



School Overview

School Name	King Harold Academy
Pupils in School	666
Proportion of Disadvantaged Students	33%
Pupil Premium Allocation	£216,000
Years Covered by Statement	2019/20 - Review 2020/21 - Targets
Publish Date	November 2020
Review Date	October 2020
Head Teacher	Mr S Fisher
Report Complied by	Mr C Freeborn
Governor Lead for PP	Ms C Anderson

2020/2021 Focus Data

Year Group	Total Students	PP Students	Children in Care	Service Children	Eligible Students
7	154	54	1	0	55
8	148	50	2	0	52
9	137	43	0	0	43
10	124	33	2	0	35
11	103	30	2	0	32
Total	666	210	7	0	217
Percentage	100%	32%	1%	0%	33%

Performance of Disadvantaged Students 2019 -2020 Results

MEASURE	ALL	Non-Eligible	Eligible
Progress 8	+0.05	+0.22	-0.22
9-4 in English and Maths	62%	72%	45%
9-5 in English and Maths	29%	38%	16%
9-4 in English	75.8%	83.3%	63.2%
9-5 in English	49.5%	53.3%	44.7%
9-4 in Maths	62.6%	73.3%	44.7%
9-5 in Maths	34.3%	46.7%	15.8%
Attendance*	93.9%	94.9%	91.9%
Fixed Term Exclusions	86.5 days	28 Days	58.5 days
Number of FTE	42	17	25
Permanent Exclusions	2	1	1

*Due to C19 the data is taken to the end of February 2020



Impact Report Based on Spending 2019/20

Aim	Outcome
Employment of new SEN/PALs staff to allow for individual students to attend school due to anxiety (PP school refusers)	<ul style="list-style-type: none"> Improvement in some school refusers. In some cases, a 50%+ improvement in their personal attendance from the year before.
Improvement in Maths results for PP students in line with national figures by employing 2 maths leads to hold small group work.	<ul style="list-style-type: none"> The data supports a clear improvement in number of top end grades for students (grades 7-9) with only a 2.1% difference between PP and non-PP.
Implementation of the English Mastery into year 7 curriculum to improve literacy levels.	<ul style="list-style-type: none"> English Mastery started in Year 7 and will continue into Year 8 for the academic year 2020/21.
Employment of pastoral / wellbeing staff to allow for the staffing of breakfast club for students – Intended to support wellbeing/energy/emotional health of pupils.	<ul style="list-style-type: none"> Area has been updated to allow it to be used for food preparation. Member of staff is ready to take control of the breakfast club. C19 impacted the launch and this will remain on hold until the situation is resolved.
English and maths ‘boot camp’ where students spend the weekend engaged in various activities tied into revision strategies and initiatives. Designed to improve academic outcomes for PP students.	<ul style="list-style-type: none"> This would have occurred in March but due to C19 it did not take place.

Achievement

Based on the CAGs for year 11s, there is still work to be done. The impact of the English interventions in the past have seen a reduction in gap between PP and Non-PP but this is still too large. Overall, the 9-4 with both English and Maths equates to 27% and 9-5 at 22%. English have improved their 9-5 gap and reduced it down to 10% this academic year but the 9-4 is still an area for development. When compared to Maths the gaps look better for English. Maths gaps were 30% for the majority of the results comparing PP to Non-PP.

Attendance and Exclusions

Attendance was moving in a positive way from the start of the year for PP students. The initial gap after the first month was 4% but this gap was reduced to 3% by time the school closed due to the first national lockdown in March. PP were sat at 91.9% compared to non-PP at 94.9%. We were hopeful this figure could be further closed before the end of the academic year. The number of PA students remained about the same but the actual numbers of days attended increased. In other words, the students who were refusing to come in at the start of term were reintroduced slowly and thus their attendance increased



significantly. Unfortunately, they were always going to be less than 90% due to the time they had off already.

The number of Fixed-term Exclusions (FTE) was significantly up during the 2019-20 academic year. 59% of all exclusions were of PP students who made up less than 40% of the school cohort. On closer examination it was down to individuals rather than the majority. The development of the school curriculum is aimed to reduce this figure down significantly this year.

SLT Aims for disadvantaged pupils

Aim	Target
Progress 8	Ensure that students meet targets in line with their peers to close the gaps in line with whole school targets.
Attainment 8	Aim to reach higher targets (by using the FFT20 targets for PP).
5+ grades in English and maths	Aim to achieve 5+ English and Maths grades above average compared to like school.
Ebacc Entry	Ensure that our curriculum is suitably challenging to the most able and least able thus having a yearly improved Ebacc entry.
Behaviour	No difference between PP and non-PP, and overall reduction.
Attendance	The attendance is at national for all students (PP and non-PP).
Post 16	Non-PP students are represented well in the uptake of sixth form applications and there are no NEETs.

Teaching Priorities for academic year 2020-2021

Measure	Activity
Priority 1	Professional development of respective staff to ensure the use of Accelerated reader to improve literacy levels post COVID 19.



Priority 2	Use of small groups and accelerated reader to “catch up” the students literacy levels given the time off school.
Priority 3	Targeted revision strategies for Year 11 catch up (incl. revision guides), motivational programmes etc.
Barriers to outcomes	<ul style="list-style-type: none"> Continued restrictions due to COVID 19 to allow student access. Lack of appropriate CPD in current climate. Staff retention in some key areas.
Projected Spending	£90,000

Targeted Academic Support for academic year 2020-2021

Measure	Activity
Priority 1	Develop a new curriculum model based on the needs of the most able students and the disadvantaged to ensure it gives them path ways to succeed. Also improve success in subjects to reduce FTE in PP students. Includes staffing costs / training / CPD.
Priority 2	Resource departments to ensure they are able to teach new subjects that will appeal to a wider range of students.
Priority 3	Remove barriers to learning for less able students; including uniform, access to education, food tech ingredients etc.
Barriers to outcomes	<ul style="list-style-type: none"> Balance of subjects and hours in timetable. Number of students selecting subjects makes it financially unviable. Recruitment of staff to some specialist areas (potentially)
Projected Spending	£80,000

Post 16 Strategies for academic year 2020-2021

Measure	Activity
Priority 1	Ensure that parents of disadvantaged students are kept informed of virtual open days via text and letter.
Priority 2	Ensure every student has a careers interview/ post 16 interview so they are aware of their next steps. All students have access to a well-planned careers framework in order that they are fully informed and prepared for their next steps.
Barriers to outcomes	<p>Students missing due to C19 isolations and missing window of opportunity.</p> <p>Lack of computer/internet at home to allow for virtual tours.</p> <p>Colleges operate no physical tours.</p>
Projected Spending	£1000



Wider Strategies for academic year 2020-2021

Measure	Activity
Priority 1	Breakfast club to be initiated and completed in a single year group (7) to allow for students to arrive at school and be ready to learn.
Priority 2	GCSE revision packages set up for students in year 10 and 11 to ensure they have access to various learning platforms.
Barriers to outcomes	<ul style="list-style-type: none"> • Staff availability and H&S measures restrict the Breakfast club. • Interest by the students in arriving early for school breakfast club. • Lack of internet stops parents/students accessing the online platforms.
Projected Spending	£30,000

Attendance Strategies for academic year 2020-2021

Measure	Activity
Priority 1	CPD for attendance officer to ensure the full working knowledge of SIMs and attendance data.
Priority 2	Improve the rewards for attendance so that it is weekly as an incentive – Termly is too long for some students.
Barriers to outcomes	<ul style="list-style-type: none"> • C19 destroys the attendance data. • Parent engagement is very low in terms of attendance and wilfully allowing students to stay off school with no real reason as to why. • No relevant CPD for the staff.
Projected Spending	£2000

Opportunities for academic year 2020-2021

Measure	Activity
Priority 1	Ensure students who are interested in music are given the opportunity to develop this love but in line with other subject areas.
Priority 2	Look at alternative musical opportunities for other students to work on, rather than the classical opportunities. Use of Rap music and DJs for example.
Barriers to outcomes	<ul style="list-style-type: none"> • No outside groups able to visit schools. • Type/style of music is not available locally. • Students solely focus on music and the other subjects suffer as a result.
Projected Spending	£1500



Monitoring and Implementation

Area of focus	Challenge	Action
Teaching	More days are not lost while trying to catch up the lost time already.	Development of the Google classroom to ensure quality blended learning to reduce the impact of days lost.
Targeted	A quality curriculum model is developed with staff available to ensure it can run for the next 2 academic years minimum.	Ensure a rigorous application and interview process to get the very best candidate. Staff wellbeing is monitored at the highest level of SLT to have good staff retention.
Post-16	Parents lack of understanding of the current situation and the lack of information available.	Careers manager ensures that parents are well informed by using links from school website/parent text/ letters and emails to parents.
Wider	Breakfast club is only able to have a maximum number of students and so only a small percentage of targeted ones are able to attend.	Work with H&S staff at school to ensure we can operate and look to use rotas if necessary to bring in as many students as possible.
Attendance	The current situation of covid has led to a large number of students with anxiety about coming to school.	Work with the LA and ensure that we can get all our students into school. Monitor all students and work with families where possible.
Opportunities	Getting students to focus on other subjects as well as their music to develop them as rounded students.	Music department make it very clear that the opportunities offered do come with a caveat that they can be removed if students fail to access other subject areas.