

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | The Harbour School        |
| Number of pupils in school  | 183                       |
| Proportion (%) of pupil premium eligible pupils   | 70%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022 to 2023 - 2024  |
| Date this statement was published   | 1/12/2022                 |
| Date on which it will be reviewed   | November 2022             |
| Statement authorised by Headteacher   | Matthew McLoughlin-Parker |
| Pupil premium lead  | Lisa Taylor               |
| Governor / Trustee lead   | Carol Tompkins-Owen       |

## Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £77,368.00  |
| Recovery premium funding allocation this academic year  | £38,663.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £116,031.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium funding is used at The Harbour School to help improve and sustain positive outcomes for disadvantaged pupils.

The Harbour School is unique in the being both a special school setting and alternative provision within the city of Portsmouth. Pupils will have both long term and short-term placements with the ambition of successful reintegration into a mainstream setting when in their best interest. Pupils are referred to and transition into the school at any point during the school year.

All pupils have significant social, emotional and mental health developmental needs and/or medical needs, which can lead to a variance in outcomes for all pupils across the school when compared to their peers, particularly in terms of:

- Attendance and Engagement
- Transition
- Reintegration
- Emotional Literacy learning and progression
- Academic progression to be ready for their next stage in education, employment or training
- Speech, language and communication needs
- Cultural Capital

At the heart of our approach is high-quality teaching and learning, relational and trauma informed practice and targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school interventions. Implicit in the intended outcomes, detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent living skill and social skills and continue to ensure that high-quality careers education, information and guidance.

Our strategy is integral to wider school plans for education recovery based on implementation planning methodology and training from the Education Endowment Foundation.

Our strategy will be driven by the needs and strengths of each pupil's needs, based on formal and informal assessments, not assumptions or labels. This will help us to

ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

We have a variable budget due to the referral process to The Harbour School through the Local Authority, and turnover of pupils throughout each academic year. This affects the planning of pupil premium support and the school contributes funds from other areas of its budget.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Our analysis identifies that 40% of disadvantaged pupils experience chronic non-attendance putting them at risk of exploitation and NEET.  |
| 2                | Our assessment, observations and discussions with pupils and families identify that pupils struggle at different points of transition throughout their education, including key stage transitions and holiday periods.   |
| 3                | Our analysis and discussions with mainstream colleagues and the Local Authority have identified that pupils reintegrate more successfully to mainstream schools with additional mentoring and family support as part of a planned transition package.  |
| 4                | Our assessment, observations and discussions identify that disadvantaged pupils mostly have low levels of emotional literacy and have difficulties with self- regulation to be able to be ready to learn therefore resulting in lower academic progress and outcomes than their peers.   |
| 5                | Our assessments show that pupils are generally already making less progress than peers when referred to The Harbour School. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. |
| 6                | Our assessment, observations and discussions demonstrate that most pupils have difficulties with speech, language and communication putting them at an increased risk of low attainment, NEET and youth offending. This is backed up with city wide analysis and with the Portsmouth Youth Offending Team                                |
| 7                | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.   |
| 8                | Through our observations and conversations with families and professionals, we have identified that post-pandemic families are struggling with mental health and the increase in the cost of living.   |

These factors have negatively impacted on their capacity to provide for basic needs: food, heating and clothing for their children.

## 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   |
|---|--|
| All pupils increase attendance education from their starting point with no pupils have Persistent Chronic Non-Attendance (less than 49%)  | Attendance data reflects increased attendance from starting point.<br>Attendance data demonstrates all pupils have attendance above 49%  |
| Pupils have successful transitions so that they are ready for their next stage in education, employment or training LAC continuation of mentor support over the summer holiday period and from year 11 to year 12 | All pupils secure and sustained EET post-16, Local Authority NEET data demonstrates that all Year 11 leavers are in education, employment or training in the term following their leaving date.<br><br>Attendance figures start and remain high throughout the academic year.<br><br>Fewer pupils accessing a reduced hours provision. |
| Successful transitions for pupils who return to mainstream schools  | Pupils who return to mainstream and maintain their placement.  |
| Teaching and learning of high-quality emotional literacy to ensure all pupils make expected progress in emotional literacy  | Emotional literacy data and tracking demonstrate that all pupils make at least expected progress in emotional literacy.  |
| Improved attainment for pupils relative to their starting points as identified through baseline assessments. preparing them for life beyond school  | Pupils with an EHCP meeting targets and outcomes<br><br>All pupils making at least expected progress in all subject areas.<br><br>Pupils leave the school with the accreditation and qualifications to enable them choice and access to post 16 destinations.  |

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| <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> | <p>Through achievement of EHC plan termly outcomes.</p>  |
| <p>Pupils have access to a range of high-quality experiences in personal development and cultural capital.</p>                    | <p>Meeting targets in EHCP outcomes.<br/> Regular newsletter of The Harbour School successes.<br/> School and wider community events, exhibitions and celebrations</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: **£57,186**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Recruitment of an Assistant Head teacher to lead the Curriculum Review</p>  | <p>Curriculum development research and evaluation refers to the systematic process of designing, conducting, and analysing research on the effectiveness of <b>educational programs</b> and initiatives. This process helps to improve the quality of education by ensuring that programs are based on sound evidence and that they are effective in achieving their intended outcomes.</p> <p><a href="#">The Benefits Of Curriculum Development Research And Evaluation   Thales Learning &amp; Development (thales-ld.com)</a></p>   | <p>2,5</p>                    |
| <p>Recruitment and Retention of Curriculum Area Leads:</p> <p>Leading CPD for teachers Six Principles of Making Every Lesson Count with a focus on challenge and feedback.</p> <p>Curriculum Area Lead for maths reviewing and updating KS3 maths progression to prepare pupils for Functional Skills Maths and GCSE programme of learning at KS4</p> <p>Reading, mapping, auditing and developing reading</p> | <p>Evidence demonstrates that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development</p> <p><a href="#">EEF Attainment Gap Report 2018.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)</a></p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Destination Reader   Hackney Services for Schools</a></p> | <p>1,5</p>                    |

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| across the school:<br>Destination Reader<br>DELTA Education<br>Trust and Portsmouth<br>City Council Focus  |   |         |
| Recruitment of a lead for Cultural Capital, engaging pupils with the arts within the school, the local and the wider community.<br>Arts Award at KS4 | <p>Learning through arts and culture develops skills and behaviour that lead children to do better in school.</p> <p><a href="#">Finding 3: Skills and behaviour – Cultural Learning Alliance</a></p> <p>Young offenders who take part in arts activities are 18% less likely to re-offend</p> <p><a href="#">Finding 8: Young offenders – Cultural Learning Alliance</a></p> | 4, 5, 7 |
| Recruitment of maths and English Teachers at Bridge and Stamshaw   | <p>EEF support:</p> <p>Assessment – particularly teacher assessment - is a crucial skill which provides teachers with up-to-date and accurate information about the specifics of what pupils do and don't know. Effective assessment helps teachers identify pupils in need of additional support so they can catch up and keep on track.</p>                                 |         |

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

**Budgeted cost: £ £24,510.00**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Training, intervention and consultation with Speaking Space SPCLN, Talk About.</p> <p>2 full days INSET training</p> <p>3 Days Talk About</p> <p>5 Days SPLCN</p> | <p>Pupils with SLCN have difficulty communicating with others. This may be because they cannot say what they want to, have difficulty in understanding what is being said to them or do not understand the social rules of communication.</p> <p><a href="http://www.gov.uk">Practice advice: speech, language and communication needs (SLCN) in the youth justice system - GOV.UK (www.gov.uk)</a></p> | 6                             |

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|  | <p>Research evidences that children with SLCN are more likely to have limited life chances and suffer social exclusion than their peers. Equally, children from deprived areas are also more likely to have limited language skills which in turn compromises their ability to achieve. The end result is social exclusion.</p> <p><a href="http://ican.org.uk">Language and Social Exclusion (ican.org.uk)</a></p> |   |
| <p>Delivery of Talk About Social Skills Programme to all groups of pupils: assessment, planning, delivery and evaluation</p> | <p>SLCN are risk factors for social exclusion. They can lead to mental health difficulties and problem behaviour but in addition to this, good communication skills are fundamental to being able to make a positive contribution, socially and academically.</p>   | 6 |

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

**Budgeted cost: £ 44,073.82**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Children and Families Team - family learning together resources and activities</p>     | <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p> | 1                             |
| <p>Transition Activities<br/>LAC Mentors<br/>Holiday Activities</p>                       | <p><a href="#">For Educators - MentalHealth.org</a></p> <p>The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners.</p>  | 2                             |
| <p>Turn Around Team working with children, families and mainstream schools to support</p> | <p>DfE funded project 2017 – 2020</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>   | 3                             |

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| transition to mainstream at KS3.   |   |   |
| Emergency school dinner funding for pupils who may not be able to access meals due to family or individual barriers. Provision of breakfast and healthy snacks throughout the day. | <a href="#">R2_Kellogg_A_Lost_Education.pdf (kelloggs.co.uk)</a><br>If a child arrives at school hungry, teachers say they lose one hour of learning time a day.  | 8 |
| FareShare subscription for food packages for families  | <a href="#">FareShare   Fighting hunger, tackling food waste in the UK</a><br>If a child arrived at school hungry once a week they would lose 8.4 weeks of learning time (70 per cent of a term) over the whole of their primary school life. | 8 |
| School uniform for those unable to afford or access.<br><br>The Harbour School adopts a low cost and accessible school uniform policy  | <a href="#">New law to make school uniform costs affordable for all - GOV.UK (www.gov.uk)</a><br><br><a href="#">Cut The Cost Of School Uniforms   The Children's Society (childrenssociety.org.uk)</a>                                       | 8 |

**Total budgeted cost: £ 125,770.20**

**Due to the context of the school, the pupil premium grant will vary each term as pupils transition into and out of the school. We have identified the above as priority actions. The school will budget to cover the current shortfall of £9,739.20.**

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 2021 to 2022 academic year.

The analysis of outcomes (2021/22) indicated that outcomes for disadvantaged pupils were improved from the previous year however some pupils did not reach the expected outcomes for the year.

Our assessment of the reasons for this is primarily linked to the continued impact of Covid-19 and other national / international events. Disrupted teaching of all subject areas has had a negative impact on most pupils' development, particularly around anxiety.

All pupils at The Harbour School are identified as vulnerable. Robust safeguarding monitoring takes place in partnership with the Local Authority through vulnerable pupil tracking co-ordinators. We continued to focus our work on maintaining strong relationships and connections with pupils and families, alongside providing learning to respond to the needs of the pupil when they are unable to attend school.

Social communication programmes are in place to teach and develop pupils' social skills. Identified staff have received training, with long term plans in place to provide intervention and progression in social skills. Speech and language therapists work alongside staff to identify needs, develop and deliver intervention.

The Children and Families Team has been established with a focus on working with pupils who are persistently absent from school or vulnerable to exploitation. Of targeted pupils, 89% have made progress in their attendance.

To promote a continued sense of belonging and connection with The Harbour School, we recruited a lead for Cultural Capital. They co-ordinate and lead approaches, activities and learning experiences for pupils to enhance the learning experience with high quality outcomes evidenced through Newsletters, local exhibitions and performances.

Pupils in year 11 were well prepared and able to access GCSE exams as well as functional skills exams. All Year 11 pupils had an identified post-16 destination for

September 2022. Pupils who are Looked After, continue to receive mentoring support into the Autumn term to maintain being in education, employment or training.