

Harris Academy Chafford Hundred

Summary

In **academic performance, attendance and behaviour** the gaps between Pupil Premium (PPM) and non-Pupil Premium (PPM) pupils are much smaller than national trend. In **academic progress**, PPM pupils outperform their non-PPM peers. In contrast to national trends, PPM pupils leaving the academy have been more successful than their non-PPM counterparts in **sustaining further education**.

The **PPM funding** has increased this year over last year due to an increase in eligible pupils. The Academy has systematically improved its processes by which parents are made aware of pupil premium criteria and re informed as to how to apply.

The academy has a **systematic approach** to narrowing the gap of disadvantaged pupils which is in line with its ethos of **focusing on the needs of the individual child**. A statement outlining this approach is at Appendix 2. During the academic year the Academy won a **national award** presented by former Deputy Prime Minister Nick Clegg for its work with and progress of its pupil premium pupils.

Allocations of funding will remain in line with current principles.

Responsibility for PPM group's progress and accountability remains with a senior staff member

Funding

Funding for 2015/16 amounts to approximately £154,000. (Funding in 2013/14 was around £119,000 increasing to around £128,000 in 2014/15.) The element of funding applicable to looked after children increased from £5,100 in 2013/14 to £17,100 in 2014/15 and has fallen slightly to an estimated £15,000 in 2015/16. The academy has around 150 eligible pupils.

Management of funding

Evidence published by the DfE in November 2012 suggests that in the South East of England 25% of parents eligible for free school meals do not claim them. Our website has been updated to provide a parent friendly guide to eligibility and application for free school meals and a rolling announcement across the website highlights this. In addition, a communications system with parents is being launched to year 7 parents in October 2015 which provides an 'app' for parents by which they can check in seconds whether their child may be eligible.

Allocation of funds

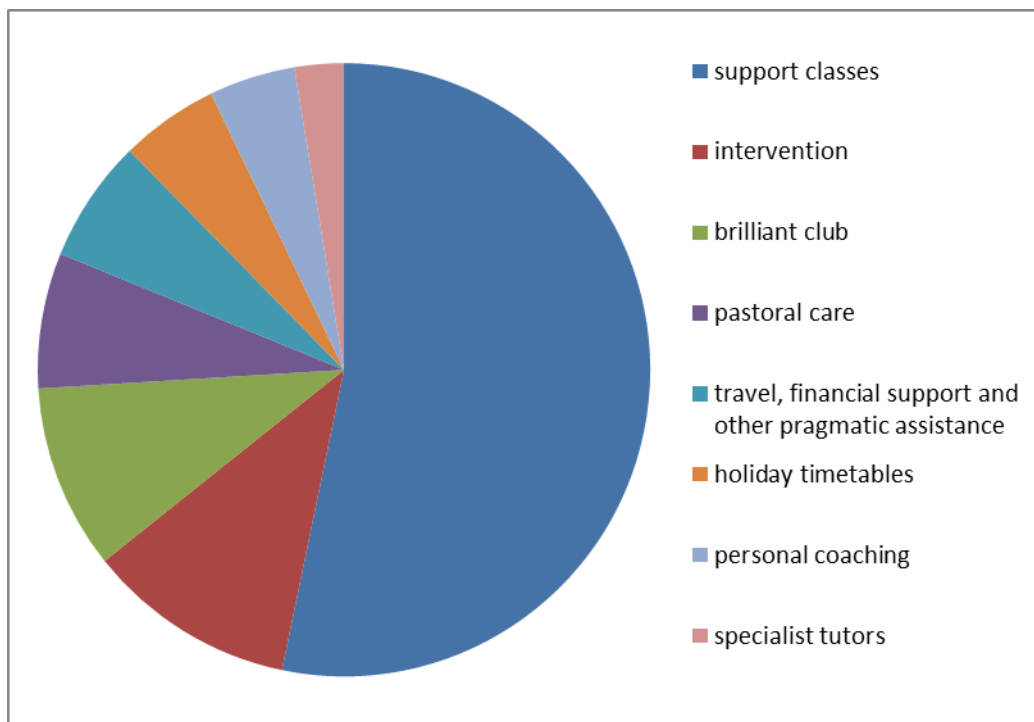
Appendix 1 shows planned allocation of funds.

Due to the current success of the PPM group, the principles of allocation outlined in previous reports will be maintained. The vast majority of funding is allocated to the employment of tutors and teaching and support staff to run

targeted skill and subject specific support, intervention and revision sessions and to provide individualised pastoral care with a view to raising the achievement of the pupil premium group as a whole. Some expenditure is allocated to specialist external support.

One of the newest developments along these lines is the increased focus on reading age. Every pupil with a reading age lower than chronological age (pupil premium pupils nationally feature heavily in this category) will be subject to three hours intervention per week from 28th September 2015 until the reading age gap is closed such that further disadvantage in learning is minimised.

Other spending includes that on specific pupil premium pupils to raise aspirations and self-esteem and to a lesser extent to support financially disadvantaged pupils to access resources such as courses and sports sessions, books and revision guides. A little is expected to be spent on pragmatic expenses such as travel assistance for financially disadvantaged or pupils without support networks to maintain their attendance at school or college. Some very specific items of expenditure are planned to support those pupil premium pupils with learning or speech and language difficulties.



Independent data is published annually in November by the DfE (RaiseOnline) on progress, performance, attendance, destinations and behaviour of PPM pupils.

Data for the 2014/15 year is therefore not yet published but this report will be updated as soon as it becomes available.

Academic progress of PPM pupils

Nationally PPM pupils make less progress than non PPM pupils. This is the 'gap' which features in the press and which is the origin of the policy which gives rise to the pupil premium funding. Nationally in 2013/14, PPM pupils achieved VA of 977.8 compared to an average national progress for all groups of 1000. Non PPM pupils made VA of 1007.9.

In the academy, in 2013/14 the progress of PPM pupils exceeded that of the non PPM group for the second year running with VA of 1072.8 compared to non PPM 1071.4. This is a trend which our internal informal data suggests will continue into 2014/15.

In Maths in 2014/15 progress of PPM and non PPM pupils was broadly consistent with 92% of non PPM pupils made 3 levels of progress compared to 91% of the PPM cohort. In English in 2014/15 PPM pupils outperformed non PPM pupil considerably with 97% of PPM pupils making 3 levels of progress compared to 91% of non PPM pupils.

Destinations of pupils leaving (latest data is 2012)

Data is now available to show the sustained destinations of pupils leaving year 11. Since two years need to pass to be able to assess whether pupils have stayed in further education (rather than joined and dropped out), data represents pupils having left year 11 in 2012.

Nationally PPM pupils are less likely to go on to further education and even less likely to sustain their courses. However, data suggests that in the academy PPM pupils are more likely to sustain further education than the non PPM cohort suggesting that information, advice and guidance throughout KS4 and KS5 have been particularly effective for PPM pupils.

In 2012 92% of PPM pupils in year 11 went on to sustained further education compared to 81% nationally. However, 91% of non PPM pupils from the academy managed to sustain a further education course compared to only 90% nationally. This is a trend which we expect to see continuing.

Attendance gaps for PPM

In terms of attendance there is a tendency nationally and in the academy for PPM pupils to have greater absenteeism than non PPM. However, there is a smaller gap between PPM and non PPM in the academy than nationally. In 2013/14, the percentage of non-attendance for PPM was 5.0% (NA 7.3%) compared to 3.00% (NA 4.1%) for non FSM. This suggests a positive gap in attendance of 31% for PPM in comparison to national average compared to 27.5% for non PPM.

However for persistent absenteeism (non-attendance exceeding 15%,) there was a larger gap; PPM pupils with persistent non-attendance 4.9% (NA 11.5%) compared to 1.8% for non PPM (NA 3.4%).

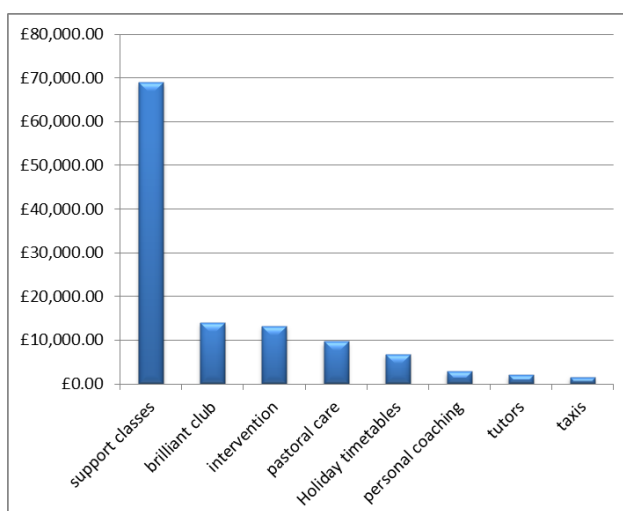
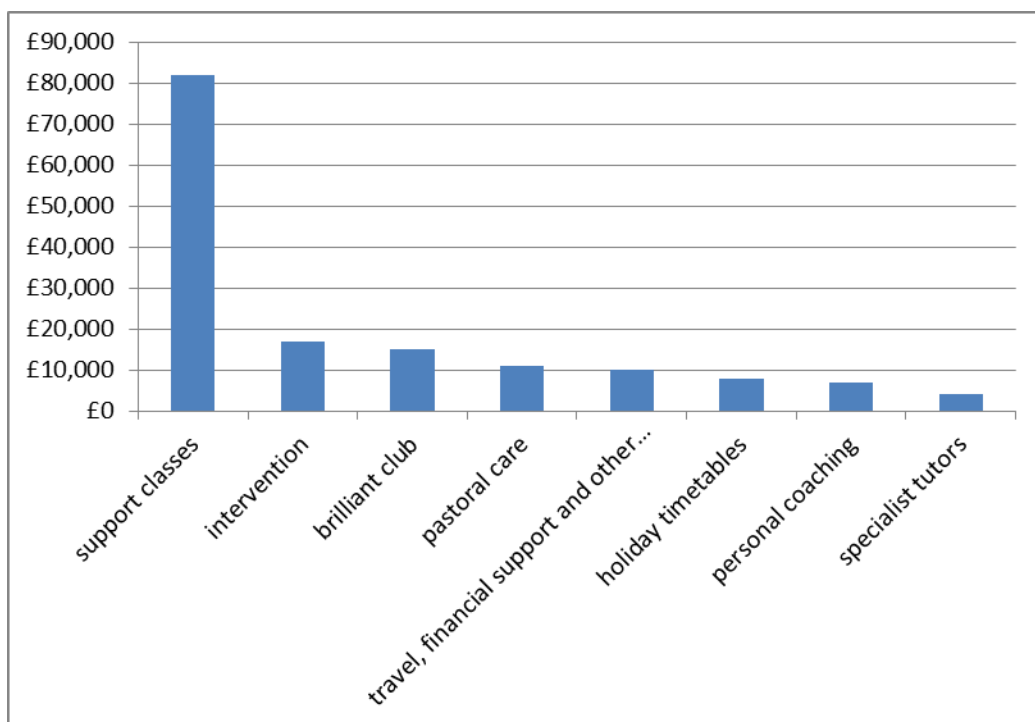
This suggests a positive gap of 57% for PPM pupils compared to national average compared to 47% for non PPM. This is a trend which our internal informal data suggests will continue into 2014/15.

Behaviour of PPM group

Nationally and in the academy there is a tendency for behaviour to be more challenging with PPM group than non PPM. However, there is also a smaller gap between PPM and non PPM in the academy than nationally suggesting that the behaviour, pastoral and other interventions in areas such as self-esteem are being effective in closing gaps.

Fixed term exclusions for PPM pupils amounted to 8.3% of PPM pupils in 2013/14 compared to 2.84% for non PPM suggesting that in the academy PPM pupils are 2.9 times more likely to suffer exclusion. Nationally the equivalent figures are 16.34% for PPM compared to 4.35% in non PPM suggesting that nationally PPM pupils are 3.8 times more likely to suffer exclusion. This is a trend which our internal informal data suggests will continue into 2014/15.

Appendix 1 – Planned allocation 2015/16



Appendix 2

What are the strategies which the Academy uses?

Strategies begin during the pupils' final primary year. Members of our SENCO team visit feeder primary schools to assess the needs of incoming pupils. In order to quickly raise aspirations and promote a culture of high expectation a member of the senior leadership team meets personally during their last primary year the parents of every incoming year 7 pupil.

Pupil, parent and senior leader signs a contract of expectation for specific rigorous targets which include standards of behaviour, attendance and academic performance (4 levels of progress to KS4.) Targets are set the same regardless of need or disadvantage except that in order to account for the learning effects of disadvantage in primary years (research suggests a 15% lack of progress by the time secondary school is reached,) the targets of pupil premium pupils are adjusted upwards. Resources are thus automatically directed towards those who struggle most to meet targets and the academy effectively accepts responsibility explicitly for closing the pre-existing gap. Throughout the school career teaching staff and every senior and middle leader are held to account for these targets via performance management. A dedicated full time pastoral team comprising qualified counsellors assists senior leaders in rigorously monitoring, investigating and addressing non-attendance, low level misbehaviour or perceived changes in attitude. Personal learning guides meet pupils in small groups each week to discuss learning. Extensive training has been supplied for Higher Level Teaching Assistants to deliver literacy intervention. In every year group for every subject, data on progress against target is collated every six weeks and analysed for gaps in progress between groups and interventions put in place.

Underperformance attracts intervention in the form of specialised subject tuition in or out of timetable, after hours extra lessons or holiday timetables. Funds are made available for disadvantaged pupils to experience life coaching sessions and aspirational trips such as 'brilliant club,' attend clubs which may widen perspectives, promote character or develop self esteem (such as kayaking) or purchase basic educational resources such as revision guides or catering ingredients. Extensive use is made of recent leavers; for example in their gap year or at sixth form; to tutor particularly challenging pupils or those with low aspirations. Data evidenced guidance is provided to every pupil and their parents by a senior leader when choosing GCSE or equivalent options. Senior leaders consider aspirations for university, the degree and quality of parental support and academic performance in guiding carefully on options choices. Pupil premium details are central to the process.

Following the collation of choices made, a review is made pupil by pupil by two senior leaders to ensure aspirations are not limited by choices. In year 11, pupil and parent resign a contract of expectation; pupils are allocated a mentor who is a member of the senior leadership team for the purpose of maintaining effort, focus and purpose and also to target support and relevant resources. Data highlighting disadvantaged pupils is rigorously collected and monitored and made available to teaching staff for the purpose of identifying underachievement or highlighting concerns. On exam days, pupils are invited to the academy early where pastoral and teaching staff are available. Breakfast is provided free of charge to exam pupils.

Rationale

The strategies above have been selected because they do not confuse disadvantage with lower ability or lower aspiration. Pupils, whether disadvantaged or not, share the same aspirations and the academy's staff are held equally to account for them. Since these aspirations become expectations the academy's resources are directed most to those whose need in meeting them is greatest.

The strategies recognise the diverse and fluid needs of pupils across groups and subjects and throughout their school careers and do not in any way segregate, excuse, patronise or inadvisably favour the disadvantaged thereby exposing them to the same rigour and learning experiences as their peers. The academy is engaged in a character development plan which is specifically targeted at issues consistent with disadvantage. The plan includes the training of staff in positive psychology and the provision of activities such as Duke of Edinburgh awards and Cadet Force.