

Pupil premium strategy statement – Harris Church of England Academy

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	828
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 22
Date on which it will be reviewed	September 23
Statement authorised by	Roberta Harrison, Headteacher
Pupil premium lead	Siobhan Roberson, Assistant Headteacher
Governor / Trustee lead	Ann Weitzel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022/23	£233,445
Predicted 2023/24	£235,415
Predicted 2024/25	£246,250
Recovery premium funding allocation this academic year	£66,240
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£299,685

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Harris Church of England Academy is to create a community of lifelong learners who are anchored by a clear set of Christian values, passionate about realising their potential and have the capacity to contribute to our local, national and international community as well balanced and confident citizens.

We have an absolute belief in the ability of all to achieve within a Christian ethos and to provide opportunities for young people to develop spiritually, morally, socially and culturally. We believe that children learn by example and so it is a teacher's responsibility as a lifelong learner to be a role model.

The ethos of the school is at the heart of everything we do; education is not just about the academic results but looking at the whole person. It is about teaching life skills to enable individuals to succeed in whatever they choose to do.

The purpose of our curriculum is embodied in Galatians (6:10): *'Whilst we have time, let us do good to all'*.

To this end we aim to develop Harris students as:

- Ambitious, well-informed and curious learners ready to utilise their existing knowledge and skills whilst prepared to acquire those that transcend their experience.
- Active and responsible citizens, healthy in body and mind, possessing a moral compass guided by our Christian ethos of respect, compassion and justice for all.
- Confident, articulate individuals able to recognise their strengths and frailties, knowing when and how to access external support and to be able to support themselves in realising their aspirations.
- These curriculum aims are supported by, and delivered through, a knowledge-engaged curriculum underpinned by our Harris Values

Since improving and re-focusing our pupil premium strategy in the academic year 2019-2020, we have made considerable gains in reversing the trend of a widening gap between disadvantaged students and their non-disadvantaged peers. We will continue to embed and monitor these strategies in the 2022-2025 academic years, mindful of the impact of partial school closures linked to the Covid-19 pandemic in previous years. We have honed our strategy this year to consider a medium term view (3Years).

Teaching

- High quality teaching is central to our approach, emphasising the need for pedagogy and teacher feedback to be responsive and developmental. This strategy is one which benefits all students; however, with effective feedback strategies, teachers are able to focus on areas in which disadvantaged students require the most support.

- Use of the Head of English and Head of Maths to deliver intervention for Pupil Premium students and intensive work in the lead up to the exams.
- Graduates/Teachers to provide small group or 1:1 intervention for Pupil Premium students.
- Teacher School Development Time (SDT) used for Pupil Premium intervention.
- Specific CPD for teachers on effective strategies that benefit the progress of Pupil Premium students.
- Heads of Department to report to SLT on Pupil Premium progress within their departments.

Targeted academic support

- Other educational and extra-curricular opportunities, including Duke of Edinburgh (75% for PP) and Harris Scholars.
- February half term targeted booster sessions.
- Selected KS3 Pupil Premium students enrolled on Brilliant Club programme.
- Work placements and alternative provision.
- Fleet tutors and ESOL used for intervention.

Wider strategy

- Google Chromebooks discounted for each Pupil Premium student in Years 7-11 enabling access to learning resources, Google classroom and extended learning provision.
- School trips subsidised by up to 50% for Free School Meals students enabling them to take part in out of school activities to support personal growth and resilience.
- High ability Pupil Premium students identified to take part on various programmes.
- Free 1 to 1 music lessons.
- Library open until 4:30pm daily to facilitate Pupil Premium extended learning completion.
- Accelerated reader licences.
- Vouchers towards books given as prizes at various events and Award Evenings to encourage reading for pleasure.
- Free Breakfast Club.
- Support with uniform for FSM pupils.

- Digital Media Theatre subscription to enable access to English and Drama texts in performance, enhancing cultural experience.
- Scientific calculators for all Pupil Premium students.
- Pastoral provision, in-house counselling, 1:1 and small group mentoring.
- SLT and Heads of Year mentoring key students.
- Students across KS3 and KS4 identified for support with The Big Umbrella Project for mental health support.
- Counselling and Chaplain support.
- Taxi and transport costs, where needed.
- Resources for learning – eg pencil cases, rulers, calculators, revision guides, food ingredients, uniform, music lessons, vocal tutoring, laptops etc.
- Pastoral Support (x1 post funded) Responsibilities including tracking attendance at Parents Evenings to encourage parental involvement, as part of the pastoral team in collaboration with Attendance Officer. Heads of House also to contact PP students for appointments before each parents evening.
- Inclusion Centre: Use of the inclusion centre for students eligible for Pupil Premium and support for re-integrating students back into school and the classroom.
- Additional support to develop career packages for disadvantaged students.
- Additional support to develop work experience opportunities for disadvantaged students.

Our strategic approach to the use of additional funding at Harris follows the evidence-informed advice found in the EEF Guide to the Pupil Premium. This is a three-tiered approach focused on Teaching, Targeted Academic Support and Wider Strategies, underpinned by appropriate, precise interventions. Pupil Premium is directly overseen by the Headteacher, but is also the responsibility of all leaders in the academy. It is pervasive and a focus in every school system; it is a clear feature of accountability through our approach to Performance Management.

The evaluation of progress for disadvantaged learners will be made against all students nationally. The minimum aim will be for Pupil Premium students to perform in line with the national cohort. Catch-up funding will be used to strengthen and deepen this approach.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap, which is on average one grade lower for PP students. Attainment has increased significantly across the school but the gap needs decreasing.
2	Supporting High Attainers, Young Carers, boys and SEND. These are key groups for us and additional support strategies are required to ensure their success.
3	EAL – 1:1 tutoring / small group. An increase in students with English as an additional language means that attainment for these groups can be impacted, as students struggle to access the curriculum.
4	Attendance. Our attendance over the last year indicated that attendance amongst disadvantaged students is 18.19% lower than non-disadvantaged pupils.
5	Mental health and well-being. We have seen an increase in anxiety and mental health issues that have impacted on students' ability to attend school and sit exams. These challenges are disproportionately affecting disadvantaged pupils.
6	Our assessments, observations and discussions with Pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of partial school closures due to Covid, and to a greater extent than other pupils. These findings are supported by national studies.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in English and Maths.	Achieve in line with or above National Average
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of Pupil Premium students to be in line with or above National Average
To raise attainment outcomes for key groups.	Outcomes in line with National Averages for High Attainers, Young Carers, EAL, boys and SEND.

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • improved levels of school attendance.
--	--

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: £217,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and Maths intervention: Heads of English and Maths departments will use their own staff allocation to intervene with the students eligible for the pupil premium to improve their progress.	Reference to Guide to the Pupil Premium (April 2022) and EEF ‘Pupil Premium Guide’ (July 2019): From the EEF – Key principles 1. Schools can make a difference 2. Evidence can help 3. Quality teaching helps every child 4. Implementation matters 5. Supporting middle and high attainers too.	1,2,6
Teachers employed via Graduate Scheme with Hampton Education’s ‘Step into Teaching’ for small group intervention and complementary team teaching targeted at key	EEF Tiered Approach 1 - Teaching Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class	1,2,6

disadvantaged students.	teaching. Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. The School Development Plan has prioritised a number of approaches that are recommend in the T&L Toolkit. These include: • Feedback (+6 mths) • Extended learning (+5 mths) • One-to-one tuition (+5 mths) • Oral language interventions (ESOL) (+6 mths) • Parental engagement • Reading comprehension strategies (+6 mths) • Small group tuition (+4 mths)	
Teacher School Development Time (SDT) used for Pupil Premium intervention.		1,2,6
Specific CPD for teachers on effective strategies that benefit the progress of Pupil Premium students.		1,2,6
Use of attendance officer and data/exams manager time to target PP students.		1,2,4,6

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational and extra-curricular opportunities , including Duke of Edinburgh (75% for PP) and Talented and Gifted.	EEF Tiered Approach 2 – Targeted Academic Support “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”	1,4,5,6
Half term targeted booster sessions .		1,2
PGL – Young carers, SEND and High Attainers		1,4,6
Selected KS3 Pupil Premium students enrolled on Brilliant Club programme		1,2

Work placements and alternative provision	1,5,6
Fleet tutors and ESOL used for intervention	1,2,3
Flex learning	1,4
Revision guides	1,2,6

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Google Chromebooks discounted for each PP student in Years 7 -11 This is to enable access to learning resources, Google classroom and extended learning provision.	EEF Tiered Approach 3 – Wider Strategies “Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”	1,2,6
High ability Pupil Premium students identified and to take part on various programmes such as: Sutton Scholars, Uni tracks, Warwick Progress Team, Think Higher with a focus on evaluating the impact on Maths		1,2
Free 1 to 1 music lessons		1,2,6
Library open until 4:30pm daily		1,2,6
Accelerated reader licences Tutor led reading		1,2,3

Vouchers towards books given as prizes at various events and Award Evenings to encourage reading for pleasure.	1,4,6
Free Breakfast Club	5,6
Free Equipment and Uniform	5,6
Subsidised trips for FSM students	5,6
Digital Media theatre subscription to enable access to English and Drama texts in performance, enhancing cultural experience	1,3,6
Scientific calculators for all PP students	1,6
Pastoral provision , in-house counselling, 1:1 and small group mentoring. .	5
SLT and HoY support given to key students	1,5,6
Students across KS3 and 4 identified for support with The Big Umbrella Project for mental health support.	5
Counselling and Chaplain support	5
Mental Health Lead	5
Taxi and transport costs	1,4,6
Resources for learning – eg pencil cases, rulers, calculators, revision guides, food ingredients, uniform,	1,6

music lessons, vocal tutoring, laptops etc.	
Pastoral Support (x1 post funded) Responsibilities including tracking attendance at Parents Evenings to encourage parental involvement, as part of the pastoral team in collaboration with Attendance Officer. Heads of House also to contact PP students for appointments before each parents evening.	4,5
Inclusion Centre: Use of the inclusion centre for students eligible for Pupil Premium and support for re-integrating students back into school and the classroom.	1,4
Additional support to develop career packages for disadvantaged students	1,2,6
Additional support to develop work experience opportunities for disadvantaged students.	1,2,6

Total budgeted cost: £306,539

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In comparison to 2019 our PP gap has decreased from 27% for grade 4s across English and Maths to 16.7% and from 19% for grade 5s across English and Maths to 16.4%. Though this reduction in gap is modest, the improvement in overall attainment is significant, as in 2019 only 17% of PP students achieved grade 4 across English and Maths, whereas this year 53.8% of PP students did. In 2019 only 4% of students achieved a grade 5 in both English and Maths – we have added more than 30% onto that number this year.

This increase in attainment is evident in our overall P8 measure too, as PP students have progressed from -0.88 to -0.34. Although we recognise that there is still work to be done, this step forward, given the disruption to learning disproportionately affecting PP students, is a signal that our targeted intervention strategies are having a positive impact.

<u>2018-19</u>	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
All students	-0.17	-0.64	-0.52	-0.4	-0.44	44	23
PP	-0.8	-0.83	-0.82	-1.01	-0.88	17	4

<u>2019-20</u>	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
All students	+0.43	+0.28	+0.7	+0.21	+0.41	67	42.6
PP	+0.22	+0.04	+0.22	-0.3	+0.03	45.9	27

<u>2020-21</u>	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
All students	NA	NA	NA	NA	NA	70.5	34.1
PP	NA	NA	NA	NA	NA	55	22.5

<u>2022-23</u>	Eng P8	Maths P8	Ebacc P8	Open P8	Overall P8	4+ EM	5+ EM
All students	+0.33	+0.04	-0.24	-0.31	-0.09	70.5	51
PP	+0.08	-0.10	-0.39	-0.72	-0.34	53.8	34.6

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Brilliant Club	The Brilliant Club
Maths Programmes	Hegarty Maths
	Century
	Access Maths
English Programmes	Accelerated reader
	Century
	Digital Theatre
Duke Of Edinburgh	Venture Outdoors
Sports Leaders	SSP
Female Lead	Grapevine Coventry
Big Umbrella	Warwick Mental Health Team
Unitracks	Warwick University
English as a Second Language	Wimbledon school of Languages
Mentoring and Peer Mentoring	Rugby Youth for Christ
Hezron Brown Mentoring	Hezron Brown Mentoring
Counselling	Lisa Unwin