

Students premium strategy statement

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

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

School overview

Detail	Data
School name	The Harbour School
Number of students in school	206
Proportion (%) of student's premium eligible students	65.05%
Academic year/years that our current student's premium strategy plan covers (3-year plans are recommended)	
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sian Lacey
Students premium lead	Sarah Ghassemi
Governor / Trustee lead	Carol Tompkins-Owen

Funding overview

Detail	Amount
Students premium funding allocation this academic year	£76562 (actual 22/23)
Recovery premium funding allocation this academic year	£56051 (actual 22/23)
Students premium funding carried forward from previous years (enter £0 if not applicable)	NA
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	£137287 Figures expected 23/24: £81236PP & £56051RP

Statement of intent

At the Harbour School we intend to enable our students to build the capacity, knowledge and skills to live happy and fulfilling lives through:

- building confidence and independence
- behaviour change through positive relationships with staff
- teaching social and emotional skills
- teaching academic skills
- teaching vocational skills
- working collaboratively with parents/carers and other key stakeholders

At the Harbour School each child is seen as an individual where individual needs are at the core of our offer as a basic expectation. All students will receive quality first teaching. To enable disadvantaged students at The Harbour School to access the outstanding education that they deserve we must meet their needs on a personalised basis to ensure they can successfully transition to post-16 provision, education or employment in pursuit of successful futures.

A broad and balanced curriculum at The Harbour School reflects our shared values to 'aim high and be the best we possibly can'. The curriculum is diverse and offers alternatives to mainstream education, it must be innovative, challenging and of a high quality.

We must ensure we are all committed to raising standards and impacting attainment gaps for our students. In ensuring learner success we must develop and maintain high expectations of all students avoiding a culture of disadvantage that correlates with low achievement.

The underpinning principles of our approach is a focus on quality first teaching and learning, relational and trauma informed practice and targeted support based on individual need strengthened by Individual Learning Plans. The use of a range of evidence-based interventions for example the PACE Approach (Playfulness, Acceptance, Curiosity and Empathy) enhances our ability to meet learner needs.

Our student's premium strategy plan works by:

Raising standards: quality first teaching, internal and external CPD enhancing practice linking research to pedagogy, assessment processes, tracking and monitoring and good quality feedback to close the gap

Resilience & Respect: a relational and restorative approach, Zones of Regulation, Trauma informed practice, encouragement to move beyond comfort zones through a diverse curriculum

Aspiration: A culture of high expectations for all students enabling ambition and success modelled by effective educators, disadvantaged students are supported to access opportunities beyond school in the post-16 environment.

Our curriculum model supports our whole school ethos:

Thinking Hard	Developing Character	Understanding Diversity
Mastery of learning	Curiosity	Acquiring cultural capital
Development of literacy	Gratitude	Being a world citizen
Being creative	Grit	Respecting human rights
Acquiring knowledge	Kindness	Understanding democracy
Creating independence	Mindfulness	Awareness of where you live (Local Context)
Not fearing failure	Optimism	No limits to your destination
Changing the world	Self-Assurance	Understanding environmental diversity

Creating ambition	Self-Control	Understanding mental and physical diversity	
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Challenges

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

Challenge number	Detail of challenge
1	<p>Chronic Non-Attendance:</p> <p>Attendance trends demonstrate a fluctuating profile. Greater consistency across school and across learner criteria is necessary. Our disadvantaged students experience chronic non-attendance therefore increasing the risk of exploitation and unsuccessful destinations. Disadvantaged students can experience lower levels of attendance which negatively impacts progress.</p>
2	<p>Reintegration and positive destinations:</p> <p>Analysis and feedback from stakeholders have identified that our disadvantaged students reintegrate more successfully to mainstream schools with additional mentoring and family support as part of a planned transition package.</p> <p>Positive and successful destinations evidence an impactful curriculum and enable students a greater likelihood of future success.</p>
3	<p>Emotional Literacy, Communication and Behavioural regulation:</p> <p>Many students at The Harbour School have low levels of emotional literacy observations demonstrate learner difficulties in self-regulation which impacts readiness to learn. Coupled with lower levels of attendance, academic progress and outcomes are lower than their peers.</p>
4	<p>Academic progress and attainment:</p> <p>Low literacy levels are a barrier to engagement, curriculum access, learning and progress.</p> <p>Non-attendance, behaviour regulation and emotional literacy triangulate to impact progress. In addition, students who are referred to The Harbour School are often underperforming in comparison to their peers.</p> <p>Data demonstrates that our cohorts are below national averages in reading, writing and mathematics.</p>
5	<p>Mental Health:</p> <p>Anxiety, Attachment, low self-esteem and confidence are all challenges our students face. The intention is to use a combination of whole class Social and emotional learning and targeted support.</p>

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		
	23/24	24/25	25/26
To improve attendance for all students, with a focus on disadvantaged students and lower the % of PAs/SAs	Attendance target: 66% <ul style="list-style-type: none"> Disadvantaged gap reduced to $\leq 4\%$ PA target: $< 50\%$ SA target: $< 35\%$ 	Attendance target: 70% <ul style="list-style-type: none"> Disadvantaged gap reduced to $\leq 3\%$ PA target: $< 45\%$ SA target: $< 30\%$ 	Attendance target: 75% <ul style="list-style-type: none"> Disadvantaged gap reduced $\leq 2\%$ PA target: $< 40\%$ SA target: $< 25\%$
To improve attainment for all students, with a focus on disadvantaged students	100% students to achieve 1 single award or better 30% increase in students achieving at least one GCSE equivalent 1-9 30% increase in students achieving at least 5 or more 1-9 qualification Disadvantaged gap reduced to $< 5\%$	100% students to achieve 2 single awards or better 40% increase in students achieving at least one GCSE equivalent 1-9 40% increase in students achieving at least 5 or more 1-9 qualification Disadvantaged gap reduced to $< 4\%$	100% students to achieve 3 single awards or better 50% increase in students achieving at least one GCSE equivalent 1-9 50% increase in students achieving at least 5 or more 1-9 qualification Disadvantaged gap reduced to $< 3\%$
Outdoor and extra-curricular learning opportunities engagement <ul style="list-style-type: none"> Improved tracking and monitoring of disadvantaged students 	Improved tracking and monitoring of all opportunities	A 10% improvement in engagement by disadvantaged students	A 5% improvement in engagement by disadvantaged students
To improve literacy skills across the school at every level To improve knowledge and	GL Assessment Data to identify students' current position in order to inform teaching and learning practice and to demonstrate significant improvements: <ul style="list-style-type: none"> Word recognition Reading comprehension Reading speed 		

<p>understanding to inform practice</p> <p>Clarity of learner baselines for all</p>	<ul style="list-style-type: none"> • Spelling • Verbal, non-verbal and spatial reasoning • Maths skills
<p>Improved behaviour in school</p>	<p>Improved tracking and monitoring of all behaviour incidents, effective utilisation of school resources</p> <p>Reduced behaviour incidents for identified students</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching for all</p> <p>A well-developed CPD programme for all staff with a clear focus on newly developed school principals underpinned by...</p> <ul style="list-style-type: none"> • Effective Planning • Retrieval • Explanation • Questioning • Practice • Feedback • Modelling • Mastery • Scaffolding 	<p>A great teacher is an incredibly important lever for schools to improve learner outcomes. Effective feedback is a powerful tool to enhance the learner journey. Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England, Oxford Bulletin of Economics and Statistics, 74 (5), pp. 629–645.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) • Effective Feedback EEF (educationendowmentfoundation.org.uk) Good teacher feedback supports learner progress feedback is likely to be more effective if it is approached systemically” • Diagnostic Assessments – GL Assessment <p>Variability in the quality of lessons across provisions identified through internal quality assurance campus reviews.</p>	<p>1, 2, 4</p>

<p>A well-developed CPD programme for all colleagues</p>	<p>High quality teaching improves students' outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Investment in The National College Professional Development platform</p> <p><i>"PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well -designed, selected, and implemented so that the investment is justified."</i> A clear and well-developed programme will improve efficiencies and enable teachers to teach!</p>	<p>1, 2, 3, 4, 5</p>
<p>Timetabling and Teaching Groupings</p>	<p>Effective ratios and teaching groups can have a positive impact on outcomes if teachers are enabled to teach well and differently.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Effective use of technology can increase teachers time to develop personalise learning. "Individualised instruction can be effective in increasing attainment"</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Reading & Phonics</p> <p>A range of age and resource appropriate resources</p>	<p><u>Destination Reader</u> is a pedagogical based approach to teaching reading through engaging daily, structured sessions that support children to read with greater understanding, enjoyment and purpose. Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued, and children are given ample opportunities to discuss books with their partners this encourages respective communication.</p> <p><u>Little Wandle</u> (KS2) ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the wider curriculum.</p> <p><u>That Teaching Thing: (KS3-4)</u> A linguistically-based, phonetically organised linguistic phonics programme to help young people with poor literacy improve their</p>	<p>3, 4</p>

	<p>reading, and therefore their attainment and successful futures.</p> <p><i>“Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly”</i></p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p><i>“The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs”</i></p> <p>Closing the attainment gap EEF (educationendowmentfoundation.org.uk)</p>	
MIS Systems to enhance Teaching & Learning practice	Effective embedding and upskilling of all staff across school in the utilisation of our information will inform high quality Teaching and Learning.	1, 2, 4

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

Budgeted cost: £49071

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme</p> <p>Development of an effective programme</p>	<p>EEF backed Department of Education initiative. Targeted support for identified students.</p> <p>National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)</p> <p><i>Tuition is one of the best evidenced interventions we have to support disadvantaged students’ attainment”</i></p> <p>Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Tutoring Guide 2022_V1.2.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
Effective use of information systems to target all students and support personalised learning plans	Embed baseline assessments with effective use to inform TLA with all students to identify gaps from KS2 and target needs, including reading age tests	4
<p>Speaking Space</p> <p>Ongoing Training, intervention and</p>	Students with SLCN have difficulty communicating with others. This may be because they cannot say what they want to, have difficulty in understanding	1, 2, 3, 4, 5

<p>consultation with Speaking Space SPCLN, Talk About.</p>	<p>what is being said to them or do not understand the social rules of communication. Practice advice: speech, language and communication needs (SLCN) in the youth justice system - GOV.UK (www.gov.uk)</p> <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 Words matter: the role of literacy in combatting social exclusion National Literacy Trust</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>SEND Strategic and targeted support and intervention across all school provision</p> <p>Specialist staff embedded with effective training and resourcing</p> <p>GL Assessment data Boxall Profile ILPs Risk Assessment</p>	<p><i>“Children only get one childhood. They deserve to get the support they need to thrive and prepare for happy, healthy and productive adulthoods. For children and young people with special educational needs and disabilities (SEND), or in alternative provision, this is especially vital”</i> Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (publishing.service.gov.uk)</p> <p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p> <p>A robust SEND team enables educators to address the individual needs of our disadvantaged students.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £53242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategies:</p> <ul style="list-style-type: none"> Continue to monitor registers Fully embedded SLT structure and roles with responsibility for behaviours and attendance 	<p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Removing barriers to learning to improve attendance and access to the classroom for example:</p> <ul style="list-style-type: none"> Fareshare Uniform Stationary 	<p>1, 4</p>

<ul style="list-style-type: none"> • Development of new schemes/systems e.g. Rewards • Use of MIS to support analysis and sharing of attendance data • Removing barriers to learning • Successful recruitment of DHT with responsibility for behaviours & Attitudes • Successful recruitment of DSL with responsibility for attendance 	<ul style="list-style-type: none"> • Breakfast/lunchtime clubs <p><i>“If a child arrived at school hungry once a week they would lose 8.4 weeks of learning time over the whole of their primary school life FareShare Fighting hunger, tackling food waste in the UK Food insecurity can impact mental health and wellbeing, physical development as well as behavioural/regulation challenges faced by students. There is some evidence to suggest that the probability of low academic attainment can be linked to adult food insecurity”. The rise of hunger among the unemployed and the disabled: an analysis of the risks of food insecurity between 2004 and 2016 in a population-based study of UK adults. ox.ac.uk</i></p> <p>Significant focus on PA & SA students, greater data collation and analysis and therefore targeted interventions.</p> <p>Closing the attainment gap EEF (educationendowmentfoundation.org.uk)</p>	
<p>Mental health</p>	<p>“Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores”</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year</p> <ul style="list-style-type: none"> • Developing a positive school ethos, which also aim to support greater engagement in learning • Therapeutic approach planning is underway to support individual’s Mental health & Wellbeing • My Happy Mind resource trial 	<p>1, 4, 5</p>
<p>Relational Practice</p> <p>Ongoing whole school practice supported by The South-Central Teaching School & DET</p>	<p>Attachment Trauma Informed Practice and the PACE approach are central to the Harbour Schools philosophy.</p> <p>Behaviour in schools - GOV.UK (www.gov.uk)</p> <p><i>“Challenging experiences for students at home or in the community may negatively affect their ability to learn or cope with the school environment, which could lead to a withdrawal from learning” Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</i></p>	<p>3, 4</p>

Stakeholder engagement	<p><i>“While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to students from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support”</i> Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>For example: School based mentoring opportunities Community mentoring opportunities under exploration Tallships, Unlocking Potential, Unlock Post-16 workshops</p>	1, 2, 3, 4
Improved access to technology across school	<p><i>“We live in a digital age. Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The students we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting. The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people”</i></p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Distribution of laptops and development of IT curriculum.</p>	4

Total budgeted cost: £137249

Part B: Review of outcomes in the previous academic year

Students premium strategy outcomes

This details the impact that our student's premium activity had on students in the 2022 to 2023 academic year.

Wider Activities:

- All students at The Harbour School are identified as vulnerable. Our DSL ensures robust safeguarding monitoring takes place in partnership with the Local Authority through vulnerable students tracking co-ordinators. The Pastoral Team and The Children and Families Team continues to be a strong feature across The Harbour School with a focus on working with students who are persistently absent from school or vulnerable to exploitation.
- An Outreach & Mentor Team has been established to target those students who are in year 10/11 who are persistently or severely absent from school or highly vulnerable to exploitation.
- Work continued to focus our on maintaining strong relationships and connections with students and families, alongside providing learning to respond to the needs of the students when they are unable to attend school. The Turnaround Team and range of Mentors across school impact attendance and transitions within and beyond The Harbour School

Teaching:

- To enhance Teaching, Learning and Assessment we have recruited an Assistant Head Teacher with responsibility for curriculum development, quality assurance and improvement. The impact of this role will be evidenced 23/24.
- We have established a core group to lead curriculum development based on a hybrid approach focused on Six Principles of Making Every Lesson Count & Rosenshines' Principles led by Curriculum Area Leads, Campus Heads & AHT C&Q.
- Maths & English teachers successfully recruited at The Base developing a robust core curriculum.
- Middle & Senior Leadership have been working hard to set up and develop a three-year plan to drive quality improvement

Assessment & Achievement

- Students in year 11 were well prepared and able to access both GCSE exams and Functional Skills exams.
- Year 11 students had an identified post-16 destination for 2023/24.
- Students who are Looked After, continue to receive mentoring support into the Autumn term to maintain being in education, employment or training.

Interventions:

- Social communication programmes teach and develop students' social skills. Speech & Language programme Speaking Space/Talk about has been embedded with equity of opportunity for all students.

- Identified staff have received training, work will continue 23/24 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.

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

Service students 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 student's premium allocation last academic year?	
What was the impact of that spending on service students' premium eligible students?	