

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harris Academy Morden
Number of pupils in school	886
Proportion (%) of pupil premium eligible pupils	51.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julian Sparks
Pupil premium lead	James Whelan
Governor / Trustee lead	Aaron King (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 346,850
Recovery premium funding allocation this academic year	£ 50,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 396,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve highly across the curriculum. We ensure this is the case by providing a broad and ambitious curriculum for all. This is implemented through highly effective classroom teaching. We also promote an extra-curricular programme and see opportunities outside of the academic as equally valuable to our student's development.

High-quality teaching, high standards of behavior, excellent attendance and an outstanding curriculum are central, with a focus on areas in which disadvantaged students require the most support. High quality pastoral support is in place to ensure students can overcome barriers in their lives and the disadvantage gap is narrowed.

Overall, our approach will be responsive to common challenges and individual needs and can be summarised below:

- Ensure attainment and progress of our disadvantaged students is high
- Ensure disadvantaged pupils are taught effectively and challenged to achieve to a high standard
- Ensure intervention is put in place early when need is identified
- Raise aspirations of our disadvantaged students
- Focus on a whole school perception that disadvantaged students can achieve equally alongside all students
- Build cultural capital for disadvantaged students through opportunities for to take part in activities outside the conventional curriculum
- Ensure outstanding pastoral support

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is lower than that of their peers.
2	Our disadvantaged students fell further behind than their non-disadvantaged counterparts during the school closures. These findings are backed up by several national studies.
3	Our child protection team report that a disproportionately high proportion of our vulnerable register are pupil premium. This means these students are more in need of pastoral support and often, wider social services.
4	Disadvantaged students are less likely to have access to opportunities which enrich their cultural capital. They are less likely to access cultural events, take part in sporting or musical endeavours or visit other areas of the country than students who are not classified as pupil premium.
5	The lower attendance of disadvantaged students compared to all students inhibits progress and attainment

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the outcomes of disadvantaged students so they are in line with the rest of the Academy	Year 11 GCSE outcomes: <ul style="list-style-type: none"> - a progress 8 gap of less than 0.1 between disadvantaged students and all students - a gap of less than 4% for basics scores between disadvantaged students and all students
To improve the progress and attainment of disadvantaged students in the core subjects so they are in line with the outcomes of the rest of the Academy	Year 7 – 10 assessment outcomes: <ul style="list-style-type: none"> - a progress 8 gap of less than 0.1 between disadvantaged students in core subjects and all students - a gap of less than 4% for basics scores between disadvantaged students and all students

<p>To identify the students most affected by the school closures and help them 'catch up' through use of the NTP and other interventions</p>	<p>Allocation of catch-up provision with high attendance amongst the disadvantaged cohort</p>
<p>To build cultural capital for our disadvantaged students through our extra-curricular offer</p>	<p>High proportion of disadvantaged students to attend at least one extra-curricular clubs High proportion of disadvantaged students to attend at least one educational visit or trip</p>
<p>To improve the overall attendance of pupil premium students at the Academy</p>	<p>Attendance reports: - to close the gap to 1% between disadvantaged students and all students in pupil absence - to close the gap to 5% between disadvantaged students and all students in persistent pupil absence</p>
<p>Improve the literacy and numeracy levels of our disadvantaged students</p>	<p>A progress 8 gap of less than 0.1 between disadvantaged students in Maths and English and all students A gap of less than 4% for English and Maths percentages at 4+, 5+ and 7+ between disadvantaged students and all students</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 87,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Careers Academy	<p><i>Overview of the evidence-base underpinning careers education and its impact on pupils' skills and outcomes</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	4
EAL and language Intervention and Support	<p><i>English as an Additional Language (EAL) and educational achievement in England</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p>	1, 2
RAP	<p><i>Small group intervention targeting numeracy and literacy across all key stages</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
KS3 Literacy and Numeracy Support	<p><i>Review of the evidence commissioned by the EEF to inform the Improving Mathematics in Key Stages 2 and 3 guidance report</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3</p> <p><i>Identifies priorities for improving practice in the support and management of children with delays in early language development and the benefits of literacy support in secondary schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews</p>	1, 2
MAP	<p><i>Recommendations on maximising the potential of the Most Able</i></p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p>	2, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Evening, Weekend and Holiday Support Programmes	<i>Catch up schemes outside the school day boost attainment.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Year 7-10 Evening Support Programme	<i>Catch up schemes outside the school day boost attainment.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
NTP	<i>Catch up schemes outside the school day boost attainment.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 233,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to narrow gaps through monitoring and support	<i>Rapid interventions that work on improving attendance</i> https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5
SRC Mentors and intervention programmes to support good behaviour for learning and ensure good progress across the curriculum	<i>Evidence on mentoring in schools</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 5
Faculty Leaders & PFCOs to support good behaviour for	<i>Evidence on mentoring in schools</i>	3, 5

learning and ensure good progress	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Trips and educational visits fully funded for disadvantaged students	<i>Explaining the benefits of expanding cultural capital outside of the standard curriculum</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf	4
Lunch and twilight food packages for disadvantaged students	<i>Food and twilight parcels bought and delivered to students</i>	2
Broad enrichment programme which tracks disadvantaged engagement to help build cultural capital	<i>The importance of developing skills outside the classroom</i> https://www.suttontrust.com/our-research/life-lessons-workplace-skills/	2, 4

Total budgeted cost: £ £ 396,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Last year (2020-2021) marked the end of the 3 years pupil premium Strategy.

Year 1: 2018-2019, was a successful year; Disadvantaged students' progress 8 was 0.57 compared to the national average for Disadvantaged pupils of -0.45. The Academy had also improved the progress score for disadvantaged students increasing progress from 0.38 the year before.

Year 2: 2019-2020, Centre Assessed Grades – Progress 8 was un-published, however attainment grades were still outstanding for our disadvantaged students. 61% of our disadvantaged group achieved a level 4 or better in Maths and English at GCSE level, compared to 47% the year before. Within those 29% achieved a level 5 or better.

Year 3: 2020-2021, Teacher Assessed Grades – Second academic year to have Covid19 impact, Progress 8 was un-published, but attainment at the Academy remained high. Our disadvantaged students achieved better than the national average again, achieving 17% higher than the national average at level 4+ and 4% higher at 5+ in English and Maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lucid (various)	GL assessments
CAT 4	GL assessments
English and Maths Progress Testing	GL assessments
Year 9 impact programme	FBB
Year 7 Girls Awareness Scheme	L.V.A
Fresh Start	Lexia
Your Future Self	Solutions Mindset
Exam Preparation Day x2	Impress the Examiner

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA