

Pupil premium strategy statement – Church of England Academy

Harris

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2025 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	874
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	October 25
Date on which it will be reviewed	September 26
Statement authorised by	Roberta Harrison, Headteacher
Pupil premium lead	Siobhan Roberson, Assistant Headteacher
Governor / Trustee lead	Murray Naish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26 Predicted 2026/27	£351,525 £353,675
Recovery premium funding allocation this academic year	£0
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	£351,525

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

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 Departments to deliver intervention for Pupil Premium students and intensive work in the lead up to the exams.
- Introduction of an Oracy Lead Teacher that is focussing on improving reading ages, with additional focus on disadvantaged pupils
- 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.
- Targets for achievement of disadvantaged students is part of our performance management for all staff.

Targeted academic support

- Other educational and extra-curricular opportunities, including Duke of Edinburgh (25% for PP) and Harris Scholars.
- Specific trips only available to Pupil Premium students and are linked to academic performance.
- Selected KS3 Pupil Premium students enrolled on Brilliant Club programme.
- Work placements and alternative provision.
- Fleet tutors, my tutor and ESOL used for intervention.

Wider strategy

- Google Chromebooks 50% discount 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 33% for Free School Meals students enabling them to take part in out of school activities to support personal growth and resilience.
- Extra Curricular FSM trips in school holidays to ensure student have activities and a good meal in school holidays
- High ability Pupil Premium students identified to take part on various programmes.
- Free 1:1 or 3:1 music lessons.

- Library/I&A open until 4:30pm daily to facilitate Pupil Premium extended learning completion.
- Reader licences.
- Vouchers towards books given as prizes at various events and Award Evenings to encourage reading for pleasure.
- Free Breakfast Club.
- Support with cost of a Blazer for FSM pupils.
- Scientific calculators for all Pupil Premium students.
- Pastoral provision, in-house counselling, 1:1 and small group mentoring.
- 1:1 and small group tutoring
- Support with English as a second language (ESOL)
- 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.
- Attendance specific support and rewards
- 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. New Pastoral Assistant Attendance – part funded by PP. Oracy Lead Teacher partly funded by PP. Heads of House also to contact PP students for appointments before each parent's 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 is lower for PP students. Attainment has increased significantly across the school but the gap needs decreasing.
2	Supporting High Attainers, Young Carers, 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 5.6% 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.

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. Improved oracy measured by reading ages	Achieve in line with or above National Average Reading age in line with chronological age
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 2025/26 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: £149,768

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. Taking part in an EEF pilot to improve maths	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 disadvantaged students.	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
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.	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	1,2,4,6
	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)	

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

Budgeted cost: £103,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational and extracurricular opportunities , including Duke of Edinburgh (25% for PP) and Talented and Gifted.	EEF Tiered Approach 2 – Targeted Academic Support “Evidence consistently shows the positive impact that targeted	1,4,5,6

Half term targeted booster sessions .	academic support can have, including on those who are not making good progress across the spectrum of achievement.”	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: £98,598

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 nonacademic 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
Bedrock Learning 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, music lessons, vocal tutoring, laptops etc.		1,6
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, Additional costs for Oracy lead post. 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: £351,525

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Comparison Points between 2023-24 and 2024-25

	Whole Cohort		PP	
	2023-24	2024-25	2023-24	2024-25
	43.6	42.3	36.9	32.05
A8				
E&M 4+	64%	60%	45%	36%
E&M 5+	49%	46%	34%	21%
E&M 7+	9%	11%	5%	3%
EBacc A8	12.77	12.66	10.55	9.63
Open A8	12.24	11.35	10.17	8.2

Progress 8 is not measured this year due to the Covid Pandemic, which closed schools in 2019 resulting in no KS2 SATs.

The lack of P8 removes the context for this cohort. Although 41% of the whole cohort were regarded as higher attainers, based upon GL Assessments CAT4 tests, only 22% of the PP cohort were classed as high attainers, therefore measuring outcomes only is not a reliable measure of progress. They may have made really good progress with low outcomes.

It is worth noting the high numbers of case studies this year for the school, which impacted on PP students more than non-PP. Whilst GCSE results suggest a lack of support for PP students, most were supported with alternative qualifications and educational provision, in some cases leading directly into apprenticeships.

Reading data:

We have implemented a new reading strategy last academic year. Already the results this academic year are extremely positive.

Non-PP students reading ages are +2.2 months compared to their chronological reading age. Whereas PP are -0.02 months. This is a vast improvement on last year.

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
English Programmes	Bedrock Learning
Duke Of Edinburgh	The Awards Scheme
Sports Leaders	SSP
Sutton Scholars	Warwick University
Think Higher	Warwick University
Unitracks	Warwick University
English as a Second Language	Wimbledon school of Languages
Mentoring and Peer Mentoring	Rugby Youth for Christ
1:1 online tuition	My Tutor