

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	580
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	26/09/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Craig Noble
Pupil premium lead	Chloe Baldwin / Natasha Pinwill
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 £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	£373,613

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

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
Consistently good standard of teaching	70% + of lessons are good lessons

	Internal data shows PP students are closing the gap between their Non PP peers
Fully staffed with high quality specialists	All lessons taught by subject specialists
Students' ability to retain and demonstrate core and declarative knowledge	PP data in line with cohort for P8 Internal data in line with cohort Internal monitoring shows little disparity between PP and non PP students
Improving reading and literacy skills of PP students	All PP students to have a reading age of at least one year within their chronological age
Improved attendance of PP students	Attendance data for PP students is in line with Non PP students in the cohort FTE in line with Non PP students
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 FTE no greater than Non PP students

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	Challenge number(s) addressed
Provide focused CPD that helps teachers deliver good quality lessons.	<p><i>Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2002).</i></p> <p>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 Six' to ensure they are ready to learn and consistent approaches to presentation and assessments. Learning walks indicate over 70% of lessons are good or better.</p>	1, 3
Recruitment of high quality new staff. Retention of existing high quality staff.	<p><i>Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2002).</i></p> <p>During the last year 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.</p>	1, 2
Implementation of knowledge organisers	<p><i>EEF Five A Day guidance (2022)</i></p> <p>Students' ability to retain and demonstrate core and declarative knowledge is improving.</p>	1, 2, 3, 4

Appointment of a 'Reading' leader on the Senior Leadership Team to drive improved attitudes towards reading.	<p><i>Understanding Progress in the 2020/21 Academic Year (DfE, EPI & RL, October 2021).</i></p> <p>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.</p>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £157,374.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TKAT ACE Strategy	<p><i>DfE interim findings Spring 2021.</i></p> <p>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>A Champion for Every Child Programme: Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.</p> <p>Our ACE programme is part of the role out of the TKAT pilot started in September, which has been externally evaluated.</p>	3,4,5,6

	<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>We will have five TKAT ACE tutors in place by October 2022 to support PP students across Y10 and Y8.</p>	
<p>Reading and numeracy interventions for pupil premium students: In house targeted support with an LSA; use of Lexia to support students; Renaissance Learning; Readers for Leaders Programme</p>	<p><i>Improving Literacy In Secondary Schools, (EEF, 2018).</i></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 have to summarise what they have read after each session to track understanding and offer further support where required.</p>	3, 4
<p>In school attendance officer with specialist support to develop a sharper focus on PP students.</p>	<p><i>The outcomes of educational welfare officer contact in England, Sussex Research Online 2016.</i></p> <p>Attendance of PP students needs to improve. We have relaunched the</p>	5

	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.	
Providing wider experiences for PP students	<p><i>An Unequal Playing Field, Social Mobility Commission, 2019.</i></p> <p>To help meet the needs of each and every PP student we have considered our wider curriculum and use our 'Forest School' 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. This will be monitored and reviewed by ImpactED.</p>	3, 4, 5, 6
Fewer PP external exclusions. Use of internal isolation and alternative provision.	<p><i>Pastoral Care in Education, A. Rice O'Toole 2020.</i></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 'Internal Exclusion Room' and 'Study room' allows our staff to ensure learning continues whilst reducing the time students are out of lessons and learning.</p>	5, 6
Hardship fund to support pupils with the purchase of school equipment and uniform.	By supporting parents/carers with equipping pupils with basics such as pens, pencils, school shoes, uniform etc. it improves attendance and academic performance as the	5, 6

	students have the required equipment in school and at home.	
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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.	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. The use of 'class charts' as a communication system with	4,5,6

	<p>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.</p>	
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Total budgeted cost: £373,613.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2019 to 2020 and 2020 to 2021.

- 1) Intended Outcome: Consistently good standard of teaching

80% of lessons were rated good or above across the 2021-2022 academic year.

- 2) Intended Outcome: All subjects taught by subject specialists.

94% of lessons were taught by subject specialists. The remaining 6% were delivered by members of SLT who consistently delivered good and outstanding lessons.

- 3) Intended Outcome: Students' ability to retain and demonstrate core and declarative knowledge to improve

All PP students were able to access knowledge organisers and start their lessons with knowledge quizzes. They were, and continue to be, provided free of charge both electronically and on paper, to support PP students' in being able to access these, regardless of their resources at home.

- 4) Intended Outcome: Improving reading and literacy skills of PP students

The P8 of PP students was -.0.02 below their Non PP peers. This is an on-going activity, as we have no reliable data for 2019-2020, or 2020-2021.

- 5) Intended Outcome: Improved attendance of PP students

Actual attendance of Pupil Premium students was 83.8% for the 2021-2022 academic year, 5% lower than their Non PP peers.

- 6) Intended Outcome: Improved support for PP students with rapid intervention and referral processes

All PP students had access to an ACE tutor across Years 7-11. This enabled 55% of the students in the Academy to access bespoke support each fortnight. In addition to this, 34% of PP students had access to, or support from, the Lead Mental Health First Aider in the Academy during the 2021-2022 academic year.

As a result of this, the % difference in PP vs. Non PP students who generated a FTE in 2021-2022 was 0.1%.

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