

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	1260
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	September 28 th 2026
Statement authorised by	Austin Shepard
Pupil premium lead	Stuart Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£473326
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£473326
<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>	

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 	<p>EEF: Digital Technology+4 months progress★★★★☆</p> <p>EEF: Reading Comprehension+6 months progress★★★★☆</p>	<p>5, 6</p>

<ul style="list-style-type: none"> ICT access during extended lunch periods. 	EEF: Technology Guide Technology supplement effectiveness	
<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 	EEF: Professional Development EEF: Metacognition Guide +6m Teacher knowledge crucial★★★★☆ EEF: Implementation Implementation guidance★★★★☆	3, 4, 5
<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 	EEF: Social & Emotional +4 months progress★★★★☆ EEF: Behaviour +4 months progress★★★★☆ EEF: Individualised Learning +4 months progress★★★★☆	2, 3, 5
<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 	<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 	4, 5, 6

<ul style="list-style-type: none"> • Reduced timetable for PP intervention • Resource budget for innovations • Recognition of PP success through case studies <p>Early Career Teacher Development</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>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>

<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> <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 	<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>	

<ul style="list-style-type: none"> • Clear success criteria for mainstream reintegration • Focused literacy and numeracy support 		
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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: 	1, 2, 5
<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"> • 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 	1, 2, 5

<ul style="list-style-type: none"> • Regular newsletters highlighting available support and opportunities. • 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>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>

<p>Protected Lunch Provision</p> <ul style="list-style-type: none"> • Designated PP student safe spaces with Year hubs. • Priority access to learning mentors. • 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</p> <p>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</p> <p>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</p> <p>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</p> <p>Parental Engagement : EEF: Parental Engagement ★★☆☆☆</p> <p>Extended School Time: +4m</p> <p>EEF: Extended Time ★★☆☆☆ +3m</p>	2, 5
<p>Activity 5: Raising Aspirations</p> <p>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 	<p>Aspiration Interventions</p> <p>EEF: Aspirations ★★☆☆☆</p> <p>Arts Participation EEF: Arts +3 months ★★☆☆☆</p> <p>Sports Participation EEF: Sports ★★☆☆☆</p>	1, 5

<ul style="list-style-type: none"> • Skills development workshops • Alumni success stories • Enterprise activities • Work experience priority placements <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

Review of Haven High Academy's Pupil Premium Strategy: Evidence of Impact

Teaching Strategy Impacts

Haven High Academy's teaching strategies for disadvantaged pupils are showing promising results across multiple areas. The implementation of quality first teaching practices has led to notable improvements in classroom practice. Effective retrieval practice at the start of lessons has increased significantly from 38% in Term 1 to 53.1% by Term 3. Similarly, adaptive teaching approaches have nearly doubled, rising from 30.9% to 58.8% during the same period. This suggests the school's investment in teaching methods tailored to disadvantaged pupils is gaining traction.

Formative assessment practices are becoming more embedded across the school, with monitoring showing that 78.2% of lessons effectively incorporate these strategies by Term 3. This systematic approach to checking understanding and addressing misconceptions appears to be supporting disadvantaged pupils in making progress. The reading data further supports this, with students at or above age-related expectations increasing from 56% to 60% over the academic year.

Professional development focusing on supporting disadvantaged pupils has strengthened teaching capacity. All ECTs placed on support plans successfully met their targets and completed their induction periods without extensions. Moreover, three of seven ECTs were graded as exceptional at their final review points, suggesting the school's support systems are effectively developing teachers who can meet the needs of disadvantaged pupils.

The incorporation of "I do, We do, You do" as part of Rosenshines teaching approaches and the use of visualisers used for modelling in Maths is showing positive effects in lessons, although these strategies are "not embedded across all teachers" yet. (QA temperature tests T4). The consistent retrieval practice in Science using a "last lesson, last week, last topic" approach is creating "calm, engaged lesson starts and builds student retention of key concepts," which particularly supports disadvantaged students with attendance issues.

Digital Home learning Strategy;

The most striking finding is the consistent gap in homework completion rates between PP and non-PP students across all three Sparx platforms:

1. **Sparx Maths:**
 - PP completion rate: 19%
 - Non-PP completion rate: 17%
2. **Sparx Reader:**
 - PP completion rate: 35%
 - Non-PP completion rate: 25%
3. **Sparx Science:**
 - PP completion rate: 15%
 - Non-PP completion rate: 17%

While PP students are performing better than non-PP students in Reader and Maths, they're slightly behind in Science. This suggests our PP strategies may be more effective in certain subject areas. Students are supported to access sessions after school with homework club for those who are unable to access devices. Students can also take advantage of our laptop loan scheme too free of charge.

Start Rate Analysis

The "start rate" data provides crucial insight:

1. **Sparx Maths:**
 - PP start rate: 47%
 - Non-PP start rate: 48%
2. **Sparx Reader:**
 - PP start rate: 52%
 - Non-PP start rate: 42%
3. **Sparx Science:**
 - PP start rate: 38%
 - Non-PP start rate: 41%

This reveals that PP students are significantly more likely to start Reader homework than non-PP students (10% difference), but slightly less likely to start Science homework. This is a good start point and shows that whilst our work is still ahead of us to engage 100% of learners many of our PP students are accessing it.

Working Time Comparison

Reader engagement is particularly strong compared to similar schools (+59%).

The average working time across subjects shows:

- **Sparx Maths:** 11 minutes per week (compared to 19 minutes median for similar schools)
- **Sparx Reader:** 19 minutes per week (compared to 12 minutes median for similar schools)
- **Sparx Science:** 10 minutes per week (compared to 8 minutes median for similar schools)

Digital Homework Strategy Recommendations

1. Target Science Support for PP Students

- The Science completion gap (15% PP vs. 17% non-PP) indicates a need for focused intervention

Next Steps: The high non-start rate (62% for PP students) suggests access or engagement barriers which need to be overcome.

2. Reading

- PP students are outperforming non-PP students in Reader completion (35% vs. 25%)

Next Steps: Analyse what's working in the Reader implementation and apply those strategies to Science

3. Hand-in Page Monitoring Strategy

- The report shows clear correlation between hand-in page usage and completion rates
- Current monitoring rates (64% Maths, 52% Reader, 63% Science) suggest room for improvement

Next Steps: The need is for targeted monitoring for PP students' homework progress

4. Year 10-11 Intervention

- The significant drop in completion rates for Years 10-11 require specific attention if this is to support students for their GCSE's. Having this embedded from Year 7 will greatly increase the chances of success when students reach Year 11.

Next Steps: We need to consider creating targeted digital homework support sessions for these year groups

5. Optimise Homework Length

- Current average homework lengths (35 min Maths, 20.3 min Reader, 34 min Science)

Next Steps: We need to consider if these durations are appropriate for all students and target set what the average expectation per year group should be. PP students who may have less home support need longer access to support their future ambitions and ensure success at the end of Key Stage 4.

6. Increase Active Working Time

- Particularly for Maths (current 11 min vs. 19 min in similar schools)
- This could involve structured in-school time for digital homework

7. Explore Year 7 Success Factors

- Year 7 has consistently higher completion rates across all platforms

Next Steps: We need to consider what the root cause for Year 7 PP students is for higher success rate it is likely this is related to initial expectations and no legacy issues within the school.

The data clearly indicates that the digital homework strategy has elements of success, particularly in the Reader implementation. We should refine our focus on understanding these successful elements and applying them across all platforms, with particular attention to Science and older year groups.

Targeted Academic Support Impacts

Haven Highs targeted academic support is showing measurable impact, particularly in literacy interventions. Disadvantaged pupils are benefiting disproportionately from these interventions. Year 7 PP students have made accelerated progress, gaining an impressive 13.8 months in reading age on average, compared to 10.4 months for all students. This suggests the interventions are effectively closing the gap. The percentage of Year 7 PP students reading at or above age-related expectations has increased from 28.4% to 35.3%, with Year 9 showing even greater improvement, rising from 35.8% to 47.6%.

Across the school, the proportion of students with severe reading difficulties (more than 4 years below age-related expectations) has decreased from 13% to 10%, indicating that the most vulnerable readers are being effectively supported. With 231 students accessing regular reading interventions across all year groups, the school is providing comprehensive coverage for those most in need.

Numeracy support is also yielding positive outcomes. Maths Attainment 8 has improved from 6.38 to 6.86, while the percentage of students achieving a standard pass has increased by 6 percentage points to 50.2%. The improvement in strong passes is equally encouraging, rising from 24.5% to 29.3%. These improvements suggest that the numeracy interventions are helping disadvantaged students access the curriculum more effectively.

The broader academic impact is evident in EBacc subjects, where Attainment 8 has increased from 9.03 to 9.92. Science results show particularly strong improvement, with standard passes increasing dramatically from 29.7% to 47.5% - a 17.8 percentage point improvement. Combined Science passes at grades 4-4 or above have risen from 26.8% to 41.2%, representing significant progress in this core area.

The Haven High Lite (alternative provision) is proving effective for students at risk of disengagement, with overall attendance improving from 62.93% to 75.81% during the academic year. This tailored approach appears to be successfully re-engaging some of the most vulnerable disadvantaged students. By September 2025 we will expect that all students will start to integrate back into the mainstream school.

We have strengthened EAL provision with a dedicated language school established for 30 students, providing an accelerated curriculum access program and cultural integration activities. This has resulted in EAL progress scores improving from -0.94 to -0.35, significantly benefiting many disadvantaged EAL students. The implementation of a named teaching assistant system has provided more personalised support, with regular wellbeing checks and teaching assistant attendance at all review meetings.

Wider Strategies Impacts

The wider strategies implemented at Haven High are demonstrating substantial impact across attendance, behaviour, and family support. Attendance improvements for disadvantaged pupils are particularly noteworthy. PP student attendance has improved from 77.4% to 85.42%, representing a 8.02% increase. This improvement rate is outpacing that of non-PP students (0.71%), thereby narrowing the attendance gap from -7.50 to -6.70 percentage points. Most encouragingly, Year 8 and Year 9 PP students are now achieving attendance above the PP national average, suggesting that targeted strategies are working effectively for these cohorts. **Haven High is the 3rd most improved school in the county for attendance.**

Severe absence has been reduced significantly, decreasing from 5.1% to 2.5% over the academic year. This indicates that the most disengaged disadvantaged students are being brought back into education more successfully than before.

Behaviour management strategies have yielded dramatic improvements across the school. Total suspensions have decreased from 1,027 in Summer 2024 to 363 in Spring 2025 - a 64.7% reduction. This improvement is particularly pronounced for disadvantaged students, with PP suspensions decreasing from 489 to 183. Similarly, SEN suspensions have reduced from 351 to 120, showing a 65.8% improvement. This substantial reduction suggests that the behaviour support systems are effectively addressing the needs of vulnerable students.

Family engagement and early intervention strategies show positive trends. Students supported by Team Around the Child (TAC) have more than doubled from 16 to 34, while Early Help Assessments have increased from 0 to 14 in Half Term 4. Mental Health Support Team referrals have grown from 4 in HT1 to 31 by HT4, indicating that more disadvantaged students are accessing appropriate support services.

Our work on raising aspirations is yielding impressive post-16 outcomes. 99% of disadvantaged students progress to education, employment or training, and 35% advance to Level 3 study in facilitating subjects. The Year 9 Options Evening attracted over 100 families, demonstrating effective engagement with parents at key transition points.

This year we have significantly enhanced our cultural capital offer for disadvantaged students, with students having the opportunity to attend a club every lunch and some days after school. All disadvantaged students can now access at least 5 cultural experiences annually as documented in digital portfolio evidence, with students collating a passport of experiences over their time at the school. Pupil voice feedback on the recent Oracy Day indicates that students show improvement in identifying and discussing their own learning, supporting the effectiveness of communication interventions.

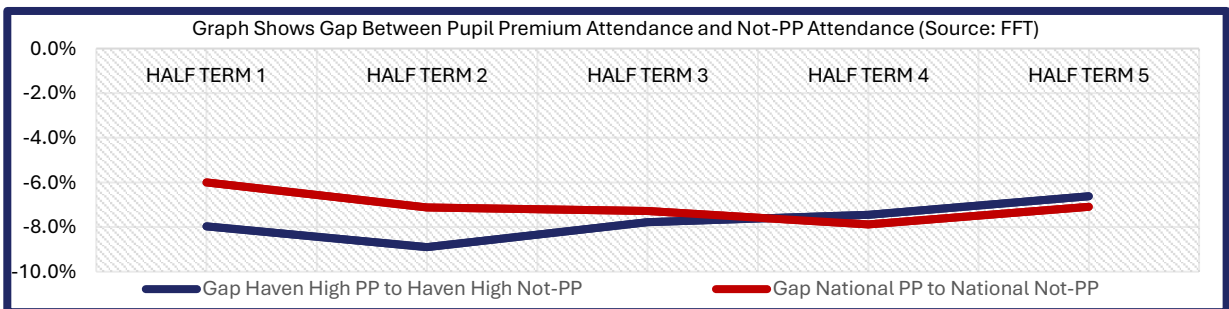
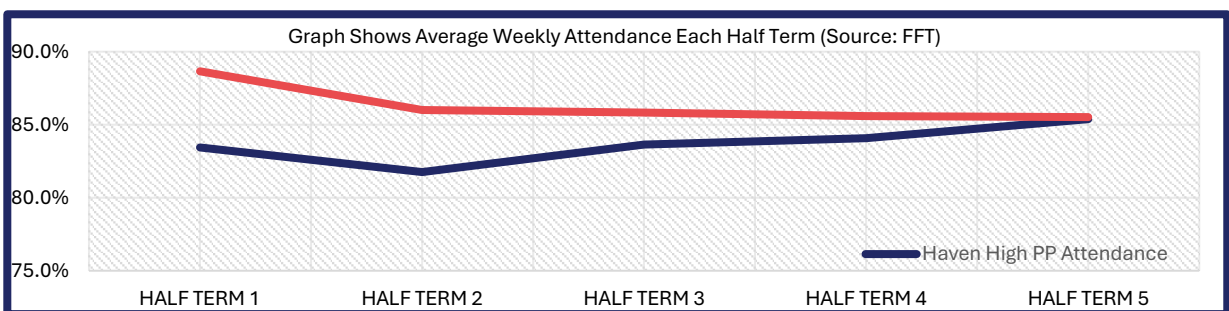
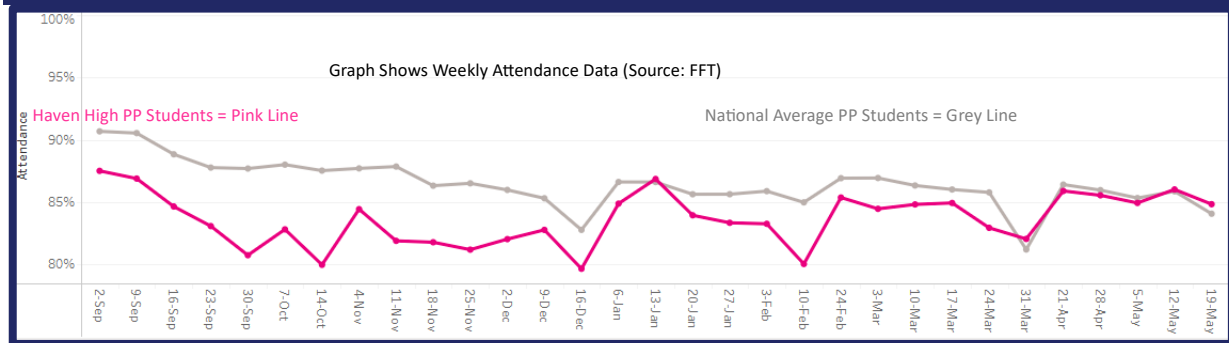
There has been an increase in reported bullying, racism, and prejudice incidents in the school however, it is important to note that improvements in how these are reported and recorded have been made by both students and staff, rather than an increase in the number of incidents. The school has a stronger awareness and responsive action around these issues. This increased vigilance is likely beneficial for disadvantaged students who may be more vulnerable to these experiences.

Pupil Premium Attendance Analysis

- The attendance of PP students at Haven High has improved significantly from 2023-24
- Pupil Premium students have achieved consistent upward momentum throughout the academic year, showing these disadvantaged students have benefitted the most from our attendance strategy in 2024-25
- The attendance of Haven High PP students has become approximately in line with national averages in HT5
- The attendance gap between PP and non-PP students at Haven High has narrowed considerably through the year and our PP to Non-PP attendance gap is now performing better than the national average gap

Average of the weekly attendance for each half term – Haven High Compared to National Average (Secondaries). Source: FFT

Pupil Premium Attendance Analysis	YEAR END 2022-23	YEAR END 2023-24	YEAR TO DATE 2024-25	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Haven High PP Attendance	81.6%	77.4%	83.3%	83.4%	81.8%	83.6%	84.1%	85.4%	
National (Secondaries) PP Attendance	85.3%	85.4%	86.4%	88.7%	86.0%	85.8%	85.6%	85.5%	
Haven High Not-PP Attendance	89.5%	87.9%	91.3%	91.4%	90.7%	91.4%	91.5%	92.0%	
National (Secondaries) Not-PP Attendance	92.6%	92.8%	93.5%	94.7%	93.1%	93.1%	93.5%	92.6%	
Gap Haven High PP to Haven High Not-PP	-7.9%	-10.5%	-8.0%	-8.0%	-8.9%	-7.8%	-7.5%	-6.6%	
Gap National PP to National Not-PP	-7.3%	-7.4%	-7.1%	-6.0%	-7.1%	-7.3%	-7.9%	-7.1%	
Difference between Haven High and National PP Gap	-0.6%	-3.1%	-0.9%	-2.0%	-1.8%	-0.5%	+0.4%	+0.5%	



Evaluation of Challenges and Outcomes.
Progress Against Strategic Challenges
Challenge 1: Raising Aspirations and Social Mobility

- Post-16 outcomes show 99% of disadvantaged students progressing to education, employment or training
- 35% advance to Level 3 study in facilitating subjects, indicating improved aspirational pathways
- Enhanced cultural capital offer with all disadvantaged students accessing at least 5 cultural experiences annually
- 50% of school leadership positions held by PP students, demonstrating inclusive leadership development

Challenge 2: Attendance

- PP student attendance improved dramatically from 77.4% to 85.42% (8.02% increase)
- Attendance gap between PP and non-PP students narrowed from -10.5% to -6.6%
- Year 8 and Year 9 PP students now achieving attendance above national PP averages
- Severe absence reduced from 5.1% to 2.5%
- **Impact:** Haven High is now the 3rd most improved school in the county for attendance

Challenge 3: Behaviour and Suspensions

- Total suspensions decreased by 64.7% (from 1,027 to 363)
- PP suspensions reduced from 489 to 183
- Classroom removals reduced by 59.7%, creating approximately 2,471 additional learning hours in Spring term alone
- SEN suspensions decreased by 65.8% (from 351 to 120)

Challenge 4: Complex Needs (PP and SEN intersection)

- Enhanced EAL provision established for 30 students with dedicated language school
- EAL progress scores improved from -0.94 to -0.35
- Named Teaching Assistant System providing personalised support
- Team Around the Child support doubled from 16 to 34 students
- Mental Health Support Team referrals increased from 4 to 31, indicating better identification and support

Challenge 5: Student Engagement

- 99% successful transition to post-16 education or training achieved
- Digital homework completion showing positive trends, particularly in reading (PP students outperforming non-PP: 35% vs 25%)
- Year 9 Options Evening attracted over 100 families, demonstrating improved parental engagement

Challenge 6: Low Literacy Levels

- Year 7 PP students gained 13.8 months in reading age (compared to 10.4 months for all students)
- Students reading at or above age-related expectations increased from 56% to 60%
- Year 7 PP students at age-related expectations rose from 28.4% to 35.3%
- Year 9 showed exceptional improvement: 35.8% to 47.6%
- Students with severe reading difficulties reduced from 13% to 10%

Achievement Against Intended Outcomes
Outcome 1: Attendance & Engagement

- ✓ Persistent absence reduction achieved
- ✓ Attendance gap narrowing consistently
- ✓ Strong participation in enrichment activities evidenced

Outcome 2: Academic Achievement
Status: Good Progress with Areas for Development

- ✓ Reading age improvements demonstrable across all year groups

- ✓ Maths Attainment 8 improved from 6.38 to 6.86
- ✓ Science standard passes increased dramatically from 29.7% to 47.5%
- ✓ EBacc Attainment 8 increased from 9.03 to 9.92

N/S: Overall Progress 8 gaps remain significant and require continued focus

Outcome 3: Personal Development & Wellbeing

Status: Strong Achievement

- ✓ 99% successful transition to post-16 education or training
- ✓ Significant reduction in behaviour incidents
- ✓ increased participation in enrichment activities
- ✓ Comprehensive careers guidance and work experience provided

Outcome 4: Remove Barriers to Learning

Status: Comprehensive Coverage

- ✓ 100% of disadvantaged students have access to required technology
- ✓ Equipment and uniform provision systems operational
- ✓ Supervised study spaces available
- ✓ Full participation in curriculum activities achieved