

# The Harefield Academy Pupil Premium strategy statement 2019 20

## School overview

Metric	Data
School name	The Harefield Academy
Pupils in school	346 (years 7-11)
Proportion of disadvantaged pupils	29.5%. (18.9% white, British disadvantaged)
Pupil premium allocation this academic year (2019-20)	£109,395
Academic year or years covered by statement	2019-20
Publish date	October 2019
Review date	October 2020
Statement authorised by	Tash Hurtado
Pupil premium lead	Paula Monaghan
Governor lead	Councillor Peter Curling

## Disadvantaged pupil performance overview for last academic year

Progress 8	-0.846
Ebacc entry	14 (53.8%)
Attainment 8	3.47
Percentage of Grade 5+ in English and maths	11.5 % (3 students)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.5	2022
Attainment 8	Awaiting advice	2020 2021 2022
Percentage of Grade 5+ in English and maths	Awaiting advice	2020 2021 2022
Attendance	97%	2022.
Ebacc entry	This is not part of our policy. However students are guided towards this route as appropriate to them.	2020

## Teaching priorities for current academic year

Measure	Activity
<p>Introduce and monitor a curriculum that provides a broad range of opportunity within the schools context and which is planned sequentially to allow use of prior knowledge. Strong emphasis on the inclusion of trips and experiences designed to improve the cultural capital of students by prioritising the inclusion of disadvantaged students.</p> <p>There is sufficient recap of core knowledge to allow students to fill in gaps and adequate challenge to allow students to excel. Monitoring of gaps in attainment shows a significant decrease in gap by 2020</p>	<p>Planned sequence of Curriculum Leadership Team meetings allow development of inclusive, supportive and demanding curriculum which ensures sequencing is evidenced along with clearly defined features to improve knowledge recall.</p> <p>Programme of departmental CPD on SOL/subject skills or knowledge for staff teaching out of specialism</p> <p>Maintenance of Academic tracking sheets will be regularly discussed with SLT line manager to monitor narrowing of gaps in all years closing from all year groups</p> <p>Maintenance of book marking and feedback as per policy with regular monitoring via lesson observations and book looks with departmental feedback and discussion for improvement where required and sharing of good practice for peer to peer improvement</p> <p>Scheduled assessments develop student exam skills and knowledge, through marking/feedback and self-reflection encouraging commitment to long term memory. Departments monitor for knowledge or skills gap and plan for additional recap in these areas.</p> <p>In exam groups the provision of learning objective sheets and or revision guides and workbooks, allows students to be aware of the key concepts required and to independently revisit alongside lesson content. These are supplied without cost to disadvantaged students.</p> <p>All faculties plan trips/workshops/speakers etc. to provide/enrich/extend curriculum linked experience / knowledge/skills. Disadvantaged students are targeted to attend and financial support is given to enable attendance.</p>
<p>Barriers to learning these priorities address</p>	<p>A curriculum which is too narrow so that disadvantaged students are restricted and may become disaffected</p> <p>Gaps in knowledge or poor long term memory</p>

	Not being aware of current and long term goals within subjects and for self
Projected spending	£39,545

### Targeted academic support for current academic year

Measure	Activity
<p>Students needs that affect learning are identified early and supportive measures put in place and monitored.</p> <p>Maintenance of Integrated Learning Centre (ILC) as a support hub. To Ensure that where alternative provision is offered for disadvantaged or SEND students this does not disadvantage students in attaining in core academic areas to support them moving into new pathways.</p> <p>a) ILC to ensure that strong Academic subjects and EBacc subjects are not removed or removed for as little time as possible.</p> <p>b) Any externally based alternative provision to be arranged by May of the preceding year so that timetables can support the offer of alternative provision</p>	<p>Establishing SEND need via thorough testing.</p> <p>Provision in lessons of suitable reasonable adjustments and SCERTS based supports to better improve provision for vulnerable students</p> <p>Use of Accelerated reading programme years 7/8 to promote reading for pleasure and fluency – improve literacy.</p> <p>Provision of Study Plus option allowing additional small group/1:1 work for students to improve literacy and numeracy skills, graduating to CoPE qualification in year 11.</p> <p>Careful monitoring of work completion and timeline of removal from lessons</p> <p>Planned interventions to support improvement in literacy (Red Box/Fresh Start programmes)</p> <p>Planned and time limited intervention where a subject is causing anxiety, student following curriculum while in ILC</p> <p>Use of internal isolation to ‘reflect, reset, restore’ where alignment with behaviour system is not adhered to</p> <p>Careful preparation via monitoring PSP to produce planned offer of Managed Move where student fails to progress socially/academically within school via other interventions</p> <p>As above but not necessarily with PSP, offer of respite or permanent placement at Jubilee Academy, where</p>

	<p>this is deemed to be most supportive for improving AtL and progress</p> <p>Limited use of work experience as a motivator to complete schooling with both exam and vocational success following careful monitoring of attitude to learning/progress, other interventions and discussion with parents/carers, student and senior staff.</p>
Planning for high quality teaching	<p>Staff manning ILC maintain record of work completion by students to allow smooth progression through planned academic support whilst in ILC.</p> <p>Staff manning ILC receive CPD in line with teaching staff and in addition receive training via external practitioners e.g. Speech and language therapist, Specialist Hearing teacher.</p> <p>Planned programme of internal and external CPD for all staff to maximise expertise in delivery of lessons which provide both opportunities for engagement, support and challenge.</p>
Barriers to learning these priorities address	<p>Poor literacy</p> <p>Poor emotional regulation</p> <p>Poor ability to take responsibility for own actions/disaffection with learning</p> <p>Limited cultural capital</p>
Projected spending	£56,850

### Wider strategies for current academic year

Measure	Activity
Improved attendance to be in line with non-disadvantaged students	<p>Use of flow chart procedures to monitor and follow up student attendance</p> <p>Maintain early and increased parental/carer contact</p> <p>Early and exploration of possible SEND need through student/parent/carer voice and broad screening for high incidence SEND</p> <p>Provision of financial support where this is leading to non-attendance e.g. uniform/materials</p> <p>SMs monitor FSM usage and refer to DSL where there is concern. Apply for FSM/refer to food banks.</p> <p>Use welfare to provide food as required.</p>

	Use of ILC for re-integration or for start/end of day or support through period of mental or physical ill health
Improved attitudes to learning, self-confidence and resilience	<p>'Me First' approach to feedback and marking. High emphasis on verbal feedback to disadvantaged students</p> <p>Use of reward system dominant over sanction to improve sense of self-worth/achievement with the inclusion of a wide variety of reasons for reward that extend beyond but support, academic success.</p> <p>Use of Jack Petchey/celebration assemblies/celebration evenings to reflect disadvantaged cohort in recipients</p> <p>Homework supported in the ILC each night. Students with detention for no H/W serve there. Monitor reasons for persistent lack of H/W</p> <p>Use of zones of regulation with appreciative enquiry approach to deal with incidents of non-compliance or negativity leads to decrease in sanctions and increase in student self-regulation and aspiration</p> <p>Continued use of Speakeasy as a continued behavioural/emotional support</p>
Barriers to learning these priorities address	<p>Poor attendance leads to; gaps in knowledge, and poor social interaction</p> <p>Student required to support family e.g. sibling care</p> <p>Housing; lack of space or permanent residence</p> <p>Food; poor diet or lack of food</p> <p>Low self-esteem or lack of aspirational goals</p>
Projected spending	£13,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Planned internal and external CPD programmes to support facilitation of curriculum development and requisite high quality teaching. With particular focus in respect of raising attainment for disadvantaged students	All levels of internal CPD are planned to include regular updates on areas to support disadvantaged students. External CPD targeted to support staff personal development and expertise in classroom practise

<p>Targeted support</p>	<p>Maintenance of the Integrated Learning Provision to ensure support is focussed on developing study skills, allowing curriculum continuity, improving literacy and numeracy and developing personal and interpersonal skills to ensure students are able to participate fully in their learning and socially and are better able to plan for future goals. Against a background of staff changes and requisite expertise to manage the facility adequately.</p> <p>Number of sanctions and rewards for disadvantaged students is in line with their non-disadvantaged counterparts</p>	<p>Constant update of timetable with planning for re-integration Constant monitoring of work provision, completion and progress Update of appropriate staffing as staffing across the school changes. Clear communication with home/students/academic and pastoral teams in respect of needs of students.</p> <p>Monitoring and feedback to Governors and staff in respect of balance of rewards/sanctions awarded to disadvantaged vs. non-disadvantaged, at each data capture to allow further planning in provision to remove disparity. Similarly for fixed term and internal exclusions.</p>
<p>Wider strategies</p>	<p>Use of aspects of the SCERTS programme to support and improve student's communication skills, emotional regulation and working memory skills</p> <p>Improving attendance</p>	<p>External and internal CPD delivered to empower staff in methods to support students. Use of additional external funding to target supply of aids deemed most effective through trial period and to carry programme forward as a standard</p> <p>Team approach using a clearly structured pathway of action. Key worker approach where families face many challenges. CPD – mental health. Close liaison with external bodies to provide further support to families and students. Monthly returns and planned actions alongside Borough Participation Team.</p>

## Review: last year's aims and outcomes

Aim	Outcome									
<p>Disadvantaged students, including high attaining students, aligns with their targets and is in line with the non-disadvantaged cohort</p>	English			Maths			Science – Combined 2018 (previously Additional)			
	All	PP (26)	Non PP (73)	All	PP (26)	Non PP (73)	All	PP (24)	Non PP (52)	
	2019	54.5	50	56.2	55.6	34.6	63	32.9	37.5	30.8
	2018	47.7	42.4	50	41.1	21.2	50	36.6	38.7	35.7
	2017*	36.3	21.6	41.8	38.8	27	43.3	36.3	28	39.4
	2016	14.8	8.6	17	15.4	8.6	17.8	11.1	0	14
<p>Improving aspirations and resilience in disadvantaged learners</p>	<p><b>. % Students meeting or exceeding Target Grades</b></p> <p><b>Achieved:</b> in so far as English/maths percentage for disadvantaged students improved and in line with percentage improvement seen in non-disadvantaged cohort. However still not in line with non-disadvantaged cohort. Dip in science is across school cohort, disadvantaged students have better outcomes than non-disadvantaged</p> <p>Attendance at extended learning sessions: 29% of PP students attended (compared to 19% 2017 – 2018)</p> <p>27% of SEND students attended (compared to 3.5% 2017 – 2018)</p> <p>Persistence in 100% disadvantaged students gained access to Further Education, Apprenticeship or employment</p> <p>61% of students attending support via Speakeasy intervention were eligible for Pupil Premium, 70% being currently or previously disadvantaged.</p> <p>The number of fixed term exclusions across the school fell by approximately 50% from those seen in 2017-18. The rate of FTE across the school was 13.7% compared to a national figure of 9.4%. For the Pupil Premium eligible cohort the rate was 5.43% compared to a national rate of 5.73% and against the non-PP cohort rate of 2.73%.</p> <p>Work experience was used with fewer students in 2028/19 compared with 2017/18 as a means of maintaining their completion of secondary phase education.</p>									

	<p>Partial achievement shown by improving attitudes to learning but further work around curriculum provision is required.</p>
<p>Establishing timely and effective communication with harder to reach parents to support improved academic outcomes via improved attendance and engagement for disadvantaged students.</p>	<p>Attendance of disadvantaged students and their families at parent's evenings has shown an increase of approximately 10% over the previous year in response to both message and phone call reminders.</p> <p>5 of the 6 placements made at Jubilee Academy subsequent to work with parents and students, were disadvantaged students. All placements provided support to allow for improved long term outcomes.</p> <p>Following improvements in tracking and earlier communication with parent's attendance of disadvantaged students improved from 87.8% in 2017/18 to 89.7% in 2018/19. Persistent absence fell from 41.1% to 35.8% in the same time period.</p> <p><b>Partial achievement:</b> intention to further improve attendance actions protocol in 2019-20 as attendance is a key to social and academic success.</p>