000</p> <p>% of IP Shop budget £1500</p>
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Financial support to remove barriers to learning	Students and family's may occasionally require costed support for materials, uniform and educational visits and additional teaching this will be supported on a case by case basis that ensures that an individualised plan removes any potential barriers to attendance or learning activities	A myriad of barriers have been highlighted and removed with appropriate financial assistance from the PP Coordinators budget. Transport, food tech, resources, Uniform and educational visits access	Support continues to be maintained between DDy and Finance team whilst seeking the valued input of HOY's and Subject leaders to aid direction of required help. Approach continues.	£574 Uniform, Bus Pass £1696 Food tech £607 1 to 1 tuition £1920
Continued greater focus on careers – Development, work experience and the future zone	fully employed Careers Leader - application for career mark	Well trained careers staff undertake meetings for Class of 2020 to discern opportunity pathways. Students have been expertly guided to next steps. No neet Co 2015 = 0 No neet Co 2016 = 8%	Full participation of work experience was not achieved (70% of cohort – 48/69 PP learners) in this academic year, however uptake exceeded 2018 figures greatly. Work experience for Disadvantaged students from Class of 2021 to approach 100% Work towards career mark continues. Approach continues.	£8115 £3063 Careers advisor
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. Identify Disadvantaged students to discuss strength and weaknesses.	Revision guides have been coordinated by APC's and DDy so that all PP students have curriculum matched course materials free of charge. Challenge assemblies for years 2021,2020 and 2021. MVR and DDy hold timely assemblies to share national PP strategy and its impact on improving life outcomes. Out of the shadow's assemblies are used to inspire and empower learners to take personal control of their education.	Feedback to sessions via student voice were mostly positive. Improving aspirational language is tangible within the academy. Some more work is needed to improve year 7 tangibility, however a positive attitude to learning has grown rapidly. The community careers and enterprise event was inspiring whole school event which saw the entire school take part in this incredible careers/aspiration event. Steam in year6/ 7 was fully participated at Tollfield Campus. Approach continues	Revision guides £2000 % cost of Impact day £200 Professor Lord Robert Winston lectures/visit

Engagement with the Arts	Free instrumental tuition	<p>No barriers to participation & raising aspiration. Participation in events and school productions helps build confidence and broader participation in all areas</p> <p>Lessons are fully attended, and students enjoy this opportunity. This continues to foster a very inclusive culture that benefits a breadth of individuals who potentially could become disaffected otherwise.</p>	<p>Highly successful strategy.</p> <p>Music lesson tuition uptake continues. Ddy to meet with new HOF to renew support and targeting of disadvantaged students.</p> <p>100 students take instrumental tuition.</p> <p>60 students participate full time in the choir.</p> <p>Approach continues</p>	£44543 T
Total budgeted cost				£91,118

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