

**PUPIL PREMIUM  
REPORT PLAN  
2022-23**



**KING HAROLD**  
ACADEMY

Kindness • Hard Work • Ambition

## Overview of the School

Number of Pupils and Pupil Premium Funding (PPG) received	
Total number of pupils on roll at KHA	763
Total number of pupils eligible for PPG	271
Percentage of School eligible for PPG	35.5%
Pupil Premium Grant Allocations (this year)	£218,177
Recovery Premium Funding (this year)	£61,134
<b>Total mount of PPG received</b>	<b>£279,311</b>

## Outcomes 2021-22

	PP	Non PP	Difference
English / Maths 4+	45%	67%	12%
English / Maths 5+	21%	41%	20%
Progress 8	-0.6	-0.19	0.41

## Historical Comparisons

Progress 8	2018	2019	2020	2021*	2022
Non PP	-0.18	-0.24	0.22	0.25	-0.19
PP	-0.14	-0.62	-0.22	0.29	-0.6
Difference	0.04	0.38	0.44	0.04	0.41

\* Teacher Assessed Grades (Covid)

## Introduction

The purpose of the Pupil Premium is to narrow the attainment gap between pupils from low-income families and their peers by ensuring that this funding reaches the pupils who need it most. Schools have the freedom to spend this funding as they see fit based on their knowledge of pupil needs. An evaluation of the success of a school's use of the Pupil Premium funding is focused on their ultimate levels of achievement. In order that they may achieve their full potential, each student eligible for Pupil Premium funding may require, in addition to the core offerings a school may deliver, a bespoke set of interventions, opportunities and support based on their individual needs and circumstances.

Research suggests (Source: Oxford School Improvement) that disadvantaged pupils on average:

- Have less home support than their peers
- Have weaker language and communication skills
- Are more likely to have significant difficulties in basic literacy and numeracy skills
- Experience more frequent behaviour difficulties
- Are less likely to believe that they can control events that affect them

The funding is allocated to schools on the basis of those students who have received Free School Meals at any point in the past 6 years and children who have been "in care" continuously for more than 6 months. As such their needs are inevitably diverse; for example, some of these students may not have faced economic hardship for a number of years whereas others may be presently in a low-income family environment.

It is therefore important that each year a detailed analysis of the academic profile of those students for whom the school receives the Pupil Premium is conducted, together with an evaluation of their individual needs and assessment of potential barriers to learning.

All secondary schools receive £985\* for each student eligible for the Pupil Premium funding in year 7 to 11. It is for schools to decide how best this funding is spent since they are best placed to assess what individual provision should be made for the individual pupils within their responsibility. (Source: DfE website)

At King Harold Academy approximately 35.5% of students in Years 7-11 are currently in receipt of Pupil Premium funding. For the financial year 2021/22, the school received £209,760 Pupil Premium funding from the Government

King Harold Academy allocates the Pupil Premium funding in the four key areas of Leadership, Student Welfare, Curriculum Staffing and Targeted Strategies & Initiatives. The following shows the expenditure for last academic year and will show the anticipated expenditure this year.

- DfE website 2022/23 funding



## Expenditure 2021 - 2022

### Leadership

<ul style="list-style-type: none"> <li>• Employment of quality SLT to ensure focus on PP pupils in outcome and attendance.</li> <li>• Allocation of time towards teaching and Learning practices to improve classroom lessons.</li> <li>• New DHT to work with PP students in raising aspirations.</li> </ul>	£33,500	14%
---	---------	-----

### Student Welfare

<ul style="list-style-type: none"> <li>• Paid for councillor 2 days per week to deal with high level student issues.</li> <li>• Inclusion Team providing very high levels of personalised support to the school's most challenging youngsters who experience significant barriers to their learning. This work is particularly relevant in supporting students who may have behavioural, emotional and/or social difficulties to engage more positively with school and their learning with the aim of optimising their chances of fulfilling their potential.</li> <li>• Launch of ACE mentoring as per TKAT incentive. PP students issues a mentor to address concerns and barriers to learning and attendance.</li> <li>• External groups visit to give talks on;             <ul style="list-style-type: none"> <li>▪ Social media and online safety (2 Johns)</li> <li>▪ Child Sexual Exploitation</li> <li>▪ Prison Me? No Way</li> <li>▪ Drug Education</li> </ul> </li> </ul>	£62,000	26%
---	---------	-----

### Curriculum Staffing

<ul style="list-style-type: none"> <li>• Includes time given to increase literacy skills for the whole school, especially those deemed PP students.</li> <li>• Continuation of the accelerated reader program across KS3 to improve literacy.</li> <li>• Employment of middle leaders in maths and science departments to ensure curriculum management and assessment to enable pupils to progress.</li> <li>• Quality First Teaching – Staff employed to ensure all posts in school are covered.</li> <li>• Breakfast club staffing set up to ensure students are able to eat prior to arriving in lessons.</li> </ul>	£79,270	33%
---	---------	-----

### Targeted Strategies and Initiatives

<ul style="list-style-type: none"> <li>• Support of individuals which includes; transport costs, school uniform, food tech ingredient's, music lessons, Prom tickets etc.</li> <li>• Support education visits and enrichment activities as needed.</li> </ul>	£65,000	27%
---	---------	-----



<ul style="list-style-type: none"> <li>• Careers support for individuals.</li> <li>• Increased use of STAR reader and maths watch to reduce the gap in Maths and English.</li> <li>• Funding for interventions such as; Boot Camp, Easter revision school, Saturday school, revision guides for core subject areas.</li> <li>• Attendance awards to improve the gap between PP and Non PP.</li> <li>• University visits and careers fair to raise aspirations for targeted students.</li> <li>• Development of whole school marking and assessment to ensure pupils know how to improve.</li> <li>• Golden Hour revision for year 11 PP students to ensure they are not left behind.</li> </ul>		
---	--	--

## Planned Expenditure 2022 – 2023

Evidence from the DFE has suggested that a 3-tiered approach is best suited for reducing the gaps between PP students and their peers. Ultimately, we are also looking to increase the pupil’s confidence and resilience and encourage pupils to be more aspirational. The plan will be to look at each area in turn and show the areas for development and impact we would expect on these. We have therefore separated one of the tiers to produce a 4-tiered approach. Many of the ideas / initiatives come from EEF and the DFE guidance.

## Challenges

The main challenges we are looking to address this year;

1. Outcomes for PP compared to non. Historically this has fluctuated but always remained higher than we would like. We would like to see a drop in this year to around a 0.25 gap between the groups. (See previous data above)
2. Attendance has always been a gap to learning, especially during the Covid Pandemic. Last years gap was 7.5% and we will be looking to see an improvement this year.
3. Literacy levels are low among the PP students and this must be raised to allow them the same opportunities as their peers.
4. Gaps in maths skills given the lock-down impacts.
5. Extra-curricular uptake and opportunities. With the schools enrichment curriculum running we want ALL our students to have the same opportunities to take up clubs and activities that would normally be out of the usual realms of opportunity.
6. Behaviour of PP students tends to leave them at a higher chance of suspensions and PEx. This is something we need to remove to allow the students the same chances as their peers. This also includes behaviours beyond the school gate.
7. Future goals and ambition of our PP students. This has to be a 2-pronged attack. Students must have the opportunity to get the grades to attend more “academic” routes post 16 and must have the opportunity to experience post 16 options.

## Leadership

<ul style="list-style-type: none"> <li>• Dedicated SLT member to develop behaviour strategies to ensure pupils remain in school rather than face suspension.</li> <li>• Time allocation for the DHT i/c attendance and support to work with PP students to ensure they are in school</li> <li>• Training for the new attendance officer to allow for the movement of 'stuck' pp cases. Improve the reduction of PA's students who are PP.</li> </ul>	<p>Challenges Targeted</p> <p>2</p> <p>6</p> <p>7</p>	<p>£55,000</p>	<p>20%</p>
--	---	----------------	------------

## Student Welfare

<ul style="list-style-type: none"> <li>• External groups to deliver targeted community action talks;             <ul style="list-style-type: none"> <li>• County lines</li> <li>• Gangs and Knives</li> <li>• Community Policing</li> <li>• PSHE Drop Down Days</li> <li>• Career Days</li> </ul> </li> <li>• Employment of a new student welfare officer / DSL to focus on difficult cases and remove barriers to school.</li> <li>• Pastoral team support for our disadvantaged student, to reduce barriers to learning from outside influences</li> <li>• Partial funding for 4 new Head of Years to ensure pupils are able to have issues dealt with early on and ensure they remain in school.</li> <li>• All of these are to reduce anxiety and improve attitudes towards school and thus attendance and resilience.</li> </ul>	<p>Challenges Targeted</p> <p>1</p> <p>2</p> <p>6</p> <p>7</p>	<p>£65,100</p>	<p>23%</p>
---	--	----------------	------------

## Curriculum Staffing

<ul style="list-style-type: none"> <li>• Includes time given to increase literacy skills for the whole school, especially those deemed PP students.</li> <li>• Continuation of the accelerated reader program across KS3 to improve literacy. Increased spending due to increased NoR.</li> <li>• Member of staff to lead whole school on Literacy, development of system in KS3 initially.</li> <li>• Time allocation to allow for capacity in maths to target catch up sessions for PP gaps. Maths tutor in house to work with small groups.</li> </ul>	<p>Challenges Targeted</p> <p>1</p> <p>3</p> <p>4</p>	<p>£80,200</p>	<p>29%</p>
---	---	----------------	------------

## Targeted Strategies and Initiatives

<ul style="list-style-type: none"> <li>• Employment of a behaviour manager to support students and staff with the removal of barriers to learning.</li> <li>• Support of individuals which includes; transport costs, school uniform, food tech ingredient's, music lessons, Prom tickets etc.</li> <li>• Support education visits and enrichment lessons activities where fees are required. (Enrichment lessons happen once every 2 weeks)</li> <li>• Careers support for individuals</li> <li>• Funding for interventions such as; Boot Camp, Easter revision school, Saturday school, revision guides for core subject areas</li> <li>• University visits and careers fair to raise aspirations for targeted students. Also include 6<sup>th</sup> transport for students to visit DPHS to raise aspirations and encourage more PP students to take more academic routes.</li> <li>• ACE mentoring lead created and funded as TKAT initiative.</li> </ul>	<p>Challenges Targeted</p> <p>1 2 5 6 7</p>	<p>£79,000</p>	<p>28%</p>
---	---	----------------	------------

## Intended Outcomes

Through our strategies we intend to achieve the following, some of which are measurable quantitatively and qualitatively.

Intended Outcome	Success Criteria
Reduce the number of PP students who are facing behavioural issues as barriers to their learning.	Fewer FTE as a percentage of the whole for PP students or at least in line with their peers. PEx students who are PP reduced or in line with their peers as a percentage of the students.
Improved attendance for all students but in particular the PP students.	More hours in schools equates to less loss of learning and this will improve outcomes and attendance figures for this group.
PP students who are "stuck cases" and unable to access their education for what ever reason are able to receive an education.	Better results figures and attendance and less "stuck cases".
Better education for choices beyond the school gates that PP students may find themselves moving towards.	Improved attendance, less police issues and CP issues with PP students.
Improved literacy skills due to catch up and home life.	Students better equipped to access exam questions, interest in school and work and written texts.
Maths skills improved	Improved success at maths as a subject leading to improved overall results.
Raising aspirations for students to offer better post 16 choices and chances.	Increased number of 6 <sup>th</sup> form application from PP students to study more academic courses.



## Attendance and Exclusion Summary

### Attendance

Year	Whole School	PP	Gap
2021-22	89.0%	83.9%	5.1%
2020-21	90.3%	86.8%	3.5%
2019-20	No accurate data due to pandemic		
2018-19	92.5%	91.4%	1.1%
2017-18	94.3%	93.6%	0.7%
2016-17	93.4%	91.3%	2.1%

### PA

Year	Whole School	PP as % of PA
2021-22	35.7%	52.5%
2020-21	28.8%	43.4%
2019-20	No accurate pandemic data	
2018-19	17.6%	48.6%
2017-18	14.1%	43.2%
2016-17	17.4%	49.5%

### Exclusions

Year	Number of Fixed Term Exclusions	Number of these that were PP
2021-22	220	98
2020-21	45	9
2019-20	No data available	
2018-19	31	9
2017-18	22	9

### Summary

As a school we always aim to reduce the gaps and give our students the best opportunities possible to allow them to develop and achieve. Our mantra of Kindness, Hard work and Ambition is pivotal to this and we believe that all our students should have exactly the same opportunities no matter the socioeconomic environment they find themselves from.



## Review of outcomes in the previous academic year

This section will summarise the outcomes that last years PP plan had. Where some of the data is quantitative some will naturally be qualitative and subject to long term impacts over the students enrolment at KHA.

### ACE Mentoring

Our pilot work with ACE was very pleasing with some successful cases. Behaviour and attitude towards school on a daily basis improved and these students have moved into a much better position this year.

### Economic Aid

We were able to help out in a number of financial ways for some of our PP students. This included payments and subsidise of school trips to allow access to outside academic subjects. The payment for some students to take up swimming lessons, gym sessions and boxing in our advanced curriculum. We also paid for 2 year 11s to attend the school prom given their parents financial situation. This allowed them to finish their time at King Harold as their peers did. Shoes seemed to be a large barrier to school and so we were able to resolve several issues with students who were unable to access their education due to clothing.

Several departments (Science, English and Maths) requested funds for revision guides for some of our PP students, giving them access to revision materials they would not have received.

A targeted focus group, of which the majority were PP students, was created to ensure revision was completed during February and Easter Revision Schools.

Our year 6 to 7 summer school was very successful with PP students being a large part of this and engaging with their peers. This led to less anxiety when starting in September and allowed for a better transition.

### Staff Impact

The new head of department for Science has ensured that the quality of planning and lesson delivery is starting to be bought in line with the rest of the core subjects. Lessons have been monitored and planning looked at to ensure it is suited for all.

The new teaching frame work and drive on standards in lessons has improved behaviour in terms of low-level disruption allowing all students to access better quality lessons. This has included staff being aware of who is PP within their seating plans to ensure that they are being targeted correctly. Again, the results of this are long term and measurable impact will be over years rather than a single year.

### Progress

Data in English and Maths showed a gap between the groups:

Maths 0.93 of a grade difference between PP and Non PP students. This is better than the national picture of a 1.5\* grade gap. English also looked good with a 0.68 gap compared to a national figure of 1.4\*. While the gap still needs to be narrowed we are working at a better rate than the national picture.

Based on a comparison of the P8 score from 2020 rather than the teacher assessed grades of 2021, our gap was closed slightly. While this is a positive it was not as much as we had hoped and continue to drive this forward. The system put in place for this current year will be amplified for the new year 11 students to ensure this gap is further reduced.

\* FFT education data lab 2022



## Reading and Literacy

The use of Bedrock has ensured that all our students are accessing reading. With a keen focus on PP students we have had positive results with PP students participation equal to non PP students. The long term affects of this will show as our student reading ages improve. Next AR monitor will be in March as per TKAT collection.

## Externally Provided Programmes

Programme	Provider
TKAT ACE Programme	TKAT
Accelerated Reader	Renaissance
Bedrock Learning	Bedrock Learning
Quizlet	Quizlet