

Havant Academy Pupil Premium Strategy Statement 2024-25

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 students in school	545
Proportion (%) of pupil premium eligible students	60% (329)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	01/09/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	Vicki Dillon-Thiselton
Pupil premium lead	Susanne Evans
Governor / Trustee lead	Debbie Hick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,473
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,473

Part A: Pupil premium strategy plan

Statement of intent

Havant Academy will ensure that students who are entitled to Pupil Premium funding are treated equally and favourably as others and that the additional funding is used effectively to address the challenges they may face.

We will use the additional funding to promote the achievement and progress of entitled students. Through a pragmatic approach to the use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these students will make better progress and achieve higher standards that would have been unlikely without it.

The academy will utilise and embed the recommendations and advice from well established evidence-based research, including the Education Endowment Fund (EFF) and NFER. This includes a strong focus on high quality, adaptive teaching and learning, raising student attendance, positive wellbeing and supporting those with both SEND and who are identified as pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of Year 11 Higher and Middle Prior attending boys, is lower than that of non PP HPA/MPA peers impacting on progress and outcomes.
2	Year 7 PP students enter Havant Academy with reading ages lower than that of their non PP peers, which impacts on accessibility of curriculum and therefore progress.
3	Fewer PP students take up personal development opportunities, for example: trips, students leadership opportunities, residential, and 'house' related events
4	Lower than Age Related Literacy levels are impacting on students abilities to access the curriculum, in particular, identified students that are PP and/or SEND within year 10
5	Yr 11 Middle attaining students are making less progress than non pp peers, in particular within Science and Maths, which is impacting on outcomes.

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 of Year 11 PP students, in particular MPA/HPA boys, to be in line with, or above, the national average for all students.	<ul style="list-style-type: none">• Year 11 PP data improvement• Data in line with NA for PP• Data in line with NA for all students

Year 7 PP students' age related reading ages improve inline with that of their non PP peers, improving accessibility of curriculum and therefore progress.	<ul style="list-style-type: none"> • Increase in ARE for year 7 PP • Decrease in the gap between pp chronological reading ages of Year 7 and non pp peers • Improvement in GL assessments • Improvement in accessibility of curriculum as evidenced through curriculum booklets
Continue to support Pupil Premium students with being part of wider Personal Development opportunities, in order to support culture and create a sense of 'Belonging'	<ul style="list-style-type: none"> • Increased engagement in trips/offsite opportunities for PP students as evidenced by tracking data • Increased engagement and participation in School Promotion events • Increased up-take/interest in Student Leadership opportunities • Increased engagement in 'House' activities within school
Continued focus on Quality First teaching, in particular 'Deliberate Practice' and Literacy, in order to improve accessibility of the curriculum and therefore outcomes	<ul style="list-style-type: none"> • Improvement in accessibility of curriculum as evidenced through curriculum booklets • Effective CPD evidenced within learning walks • Increased use of deliberate practice evidence in QA process
To increase Parental engagement and relationships between the Academy and Parents or Carers/ Community of Key stage 4 Pupil Premium students, with a specific focus on Parents' Evenings and Expectations Evening, in order to support high expectations and an improved Culture	<ul style="list-style-type: none"> • Improved outcomes for PP students in English and Maths • Improvement in progress for PP students within English and Maths • Increased attendance of parents at parents evenings • Improved communication with parents of identified group

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: £125,071.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Focused CPD cycles throughout the year embedded skills around: Prior Knowledge, Explicit instruction, Scaffolding, Deliberate Practice, secure and consolidate. Additionally, to build in time for all staff reflection, peer learning, and evaluation of approaches</p>	<p>Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2002). A recent review has led to the implementation of a new Teaching & 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 'Teacher Feedback to improve pupil learning' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>EEF Five A Day- Adaptive Teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 4, 5
<p>Embedding and robust monitoring of Quality First Teaching for all teaching staff across the Academy</p>	<p>EEF 'Teacher Feedback to improve pupil learning' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>EEF Five A Day- Adaptive Teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><u>DfE</u> - Quality-first teaching has greatest impact on disadvantaged</p>	2, 4, 5
<p>Continued focus on embedding quality Feedback for all students using the whole school feedback and assessment cycle</p>	<p>EEF - Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 4, 5
<p>Continuous review of the Curriculum through Middle Leader meeting cycles, LM and Trust support/strategy leads to ensure the maximizing of Curriculum time in all subjects</p>	<p>EEF Toolkit: <u>Curriculum Research Reviews</u> GL Assessment 'Low stakes' Prior Knowledge testing</p>	2, 3, 4, 5

Monitoring the implementation of training and the CPD cycles across the school.	EEF Professional development guidance Recommendation 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 3, 4, 5
Supernumerary recruitment and retention in English	DfE - Quality-first teaching has greatest impact on disadvantaged	2, 4, 5

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, 4, 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. EEf Reciprocal Reading https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading EEF - Improving Literacy in Secondary School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF One to One tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF- Phonics	2, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF - Reading Comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Introduction and embedding of the NGRT/NGST reading and spelling support reviewing and implementing literacy intervention of students	Use of: GL Assessment Accelerated Reader EEF- Reading Comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 4, 5
Use of Curriculum booklets to support accessing Curriculum content in all subjects by providing support around Literacy and Numeracy barriers	EEF Five a Day - EEF Adaptive teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF Collaborative Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2, 4, 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.	1, 2, 3, 4, 5
Explicit teaching of Vocabulary in every lesson across both Key stages	EEF- Vocabulary in action https://educationendowmentfoundation.org.uk/news/vocabulary-in-action-poster-a-tool-for-teachers	2, 4, 5

Employment of a KS2 specialist for teaching of English, Maths and Science	<p>Primary Maths/English Specialist to support gaps in knowledge and skills at Key Stage 3 to support students with accessibility and, therefore engagement with the Curriculum</p> <p>EEF Five a Day - EEF Adaptive teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>EEF Collaborative Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,057.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>ACE tutors to support PP children with social and emotional learning.</p>	<p><u>EEF Toolkit - 1-1 Tuition (+5 months strong evidence base)</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p><u>EEF Improving behaviour in schools</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>DfE interim findings Spring 2021. 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 roll 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 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</p>	1, 2, 3, 4, 5

	<p>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.” 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>Reading and numeracy interventions for a number pupil premium, SEND, students: In house targeted support with key workers; Renaissance Learning: Readers for Leaders Programme; Literacy and Numeracy lessons added throughout Key Stage 3.</p>	<p>Improving Literacy In Secondary Schools, (EEF, 2018). 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>EEF One to One tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF- Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 4, 5
<p>Ongoing training for Key workers as part of whole staff CPD Cycles-enabling support staff to be used effectively to deliver quality literacy and numeracy</p>	<p><u>EEF - making the best use of TAs - Recommendation 3</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2, 4, 5

interventions, as well as continuing to work effectively to support students within the classroom		
Investment in GCSE Pod/Tassomai/PETXI/EE DI and Digital Learning Lead investment to support further engagement with learning both inside and outside of curriculum time	<u>Unlocking Learning - The benefit of Digital Learning with Schools</u>	2, 4, 5
Reduce Suspensions for PP students. Use of reasonable adjustments across the Academy, using a tiered behaviour system to support students to continue to access learning within the Academy, whilst supporting positive engagement with learning	Pastoral Care in Education, A. Rice O'Toole 2020. Implementation of a revised Provision allows vulnerable students 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.	1, 2, 4, 5
Hardship fund to support students with the purchase of school equipment and uniform.	By supporting parents/carers with equipping students 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.	1, 2, 3, 4, 5

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

Budgeted cost: £75,042.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Blended learning, engagement in Digital Learning (TKAT) and additional courses (Animal Care) to support engagement for all students	<p>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</p> <p><u>Unlocking Learning - The benefit of Digital Learning with Schools</u></p> <p>EEF One to One tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF- Small Group Tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 4, 5
Use of EBP for Career Guidance and support - to raise expectations and enhance awareness of opportunities	<u>EBP - In- person and digital Careers guidance, education and information for schools</u>	2, 3, 4, 5
Provide support for staff to strengthen pupil relationships through the use of restorative conversation training and pastoral system	<p>EEF - managing behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 3, 5
Extension of the attendance team	<p>EEF - supporting schools with attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p><u>DfE</u>- Attendance and Attainment- directly linked</p>	1, 2, 3, 4, 5

Use of Weekly Vulnerable pupil meetings to support staff discuss school's 'most vulnerable' students to ensure the best possible support for students is both in place, and effective	The introduction of 'Vulnerable Pupils' ensures the most vulnerable of all students, inclusive of PP students, are a focus for our school. This support early pastoral or attendance intervention, reducing barriers to accessing education	1, 2, 3, 4
Mental Health First Aiders integrated into the Pastoral System	All staff in 'Head of Year' Pastoral roles are trained 'Mental health First Aids' and 'Tkat- ACE' trained to support students with issues surrounding mental health with school	1, 3
Enrichment and Curriculum beyond the classroom, such as 'Outdoor Learning'	<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 students 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 students identified to take part.</p> <p>EEF- Outdoor adventure learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Positive impact of '<u>Adventure Learning</u>'</p> <p><u>EEF</u> Enrichment benefits- Evidence for key role of cultural capital in educational achievement Extending school time</p>	1, 2, 3, 4

<p>Mental health and wellbeing support to enable students to develop an understanding of their needs and strategies to help them achieve ongoing mental fitness</p>	<p>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.</p> <p>We also have a counsellor available to both staff and students and a full time qualified ELSA.</p> <p><u>EEF - Prioritise social and emotional well-being</u></p>	<p>1, 3</p>
<p>Breakfast club available for all PP students</p>	<p>Our breakfast club each morning supports wider students needs and can be linked to improving attendance, wellbeing and the ability to focus and engage in learning by extending time in school</p> <p><u>DfE- National Breakfast Programme</u></p>	<p>1, 3</p>
<p>Improved parental engagement of PP families through targeted Parents Evenings and Ks4 'Examinations expectations' and 'Awards' evenings</p>	<p>EEF- Parental Engagement:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Whole School:</p> <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 'Arbor' 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' 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</p>	<p>1, 2, 3, 4, 5</p>

	<p>with senior staff and Governors at the Academy. We are re-launching our SEND Coffee Drop-ins to support the engagement of PP SEND students' parents.</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.</p> <p>Key Stage 4: Key Stage 4 Parents Evenings with targeted staff members for provide specific support for students Increased communication through Fortnightly RSL Newsletter Increased engagement with assessments and pre-public examination expectations evenings Increase college and university links and communication shared with 'home'</p>	
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Total budgeted cost: £

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 students in the 2023 to 2024 academic year.

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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	Eedi