

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail Data	
School name	Havant Academy
Number of pupils in school 561	561
Proportion (%) of pupil premium eligible pupils	59.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	328
Date this statement was published	26/09/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Victoria Dillon-Thiselton
Pupil premium lead	Susanne Evans/ Jess Sollars
Governor / Trustee lead	Debbie Hick

### Funding overview

Detail Amount	
Pupil premium funding allocation this academic year	£288,605
Recovery premium funding allocation this academic year	£85,008
Pupil premium funding carried forward from previous years (enter if not applicable)	£0 £0
Total budget for this academic year	£365,505
If your school is an academy in a trust that pools this funding, state the	

amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Havant Academy we celebrate the diversity of our students and allow them to develop a clear understanding of why achievement matters to their future goals and aspirations. Our ethos is to 'work hard, be kind, no excuses.' Our students will strive for their highest achievement, build their self-confidence and their perseverance, whilst upholding integrity, respect and equal values. We aim to close the gap for our disadvantaged students, identifying and removing any barriers to learning by developing a culture where all students will achieve and understand the value of making mistakes. This will be realised by creating a calm and purposeful climate where students are ambitious for themselves, by recruiting, retaining and developing high quality staff, developing our links with parents and the wider community.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP students
2	Poor reading and literacy skills
3	Mental health and wellbeing needs as students have high levels of anxiety and low mood, particularly since the Pandemic
4	Recruitment and retention of high quality staff
5	Students' ability to retain and demonstrate core and declarative knowledge.
6	Inconsistent quality of teaching

### 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
Improve attendance to be in line with, or above, the national average for all students by creating a shared culture within which attendance at school is compulsory	Attendance data for PP students is inline with non PP Students

Continue to prioritise Reading and Comprehension skills, whilst developing students' fluency, confidence and enjoyment in reading.	<p>To ensure that at least 75% of PP students achieve chronological reading age or better</p> <p>Students use taught vocabulary in writing to develop better oracy skills and speak / write with better fluency.</p> <p>75% of PP students are at chronological reading age or better</p>
Mental health, emotional resilience, and well-being are clearly prioritised without compromising on high educational outcomes (Progress for all)	<p>Mental health and wellbeing needs as students have high levels of anxiety and low mood, particularly since the Pandemic</p> <p>Improved support for PP students with rapid intervention and referral processes, as required. FTE no greater than Non PP students</p>
Implement the new pedagogical model to ensure consistency of routines and expectations within lesson delivery, to help students remember long term the content they have been taught	<p>Teaching at Havant Academy will be 100% 'Good' or better using the TKAT Teaching and Learning Framework</p> <p>All subjects are taught by subject specialists</p>

## 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: £107,216.00

Activity	Evidence that supports this approach	Challenges
<p>Provide focused CPD that helps teachers deliver good quality lessons.</p> <p>Implementation of knowledge organisers</p>	<p>Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2002).</p> <p>A recent review has led to the implementation of a new Teaching &amp; Learning strategy. This includes standard lessons such as declarative knowledge tests to improve recall, the 'Havant Five' to ensure they are ready to learn and consistent approaches to presentation and assessments. Learning walks indicate that the typicality of teaching across the school is judged as 'good' or better.</p> <p>EEF Five A Day guidance (2022)</p> <p>Students' ability to retain and demonstrate core and declarative knowledge is improving.</p>	<p>1, 5, 6</p> <p>1, 2, 3, 4</p>

Appointment of a 'Reading' leader on the Senior Leadership Team to drive improved attitudes towards reading.	Understanding Progress in the 2020/21 Academic Year (DfE, EPI & RL, October 2021). In school research and evidence externally has pointed to gaps in literacy that are particularly prevalent amongst PP students. We have introduced a new reading strategy in the school including reading during every tutor time and English lessons, investment of books in the library, and investments in reading software.	2, 5
Readers are Leaders intervention/LRC Lead, alongside 'Fresh Start Phonics' Specialist	Readers are Leaders has proved successful in advancing student reading age by up to 10 months per round of sessions (6 weeks). Fresh Start Phonics tuition is a nationally recognised programme for Children who cannot decode and comprehend text, and is an intensive programme where students progress through 14 stages over the course of a term. This enables them to read after the tuition. Accelerated Reader Star Testing measures the impact of interventions on chronological reading age.	2, 5
Continued recruitment and retention of high quality new staff, as well as high quality staff.	Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2002). During recent years, the school faced problems in recruiting specialist teachers in Maths, Science and Technology. New recruitment platforms and strategies are in place as well as a review of our current TLRs and other staff support measures to improve retention.	4, 6

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

Budgeted cost: £157,374.00

Activity	Evidence that supports this approach	Challenge addressed
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<p>TKAT ACE Strategy: A Champion for Every Child Programme</p> <p>Includes support focused upon improving attendance, alongside In School attendance officer to continue a sharper focus on PP Students</p>	<p>DfE interim findings Spring 2022.</p> <p>Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers. Our ACE programme is part of the role out of the TKAT pilot started in Recent years, which has been externally evaluated. Piloted in other TKAT schools, including Rainham and Chichester High School. The programme is</p>	<p>1, 3</p>
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<p>Reading and numeracy interventions for pupil premium students: In house targeted support with an LSA; Renaissance Learning: Readers for Leaders Programme; Literacy and Numeracy lessons added throughout Key Stage 3.</p>	<p>being assessed by ImpactEd and findings so far show an improvement in attendance, wellbeing and progress.</p> <p>“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in Maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.”</p> <p>ImpactEd September 2021</p> <p>The outcomes of educational welfare officer contact in England, Sussex Research Online 2016. Attendance of PP students needs to improve. We have relaunched the TKAT Attendance Strategy to staff and students to ensure improved communication and coverage of attendance issues, including weekly phone calls home by tutors. This will allow us to more quickly address any issues and ensure that all PP are in school as much as possible.</p> <p>Improving Literacy In Secondary Schools, (EEF, 2018).</p> <p>Interventions in place to support our pupil premium students in the past have shown that they can make more progress in smaller groups with a more targeted approach to their learning. We have our own SEND Key Workers and ACE tutors who run these. An intense reading recovery support programme has been in place from January 2022. This includes class texts being read to increase exposure to more challenging vocabulary, as well as students independently reading their own AR book, based on the reading age. Students take quizzes to summarise what they have read after each session to track understanding and offer further support where required.</p>	<p>2, 5</p>
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Providing wider experiences for PP students	<p>An Unequal Playing Field, Social Mobility Commission, 2019.</p> <p>To help meet the needs of each and every PP student, we have considered our wider curriculum and use our 'Forest School'; 'Woodland Wellbeing'; Outdoor Learning, and access to Staunton Farm, to support pupils who sometimes struggle with a classroom environment. This has also been timetabled this academic year for students in KS3 as a technology rotation to improve the coverage for PP students. This should support improved behaviour; attendance and learning for those pupils identified to take part.</p>	1, 3
Reduce Suspensions for PP students. Use of reasonable adjustments across the Academy, including within internal isolation ('Sanction room') and alternative provision, to support students to continue to access learning within the Academy	<p>Pastoral Care in Education, A. Rice O'Toole 2020.</p> <p>Implementation of a revised Alternative Provision allows vulnerable pupils to access a bespoke programme to continue their learning whilst also seeking to improve reintegration into mainstream lessons. Revision of the time frames for our 'Sanction room' allows our staff to ensure learning continues, whilst reducing the time students are out of lessons and learning.</p>	1, 3, 6
Hardship fund to support pupils with the purchase of school equipment and uniform.	<p>By supporting parents/carers with equipping pupils with basics such as pens, pencils, uniform and shoe store. This helps to improve attendance and academic performance as the students have the required equipment in school and at home.</p>	1, 3

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

Budgeted cost: £48,523.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal alternative provision to support pupils with the most challenging behaviours that are at risk of FTE	Students struggling to engage in lessons and meet expectations are supported with an internal provision, which enables them to access the work in small groups and develop their self-esteem. The programme enables the students to have the support they need to experience success and bridge the way back into mainstream lessons.	3, 4, 5, 6
Mental health and wellbeing support to enable students to develop an understanding of their needs and strategies to help them achieve ongoing mental fitness The number of students with mental health issues such as anxiety has increased in the school.	To support them with this we are completing CPD for designated staff members on strategies and support measures. We have employed a mental health first aider to work with students with mental health issues. Referral system in place which enables MHFA to assess the needs of students and then put the appropriate support in place. We also have a counsellor available to both staff and students and a full time qualified ELSA.	5, 6



Improved parental engagement of PP families.	<p>Parental engagement in all years has been an issue for the school and has too often been focussed on KS4 only. By improving communication with home and establishing a good working relationship we can support each other with learning, behaviour, attendance and mental health support.</p> <p>The use of 'class charts' as a communication system with parents/carers to support communication and interaction with parents. We have appointed a part time communications officer. We are implementing a new more user friendly website and other social media networks to try and reach more families, including the Heads' broadcast each week to use another medium to engage PP parents, who may not read a weekly newsletter.</p> <p>We have implemented Parent Forums to open communication with parents and give them an opportunity to engage in a positive and open manner with senior staff and Governors at the Academy. We are re-launching our SEND Coffee Afternoons to support the engagement of PP SEND students' parents. We have implemented Parent Forums to open communication with parents and give them an opportunity to engage in a positive and open manner with senior staff and Governors at the Academy. We are re-launching our SEND Coffee Afternoons to support the engagement of PP SEND students' parents.</p>	4,5,6
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**Total budgeted cost: £373,613.00**

## **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 2023 to 2024 academic year.

1.Intended Outcome: Improve attendance to be in line with, or above, the national average for all students by creating a shared culture within which attendance at school is compulsory.

National Average attendance for all students 2023-24: 92.8% with Havant Academy at 86.5%  
Despite this, our Pupil Premium students' unauthorised absence has reduced by 3% between Academic year 23-24.

PP students attendance increased by 2% from July 2023-July 2024- moving inline with our whole school attendance improvement across the Academy.

Additionally, Persistent Absence for Pupil Premium students reduced between 2023-24 from 56% to 46%.

Furthermore, Females, males, and SEND students also saw an increase in attendance from sept 2023-August 2024.

Female increased by 5%

Male increased by 2%

SEND increased by 5%

However, in Academic year 2023-24, Yr 10 PP, boys, remained the lowest attendance group throughout the Academy. This indicates that, despite improvements, this year group will continue to be a focus for our Pupil Premium strategy in 2024-25

Intended Outcome section 2 and section 4: Continue to prioritise Reading and Comprehension skills, whilst developing students' fluency, confidence and enjoyment in reading/ Further develop the literacy strategy to progress in building and using a comprehensive subject-specific vocabulary

To ensure that at least 75% of PP students achieve chronological reading age or better

From 2023-24 all Key Stage 3 students have a focused and timetabled Library lessons in our Library. During this time, they are supported to access:

- Sora- to support our 'Faster Read' approach as part of our Literacy Strategy
- Accelerated Reader- to support engagement with a range of texts at targeted levels to support progress. During 2023-24, Havant Academy reflected the highest number of words read by Key Stage 3 students with the Trust. Moreover, creating an supportive, yet competitive environment to encourage progress in reading outside of lessons and foster an attitude encouraging of Reading for Pleasure
- Access to Librarian support to aid in selecting and engaging with challenging texts to support progress.

Additionally, our English Department adopted the Faster Read strategy with English lessons as part of our Literacy Strategy. 100% of Pupil Premium students were immersed in reading through these lessons with Key 3 students using predominantly Fiction Texts; however, Key Stage 4 students using a range of both fiction and non-fiction texts.

A Tutortime reading strategy saw 100% of tutor groups at Key stage 3 and 4 engaging in whole class reading, using the Faster Read Model (University of Sussex), enabling all students across the Academy to engage in both fiction and non-fiction texts throughout the Academic year

Successful introduction of a tiered Reading Strategy meant that Key Stage 3 students saw increased engagement and support for reading. Furthermore, this meant that a great number of students were about to receive small group intervention for reading.

Successful introduction of Whole school Literacy Strategy - with a focus on explicit delivery of Vocabulary within each classroom at the start of each lesson. Furthermore, an increase in disciplinary literacy within subjects, focused Professional Development and, through the Accelerated Reader programme and fortnightly library lessons, we saw an increase in reading for pleasure at Key stage 3

Intended Outcome section 3: Mental health, emotional resilience, and well-being are clearly

prioritised without compromising on high educational outcomes (Progress for all)

Mental health and wellbeing needs as students have high levels of anxiety and low mood, particularly since the Pandemic improved support for PP students with rapid intervention and referral processes, as required.

Further improvements are reflected in improvements in Attendance data, specifically in reduced persistent absence for Pupil Premium students, which has reflected a 10% reduction, and increased attendance across a number of student groups where we have seen not only attendance increase, but unauthorised absence reduce. Our Pupil Premium students' unauthorised absence has reduced by 3% between Academic year 23-24. PP students attendance increased by 2% from July 2023-July 2024, showing our whole school approach to support for foci is having a positive impact. This is reflected in other student groups, such as:

Female increased by 5%

Male increased by 2%

SEND increased by 5%

Introduction of a graduated response to Pastoral support referral process across the Academy enabled students to be referred and supported through mental health referral/ ELSA referral more readily, in order to be able to engage with emotional and mental health support. 100% of PP students who were referred for Mental Health support were spoken with by mental health first aid within 48hrs, often sooner.

Additionally, all Pupil Premium SEND students and ELSA referral students were able to access a course of 6 weekly ELSA sessions, this helps to support students with both engagement with the curriculum, by attending lessons, and with making progress within a range of subject areas.

Moreover, our most recent parent survey in the Summer Term 2024 reflected a number of positive indications surrounding students' mental health, emotional resilience within the Academy and well-being.

- 62.2% are happy at Havant Academy
- 67.6% feel safe at Havant Academy
- 65% of parents believe their child does well being at school
- 78% of parents believe that their child is getting a 'good deal' with the Curriculum they are offered and being at Havant Academy
- 87% of parents believe that their child is able to take part in extracurricular activities- Which we know supports mental and physical health

Intended Outcome Section 5 & 6 : Implement the new pedagogical model to ensure consistency of routines and expectations within lesson delivery.

Introduction of new pedagogical model through Academy focused predominantly on: Explicit instruction, Scaffolding, and deliberate practice. Through a robust QA, 100% of Lessons reflected 'embedded' or 'established' explicit instruction; 100% of lessons reflected scaffolding to support student understanding, accessibility and progress and, finally, 91% of lessons seen reflected Deliberate Practice was used seamlessly to support an increase in students confidence; approach; understanding and ability to access the Curriculum delivered.

Furthermore, the QA process suggests that the typically of the teaching across the Academy improved throughout 2023-24, which is reflected in the outcomes for yr 11 students. Progress and outcomes in 71% of the Key Stage 4 subjects. Additionally, we saw an increase in 4+ and 5+ in a range of subjects, specifically Science and English, as well as an increase in 7+ grades within Maths. Moreover, SEND and PP progress improved from 2022 outcomes. PP progress has improved by +0.24 and SEND by +0.72, reflecting that our Yr 11 Pupil Premium students' outcomes have improved in almost all Key Stage 4 subjects.

To support the improvement in progress data, or engagement data captured as part of our Quality assurance process saw the engagement of all year groups improve across all areas of

the Curriculum to reflect higher expectations for all students, with 95% of lessons reflecting 'positive expectations' and a 'warm by strict' approach throughout all year groups. Furthermore, through student voice, Key stage 3 students shared that they found work sufficiently challenging, particularly in Yr 7 and 9. Moreover, Key Stage 4 saw the most challenge and the most supportive giving this a 7/10 for 'challenging, but accessible'.

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## 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
ACE Tutor Mentoring Programme	TKAT
Additional Maths intervention for KS4	PET Xi Tutoring
Additional Maths intervention for KS4	MyTutor