

## The Harefield Academy

### Supporting Disadvantaged Students 2017-18

#### **Key:**

PP: Pupil Premium eligible	SLT: Senior Leadership Team
Sal: Standards and Achievement Leader	DoL: Director of Learning (subject leader)
EDT: Education Development Trust	TA: Teaching Assistant
SM: Student Manager (non-teaching)	DSL: Designated Safeguarding lead
WEX: Work experience	HAP: High attaining pupil
MAP: Middle attaining pupil	LAP: Low attaining pupil
CLT: Curriculum Leadership Team	PLT: Pastoral Leadership Team
ASD: Autistic Spectrum Disorder	TJA: The Jubilee Academy
STEM: Science, Technology, Engineering and Maths	

Pupil Premium funding enables us to target resources effectively to ensure that disadvantaged students (those entitled to and receiving free school meals [FSM] or who have ever in the last 6 years received FSM) have the same academic, social and cultural opportunities as any other child. Raising aspirations and expectations and broadening horizons through exposure to a wide variety of extracurricular activities forms an underlying focus for our PP cohort.

We aim to ensure successful outcomes for all students but particularly those who are disadvantaged by:

1. Making provision for students who have historically underachieved or are currently underachieving in Maths and English to catch up as rapidly as is possible.
2. Making provision for students who may have had gaps in their learning in other subjects catch up with their peers and make excellent progress.
3. Ensuring students who lack confidence or have low self-esteem, have a variety of support mechanisms in place to build up emotional resilience, thereby improving their access to high quality learning.
4. Ensuring that students who find it difficult to study independently at home receive support and resources at school before, during or after the school day.
5. Ensuring that students who may not have been exposed to the advantages of further and higher education in the home environment, have access to trips and visits that enable them to see these options as both attractive and accessible for them.
6. Enabling students to have access to a wide offer of enriching and academic opportunities to allow them to develop their aspirations and aim high at all times.
7. Ensuring that vulnerable students at risk of exclusion have the best support possible to keep them focussed on engaging positively in school.
8. Employing robust procedures to support disadvantaged students maintaining good attendance and punctuality.
9. Ensuring that parents/carers feel confident about working with the school to support their child in securing the best possible life chances.

## Challenges within our Current Context (2017 – 2018)

- It is clear that there are many forms of disadvantage which may not be captured with the criteria base for allocation of the Pupil Premium Grant. We are therefore mindful to ensure that all students who are or who become disadvantaged by virtue of deteriorating socioeconomic reasons will be supported to overcome these obstacles and continue to achieve in line with their expected level of performance.
- Our year 7 intake involves a large number of feeder Primary schools and covers a wide geographical area. Our disadvantaged students arrive with lower starting points in English and Maths than non-disadvantaged students; e.g. for our current Year 11 cohort, the average KS2 score for disadvantaged students is 27.78 and non-disadvantaged is 28.51, against a national average of 27.6 for all students. In the current Year 7, students on the Catch up programme with scaled scores below 100 are; reading 30.3%, Maths 25.8%, both Maths and English 14.6%. Literacy continues to be a barrier to learning for many of our students.
- In 2016-17 3% of the year 7 to 11 cohort was made up of casual admissions. Of these 67% were PP students. In the current year 11 cohort 8% are casual admissions.
- For our year 11 students, changes to the format of GCSE assessment has created additional challenges in reaching their targets.
- We have a number of students with significant emotional difficulties that impact on their resilience and ability to respond positively to pressure. This inevitably impacts on their own progress and can have impact on the progress of their peers. There has been an increase in the number of referrals to CAMHS and Social Care in recent years.
- Feedback from 1:1 interviews reveals that many students from disadvantaged backgrounds feel that further education and particularly university is not an option for them, either through lack of confidence in their ability or because of their socioeconomic situation.
- Engaging the parents of students from disadvantaged backgrounds can sometimes be a barrier.

A whole school team approach is taken to achieve our aims, with a system of monitoring and intervention constantly reviewed. This system actively involves parents and students as well as appropriate school staff, dependent on need or the obstacles impeding progress.

Our Pupil Premium cohort comprises approximately 30% of the whole school population years 7-11. Additionally, we are aware of the postcode and other contextual deprivation indicators, this being said many of the rest of our students are not significantly better off or less deprived than those eligible for allocation of the Pupil Premium grant. As a result we target many interventions following data analysis on the basis of underachievement, tackling low literacy and depressed prior attainment within the context of Pupil Premium. For any specific interventions that take place, data is scrutinised to ensure that we target disadvantaged students who need to most urgently improve their outcomes. Following data capture points, forensic analysis is made of every aspect of progress for disadvantaged students to allow early action so that these students make at least expected progress. We ensure strong communication between all leadership groups (SLT, PLT and CLT), to provide a connected and layered approach to resultant interventions and their development. It is recognised that above expected progress is required to ensure that any historical under-achievement is addressed.

As a school we work hard to maintain a provision of high quality teaching and developmental feedback, supported by targeted interventions to ensure all students achieve the required Level 2 thresholds to proceed to further and higher education and access their chosen career pathway.

## Proposed Support for 2017-18

### Academic Progress

#### **Aims:**

- *The proportion of PP students on or above target aligns with their non PP counterparts.*
- *Assessment monitoring indicates increased participation by PP students and a greater focus on steps to improve, including regular stretch and challenge for all.*

#### **How impact will be measured:**

- Academic progress is monitored formally following each data capture by Tutors, SaLs and, DoLs, Assistant Headteacher for Inclusion and the Deputy Heads. This monitoring will be most rigorous for disadvantaged students particularly in collaboration with the DoLs for Maths and English.
- Between data captures student's achievement, behaviour points and sanctions are closely monitored as an indicator of affected progress.

We use a wide range of orchestrated interventions to improve performance by all of our students with a targeted approach to our disadvantaged cohort. These include;

#### **Year 11**

- 1:1 interviews with SLT to discuss perceived progress versus actual and to explore barriers that we can support to overcome.
- Bespoke intervention timetable.
- Targeted access to all other interventions which are timetabled during the week.
- Targeted access to Saturday and holiday timetabled intervention sessions.
- Homework support sessions before school supported by TA's, these are open to all but those who have an issue with organisation or completion of homework are actively targeted to attend.
- Quiet study area at lunchtimes with access to academic support and ICT facilities.
- Early identification and provision for practice of any necessary Exam Access Arrangements. From 2018 onwards this will be brought forward to year 10 so that even earlier interventions can be used routinely.
- Early and often repeated meetings with EDT to look at career planning, identification of qualification targets and support for College applications.
- Use of 6<sup>th</sup> form students to support in maths, English and Science intervention sessions.
- Display of underachieving students in staffroom to maintain focus on those who require increased attention.

## **All years**

- Monitoring reports via Tutor SaL or DoL, Student Manager or SLT (escalated dependent on degree of intervention required).
- Learning contracts with subject teachers and DoLs to guide improved access to learning in individual subjects where this is an issue.
- As far as possible, internal rather than external exclusions are issued as sanctions to disadvantaged students for behaviours at this level of escalation. This is to safeguard the student and to maintain continuity of learning.
- Constant monitoring of multiple detentions, reasons for and action to reduce allocation.
- Targeted access to all other interventions which are timetabled during the week.
- Targeted access to Saturday and holiday timetabled intervention sessions.
- Access to education offsite or WEX.
- Year 7 and 8 have English and Numeracy intervention via our inclusion teacher and using the Accelerated Reader programme and Maths Explained tutorials.
- Support curriculum offered via Study plus and ASDAN qualifications, led by Inclusion Teacher with TA support.
- Regular updates on progress and personal circumstances to CLT and PLT to maintain focus on our most disadvantaged students and to ensure robust communication about provision.
- Scheduled book looks and observation cycles with particular focus on provision for, and feedback given to disadvantaged groups.
- Scheduled programme of CPD which includes targeting methods of engagement, stretch and challenge, support and differentiation and educationally supportive displays.
- All English classes to have an LRC lesson a week.
- Commitment to 2 year Borough SEND training on ASD and communication skills.
- Introduction of oracy lessons in years 7 and 8.
- TA led reading intervention group
- TLC board in the staffroom to remind staff to speak to and encourage particular targeted students both about class work and their wider experiences

## **Raising Aspirations and Broadening Horizons**

**Desired outcome:** *students become more focused on their future goal and so apply themselves to academic or skills based achievement to support these goals.*

- Access to Further Education College visits for years 9 and above.
- Access to STEM activities for all year groups with disadvantaged students targeted.
- All year 10 students have access to the Junior University opportunity.
- 12 year 10 HAP students (at least one third of which are disadvantaged) are selected to be part of the Brilliant Club programme.
- No student misses an enrichment or educational trip due to financial issues.
- We are committed to participation in the Jack Petchey Scheme and actively target disadvantaged students to ensure their progress is recognised and celebrated.
- Active use of a rewards system which provides for value and recognition of progress in every area of a student's progress rather than just academic progress
- Celebration assemblies to recognise a range of achievements and improvements.
- Reward trips for which actively target deserving candidates within disadvantaged groups.

- Rebranding of our Student Voice to 'STARS' to include representative cohort who are actively involved in presenting to their peers in assemblies, who gather the views and opinions of their peers on points of concern, who communicate with both SLT and our Governing body to effect change on points of concern.
- PLT priorities weekly briefing emails to remind staff of the whole school commitment to high aspirations and expectations for all.

## **Raising Self-Esteem and Resilience**

**Desired outcomes:** *A cultural shift to active equality between students and an improvement in their ability to cope with adversity. Ideally a decrease in those requiring external support in its various forms.*

Our Pastoral Teams monitor students for existing or developing issues which affect their self-esteem or mental health. There are a variety of mechanisms that are used to support these students;

- Access to Harbour Club with a TA/Counsellor at lunchtime. Vulnerable students are invited to feel safe and develop confidence, friendships and leadership skills via games, discussions and activities.
- Pre-school support time for invited students with TA/counsellor.
- Planned programme of assemblies based on the resilience framework focussing on improving self-esteem and promoting the importance of personal attributes and development of 'soft skills'.
- Speakeasy behaviour sessions providing intervention for students whose behaviour is affecting progress.
- Referral for support from the Early Intervention Team via the allocation of Key Workers.
- Referral to Social Care via our DSL.
- Support for parents to seek referral to CAMHS.
- Use of Peer Mentors.
- THA Tutor 10 clear and shared expectations for all students in every Tutor time as an effective new start to each day.

## **Communication with Parents**

**Desired outcomes:** *Parents feel able to approach the school for support and to provide information. They are empowered to support their children through school and actively encourage them to succeed. With their support, attendance and attitudes to learning improve.*

- All staff make contact with parents where there is any concern and equally where progress is good and needs to be celebrated. An emphasis on the personal approach (9y phone/meeting) is deemed valuable in creating strong supportive ties with all parents and carers, particularly for the families of our disadvantaged students.
- Communication in every respect of a student's provision is made in writing to the parent personally and where appropriate this may be supported via a meeting or telephone conversation.
- Meetings with parents form an integral part of improving progress by identifying barriers that may exist and by affirming our commitment to a student's progress through the use of our rewards system and via our Ladder of Consequence.
- Non-attendance amongst disadvantaged students triggers a personal phone call from the relevant SM to the parent to establish early communication and dialogue around reasons for non-attendance.

- Meetings in respect of attendance concerns are held early with our attendance Officer and where appropriate our DSL.
- Parents of disadvantaged students are contacted prior to Parents Evenings with priority time slots offered to encourage their attendance.
- All parents receive a termly newsletter to keep them informed of the achievements of our students and any other pertinent news.
- Provision of Raising Responsible Teenagers programme to help parents in dealing with their children's behaviours and supporting them to succeed.
- Continuing use of parental access to Classcharts to enable parents to remotely monitor behaviour for learning and homework. Parental engagement with this facility is also monitored and followed up.

## Financial Statement

	<b>Budget 17-18</b>	<b>Comments</b>
Pupil Premium grant	£156,145	Confirmed July 2017
<b>Total Income</b>	<b>£156,145</b>	
Teachers' Salaries linked to PP focus	£89,792	
Teaching support Salaries linked to PP focus	£36,809	
Staff Development	£385	ASDAN short courses £200 and first aid courses £185
Software Licences	£1,422	Accelerated Reading programme - 1 year 50 full licences
Curriculum support	£500	PP curriculum support – books/equipment
Uniform	£1,000	PP uniform support
Music	£2,000	PP peripatetic music support
School Trips	£1,000	Funded in line with school policy
Support for food costs in technology lessons	£500	Support for the cost of ingredients to enable full participation in food technology lessons- funded in line with school policy
Alternative / Off site provision	£22,237	TJA placements, Chessbrook placement and courses, Speakeasy provision by external provider
Professional Fees- Others	£500	ASDAN centre fees
<b>Total Expenditure</b>	<b>£180,028</b>	
<b>Net Surplus / Deficit</b>	<b>Nil</b>	