

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 2019/20

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Pupil premium strategy statement (secondary)

Summary information					
School	HAVEN HIGH ACADEMY				
Academic Year	19/20	Total PP budget	£315,118	Date of most recent PP Review	July 2019
Total number of pupils	1173	No of pupils eligible for PP	398	Date for next internal review of this strategy	Feb/Mar 2020

Year	Learner Data				
	Total	Male	Female	FSM	PP
2020-11	204	101	103	44	70
2021-10	231	108	123	40	75
2022-9	205	95	110	41	67
2023-8	237	116	121	51	85
2024-7	296	157	139	63	101
Totals	1173	577	596	239	398
Totals %	100	49	51	20	34

1. Current attainment		
	Pupils eligible for PP (your school)	All pupils
% achieving 9-4 in Basics (E&M)	44.1% (Up from 19.2% 2018)	All students 47.7 %
Progress 8 score average	-0.297 (Up from -1.017 in 2018)	All students -0.17
Average attainment 8 grade	3.63 (Up from 3.01 in 2018)	All students 3.92

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	
E.	Low grade aspiration	
External barriers		
F.	Parental engagement opportunities	
G.	Social and economic factors within the community	
H.	Reduced opportunities and Big world experiences in everyday life	
3. Intended 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 further
C.	Attendance GAP reduces between disadvantaged and non-disadvantaged to less than 3%	Disadvantaged student attendance GAP 2018 to narrow.
D.	Future zone is utilised to identify and support disadvantaged students in making aspirational career plan.	All students have an established plan that is monitored and agreed by student and the future zone team
E.	Increase in aspiration and thirst for higher grade outcomes	Student attendance to additional S&S and masterclasses is significant
F.	Attendance of Disadvantaged students and parents to events improves and tangible sense of aspiration around the Academy and demonstrated through student voice.	See AIP
G.	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
H.	An enriched and broadened curriculum full of choice, activity and opportunity continues to support a growth mindset	Student participation and engagement with the opportunities presented supports greater career aspiration and drive

4. Planned expenditure

Academic year

2019/2020

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 & Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evidence
Gaps narrowed (differences diminished) in key measures exams 2020 and in all other year groups at key data drops (A)	CPD and PETaL programme to focus on metacognition, effective feedback, homework and differentiation for all students, but especially the Disadvantaged. Target interventions to specific groups of students. (Cost= £25000)	EEF research, analysis of past data and student/parent voice.	Termly review after data drop Analysis of data and discussions of actions.	KAa/EGt	See whole school data. Gap continues to narrow within school data from 2019 through AP1 → AP3 of 2020
Fully embedded high-quality independent learning (B)	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. (Cost = £12000)	EEF research, analysis of past data and student/parent voice. Evidence Presented by providers and collaborated by other sources	Reviewed and monitored by SLT/DBe throughout the year. Staff use of classcharts and form tutor support and monitoring support greater student use.	DBe	Use of knowledge organisers will continue to simplify home learning. Greater compliance is being achieved and supported thoroughly by tutors and use of correction policy. Parents and students clearly understand task set. Quality of independent study improves further.

<p>First sight awareness of disadvantaged students, strategy and differentiation in lessons. (B)</p>	<p>Student book labels to contain a re-evaluated discrete colour coding scheme to help identify Disadvantaged, HAPS and SEND in the first wave. (Cost= £500)</p>	<p>Staff have given positive feedback to share that the use of class charts and progress to identify target groups on student exercise books has facilitated targeted teaching strategy immensely.</p>	<p>Termly review after data drop Target groups and students requiring next wave to be discussed by lead person and intervention/teams.</p>	<p>DDy -PP EGt – HAPS CWs - SEND</p>	<p>Staff have applied the convention. Teacher voice comments highlight ease of identifying and targeting learner groups (PP, HAPS, SEND...) Differentiation strategy continues to be developed and improved school wide.</p>
<p>Additional Learning faculty (B)</p>	<p>Establish Additional learning faculty. Cost: Budget £15000 Staffing £78000</p>	<p>The head and SLT have identified the need for an in bespoke faculty that directs intervention strategy for all.</p>	<p>Ongoing review during establishment phase coupled with data analysis at each assessment point</p>	<p>EGt</p>	<p>Identified students make better progress, gap with expected outcome diminish.</p>
<p>STEM (H)</p>	<p>STEM events are utilised to increase engagement in these subjects. Targeting selected disadvantaged female learners who may not usually consider such tasks and disaffected male learners to join the “pit lane team”! (Cost= £3754)</p>	<p>Evidence to support STEM education is abundant. To nurture learner engagement and participation. There is a need to engage in STEM awareness campaigns and the promotion of STEM careers through the programmes that are available</p>	<p>Science team and STEM leader will organise and promote STEM Events throughout the year</p>	<p>STEM Leaders</p>	<p>Active participation in several cross curricular STEM challenge events is maintained at expected numbers. Greenpower electric race car is built by students, STEM teachers and outside experts and the team participates fully in national competition events.</p>

ii. Targeted support					
Desired outcome	Chosen action / approach & Estimated cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evidence
Improved attainment at GCSE English and Maths, to help secure matches. (A)	Analysis by SLT reveals target students (PP/HAP/SEND) and pursue matches for all students not at expected level. Specialist software packages purchased to support learning. (Cost= T£450)	Last years data required greater emphasis on data matches for E&M and core subjects	Regular assessment and analysis by the teacher and HOF to review of the groups receiving support. S&S tutors reflect their practice and renew target setting of learners.	EGt/Senior staff	AP1/AP2 to demonstrate improvement – see data.
Study and Support (A)	Use of additional adults/Teachers. Target students for P6 or Saturday progress school as part of assessment cycle. Saturday masterclasses 9.30 - 11.30a.m. 1 or 2 teachers dependent on numbers. (Cost= T£4000)	EEF research into metacognition, feedback and homework	Regular assessment and analysis by the teacher feeds into assessment data. S&S tutors review, mentor and encourage participation. HOF to review learners receiving support via 20's plenty program.	EGt/S&S tutors	AP1/AP2 to demonstrate improvement – see data.
Improved attainment of class of 2021 (year10) disadvantaged learners	Use data analysis of AP2 to highlight 20 learners for direct intervention and approximately 40 learners to attend study and support alongside year 11.	Early intervention has the greatest impact.	Working E.Ladds during FTS time will facilitate uptake and implementation	DDy/EL	AP3 data to show improvement

Raising the profile of Pupil Premium: challenge 20 intervention - Out of the shadows (A)	Pupil premium coordinator. Bespoke challenge 20 assembly. Cost= £8224	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 20 intervention successful. Direct communication with parents.	DDy/MVr	Assemblies delivered and students engage with process that gains them an additional 30 minutes of teaching time once a week during registration.
Gap narrowing for Disadvantaged students in core subjects in KS3. (A)	APC support and good quality first teaching & 3 waves of intervention. (Cost = £13278)	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.	Data analysis for Co24 and Co23
Revision conference (A)	Class of 2020 students participate in a residential revision conference. Senior teachers and subject specialists deliver master classes throughout the event. (Cost = £17430)	This will act as a very encouraging and positive reinforcement of our Study and support strategy coupled with a prime learning opportunity.	Revision event is organised and participation of all those qualifying students is fully supported.	KAa/EGt	Positive impact on final GCSE outcomes.

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?
Disadvantage attendance improves and PA reduces (C)	EWO to discuss attendance and progress with attendance team. Home communication to communicate poor attendance and its negative impacts specifically student academic progress. (Cost= £68343)	This approach had a positive impact in 2017/18 and 2018/19 on groups of students at risk of becoming PA. Progress for many of these subsequently improved.	SLT lead and review of PA students. Support strategies are researched, reviewed and implemented.	Attendance team	Attendance of disadvantage and PA improves in line with whole school expectation.
Disadvantage attendance intervention (C)	Establish a strategy to remove barriers to attendance for low attending disadvantaged learners	Attendance data highlights attendance issues whole school including PP learners.	Have met with the attendance team and set in place a plan to support PP learners. Attendance team are to highlight target students for first wave.	Attendance /DDy	June 2020
Financial support to remove barriers to learning (G)	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 Cost=£574 Uniform,	EEF	Support will be maintained between DDy and Finance team whilst seeking the valued input of HOY's and Subject leaders.	DDy/Finance/HoY	PP Coordinators budget utilised whole school across a range of activities.

	Bus Pass £1696 Food tech £607 1 to 1 tuition £1920				
Maintain improved attendance of Disadvantaged students and parents to events, this strengthens the tangible sense of aspiration around the Academy and demonstrated through student voice. (F)	Change timings of parents' evenings. Appointment system, chase parents who do not have appointments, aim for 100% appointments made and 90% attendance. (Cost £1000)	EEF research and continuous engagement with parent voice.	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. Whole academy values and expectation for parental attendance and engagement with every child's learning journey is evident.	SLT /HoY/Staff	Parents evening attendance to maintain >90%. Those student parents that are unable to attend have a follow up interview with HOY. PRIDE values are shared throughout such events.
Continued greater focus on careers – Development, work experience and the future zone (D)	fully employed Careers Leader - application for career mark (Cost = £8115)	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	EDn /Future Zone team	Well trained careers staff undertake meetings for Class of 2020 to discern opportunity pathways. Work experience for Disadvantaged students from Class of 2021 to approach 100%

<p>IMPACT Day And Enterprise team (D)</p>	<p>School wide careers fair with zones that contain all dozens of exhibitors, industry experts and local entrepreneurs. (Cost= £500)</p>	<p>This inspires unorthodox talents and skills which cannot be fostered through any other subject groups. Entrepreneurship encourages students to think outside of the box and create new and innovative ideas. It provides equal opportunities to every kid, irrespective of their socio-economic background.</p>	<p>Events are coordinated throughout the year. DDy/CRs to target additional disadvantaged students that may benefit from joining the team.</p>	<p>CRs and future zone team</p>	<p>Students begin to make real decisions about career choices and analyse possible routes towards a successful goal. Support in achieving this will be on hand from the Future Zone and CRs.</p>
<p>Improving growth mindset and “can do” mentality. (H) (E)</p>	<p>PP supported trips including Challenge days at ATR Grantham Students partake in an extra-curricular challenge task. This involves various tasks including leadership, team and command tasks. (Cost= £2534.)</p>	<p>The correlation of each engaging challenge task and the academic challenge before them needs synergy. Numerous corporate teams building data on the web supports this strategy.</p>	<p>Student voice post event. Improving and maintaining a good attitude to learning and setting aspirational goals</p>	<p>DDY</p>	<p>Attended by year 8, 9 and 10 PP students. Tangible positive energy and can-do mentality feeds into everyday classroom activities. Excellent teamwork, resilience, leadership and task completion characteristics begin to become more visible in everyday activity. Reductions in poor behaviour, /removal from lessons. Student voice indicates that day is very well received. Complete SEND/PP student case study OB.</p>
<p>Developing aspiration (E)</p>	<p>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. All revision materials will be provided for free. (Cost = £3000)</p>	<p>Inspiration to aspiration https://www.speakers4schools.org/about-us/ Inspiring the future strategy.</p>	<p>Feedback to sessions – student voice. Improving aspirational language. A positive attitude to learning</p>	<p>DDy/KEs and Future zone team</p>	<p>Challenge assemblies for years 2022, 2021, 2020. 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.</p>

					External speakers invited to inspire and encourage learners. Revision guides to be coordinated by KEs and DDy so that all disadvantaged students have curriculum matched course materials free of charge.
Improved student teacher rapport and developing excellent working behaviours (E)	House inspiration Point Shop continues to encourage PRIDE Values. Including analysis of behaviour in core subjects (Cost= £5000)	T&L Nuggets are shared during T&L briefings in the library. TED Talk Rita Pierson.	Student voice. Teacher reporting and monitoring of positive or negative issues in lessons.	DDy/MMd	PP behaviour improves, data reports show measurable reduction in students losing lesson time due to removal. Behavioural issues remain low. Student voice survey indicates students are much happier with their teachers/lessons and feel this makes the them work harder.
Engagement with the Arts (H)	Free instrumental tuition (Cost = £44543)	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.	Music Dept	Music lesson tuition uptake continues. Ddy to meet with new HOF to renew support and targeting of disadvantaged learners.

Quality of teaching for all	=£56254
Targeted support	=£121382
Other approaches	=£137832
Coordinators budget	= £10,000
Total budgeted cost	£315,468