

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Haven High Academy
Number of pupils in school	1391
Proportion (%) of pupil premium eligible pupils	479 (34.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	6 <sup>th</sup> October 2021
Date on which it will be reviewed	14 <sup>th</sup> March 2022
Statement authorised by	Mr Mike J Eyre
Pupil premium lead	Mr Damien Daly
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£419,293
Recovery premium funding allocation this academic year	£47,833
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£467,126

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision at Haven High Academy is to provide a world class education for all students to enable them to reach their true potential in a safe and supported environment. The gap between our disadvantaged learners and the cohort as a whole has increased during this very challenging year and it is of utmost importance that we ensure that all of our students benefit from the very evident whole academy improvement. We have an effective, embedded CPD program and partnership for development established with PiXL and are working hard to improve and maximise attendance so that our quality first teaching can have its desired impact.

Quality first teaching is supported by interventions for learners with a focus on literacy and numeracy catchup, this covers compulsory focus groups of SEND, EAL and PP. More broadly key stage 4 students can attend an elective range of clubs and timetabled study and support sessions to add to their knowledge base in a small group environment, additional provision is available via our Saturday school.

We support and remove barriers for our disadvantaged students with free resources, specialist equipment and consumable items that facilitate full participation. All resources will be utilised to promote and increase real world experiences that nourish personal cultural capital and inspire an aspirational can-do mindset. This we believe bring out the very best outcomes for our pupil premium learners.

## Challenges

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

Challenge number	Detail of challenge
1	Further develop quality first teaching
2	Reduce the word-gap between PP and non-PP students; particular emphasis on improving tier 2 and 3 vocabularies of PP students.
3	Raise aspiration of PP students to improve 'life-choices.
4	Narrow the attendance-gap between PP and non-PP to achieve the National Levels.

## 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
1. Teaching to be at least good in all lessons	Whole school observation and feedback
2. Interventions to Increase depth of student vocabulary	Increased application of Tier 2/3 vocabulary in all subjects. Improved attainment and progress data
3. Greater aspiration and grade expectations	Improved attainment and progress data
4. Improved attendance	Attendance and PA data evidences an improvement

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD	EEF – High impact – Metacognitive approaches	1,
PiXL	High quality CPD and collaboration	1,2,3
Maintaining and strong teaching environment	Quality first teaching better supports disadvantaged learners	1,2,3
Recruitment, retention and development of staff team and support for early career teachers,	EEF and SEC-Ed New Pupil Premium guidance urges focus on high-quality teaching	1,2,3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study and support	EEF – High impact small group tuition	1,2,3,4
1 to 1 interventions	EEF – High impact moderate cost	1,2,3,4
Embedded use of glossaries in lessons	EEF – Very high impact reading and comprehension strategies	2,3
Teacher lead reading	EEF – Very high impact oral language intervention	1,2

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 117,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Pastoral team attendance strategy – Communication and supporting the family whilst highlighting attendance and attainment links	NFER - the Power of Attendance and Stability for Disadvantaged Pupils	3,4
Attendance aspiration and reward	EEF – Improving attendance	3,4
Removing financial barriers to attendance	Transport, uniform, subscriptions facilitate better attendance	4

**Total budgeted cost: £ 467,126**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The impact of covid 19 has affected many families and more so those from disadvantaged backgrounds. Some strategies from the previous academic year were logistically not possible due to the social distancing restrictions and school closures that were necessary to keep everyone safe. In 2021 Disadvantaged learners carried a 'progress 8' figure of -0.74 which was down on the previous 2 years figures of -0.35 and -0.28 for 2020 and 2019 respectively. Attainment 8 for disadvantaged learners was slightly down in 2021, 3.70 compared with 4.05 in 2020 but up from 3.66 in 2019. The gap between PP and Non-PP has, unfortunately, increased across most measures as it seems that disadvantaged families were impacted more greatly by the lockdown; records suggest it was these families that were less likely to engage with the Academy.

Quality first teaching continued promptly via MS teams with Haven High academy beginning this process immediately on day one of the very first lockdown. Quickly establishing the many interventions for reading, EAL, 1 to 1, small group reading and study and support. The challenge was measuring engagement, making tangible the active learning potential of learners whilst administering as robust teacher assessment whilst online and at home.

Some great successes were the continuous key worker support that helped students to enjoy a full and normal curriculum in school, whilst also allowing the most vulnerable students a provision that supported their academic and mental health needs. Sharing of digital equipment enable all learners to have access to a laptop and internet connectivity to facilitate online learning.

Early intervention is critical, and we have a renewed focus on teacher lead reading and a swift expansion of learnt vocabulary. This is captured via the use of our glossaries of extended and subject specific/specialist terms

With embedded CPD and at least good teaching happening in our school the new challenge for improving progress, attainment and closing the gap between PP and Non-PP is attendance and re-aspiration of our disadvantaged students, indeed entire family units that will be carrying significant financial and possibly mental health challenges that we are already supporting.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL secondary	PiXL
Success@Arithmetic	Edgehill University
Lexonik - Vocab	Lexonik

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	