



Our Philosophy:

Our School Philosophy, which is in keeping with our Christian Values, is that the school Staff, Parents and Governors will work together to make a difference. We recognise that good teaching is the most important lever schools have to improve outcomes for disadvantaged children and therefore aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if everyone is given the chance to achieve the best results possible, and is equipped with life skills and experience for their future.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we use evidence informed research to make decisions on the best approaches for all of our students.

The 'Pupil Premium', along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a range of ways and supports us in achieving our philosophy and vision.

Our priorities:

- Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:
- Ensuring all students have access to High Quality Teaching and Learning in every lesson
- Closing the attainment gap between disadvantaged students and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the PPG reaches the students who need it most



Barriers to Future Attainment:

Academic barriers to attainment	Non Academic barriers to attainment
Low levels of literacy	Poor attendance
Low levels of numeracy	Poor behaviour
Low levels of oracy	Lack of parental engagement and skills to support children in their learning
Poor language and communication	Arriving at school hungry and not ready to learn
Social, emotional and mental health needs	Lack of focus and confidence due to poor mental health and wellbeing
Lack of school readiness	Poor social skills and conflict resolution skills; lack of emotional literacy



	Low parental aspiration
	Rural isolation/lack of services
	Adverse Childhood Experiences: <ul style="list-style-type: none">- domestic violence- parental abandonment through separation or divorce- a parent with a mental health condition- being the victim of abuse (physical, sexual and/or emotional)- being the victim of neglect (physical and emotional)- a member of the household being in prison- growing up in a household in which there are adults experiencing alcohol and drug use problems

Implementation



In line with guidance from the Education Endowment Fund's Guide to implementation, we select a small number of priorities to ensure a higher success rate in meeting the needs of our students.

We will:

Explore:

- Specify an area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.

Prepare:

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations for the plan to be delivered

Deliver:

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Use data to review the delivery and inform next steps

Sustain:

- Ensure it remains fit-for-purpose
- Continually acknowledge, support and reward good implementation practices
- When scaling-up, we continuously review the effective and intended impact of the intervention on our pupils.



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Pupil premium strategy statement – HSA

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	Harleston Sancroft Academy
Number of pupils in school	879
Proportion (%) of pupil premium eligible pupils	24% (208)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-2025
Date this statement was published	31 st December 2023
Statement authorised by	Rob Connelly
Pupil premium lead	Stacey Street/Lucy Field
Governor / Trustee lead	Andrew Curtis (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,475 Primary: £97,485 Secondary: £117,990
Recovery premium funding allocation this academic year	£43,518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£259,138



Part A: Pupil premium strategy plan

Statement of intent

Our school philosophy, which is in keeping with our Christian Values, is that the school staff, parents and governors will work together to make a difference. We recognise that good teaching is the most important lever schools have to improve outcomes for disadvantaged children and therefore aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if everyone is given the chance to achieve the best results possible, and is equipped with life skills and experience for their future.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we use evidence-informed research to make decisions on the best approaches for all of our pupils.

The Pupil Premium, along with all forms of school funding are carefully managed to enable us to offer personalised support for children in a range of ways and supports us in achieving our philosophy and vision.

Our priorities

Setting priorities is key to maximising the use of the PPG. In line with the EEF Guide: [EEF Pupil Premium Guide April 2022](#), we adopt a tiered approach to Pupil Premium spending:

1. Quality First Teaching - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development and training.

2. Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

3. Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Our determined and committed leadership team strives to ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. Termly data analysis and pupil progress meetings ensure outcomes are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the Academy Improvement Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, aligning pupil premium use with wider school improvements and improving readiness to learn. We want our pupils to have the skills, knowledge and experiences to be able to **'live life in all its fullness'**.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Overcoming barriers to learning is vital to our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.



Challenges

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

Challenge number	Detail of challenge
1	<p>Data from assessments, both summative and formative, within the 22-23 academic year show that there is an attainment gap in reading, writing and maths between PPG and non PPG pupils in the primary phase.</p> <p>In the secondary phase there is a significant gap between PP and non PPG students in terms of GCSE outcomes.</p> <p>When taking the distribution of pupils on our SEND list with cognition and learning needs into account, some of whom are also eligible for PPG, the data suggests that PPG are not attaining as highly as non PP pupils. This is exacerbated by poor language and communication skills.</p> <p>We know that there are numbers of PPG children who have been through traumatic experiences in their lives, or children who are young carers, which impacts their life chances and overall academic progress.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The pastoral support staff and structures in place to meet need are running at capacity. A significant number of pupils currently require additional support with social and emotional needs, both 1:1 and in small group work. The PPG group has a higher representation than non PPG pupils within our pastoral framework.</p>
3	<p>Lower attendance - attendance data from 22-23 indicates that attendance among PPG pupils is lower than non PPG pupils. Over the same period, levels of persistent absence have also been higher in the PPG group. On 23/11/23 PPG 89.52% Non PPG 94.6%</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting PPG progress.</p>
4	<p>Due to the challenging financial climate, a number of families are struggling to provide for their children. As a result, some pupils arrive at school not ready to learn, for example because they are hungry, thirsty, have a lack of uniform etc.</p>
5	<p>Low parental aspiration and rural isolation / lack of services has an impact on outcomes for pupils eligible for PPG. Many families are in a cycle of unemployment or low paid jobs. Parental understanding of how to support effective home learning. This impacts negatively on the family home.</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
Identifying disadvantaged barriers early in our pre-school and nursery provision.	Transitions to be planned effectively between pre-school, Nursery and Reception (EYFS Lead). Appropriate provisions/conversations are in place prior to pupils starting in our school.
Pupils make expected or better progress through the EYFS	Disadvantaged pupils achieve GLD in line or above national expectations.
Pupils pass the phonics screen in line or above national expectations	Disadvantaged pupils pass the phonics screen in line or above national expectations.
Pupils make expected or better progress in Key Stage 1	Disadvantaged pupils achieve combined EXS+ in reading, writing and maths in line or above national expectations.
Pupils make expected or better progress in Key Stage 2	Disadvantaged pupils achieve combined EXS+ in reading, writing and maths in line or above national expectations..
Pupils make expected or better progress in Key Stage 3	The Progress 8 Score of disadvantaged pupils is in line or above in comparison to cohort.
Pupils make expected or better progress in Key Stage 4	The Progress 8 Score of disadvantaged pupils is in line or above national expectations.
All pupils will be able to have a life of choice and opportunity.	Further Education: 6th Form/College University aspirations Apprenticeship opportunities
Pupils will have access to opportunities to enrich their lives throughout 10:10 experiences.	All disadvantaged pupils will be encouraged to participate in at least one extra curricular club. 10:10 experiences including lunch and after school clubs and Duke of Edinburgh.



<p>Our behaviour policy will ensure that students are taught habits and routines that will support them to achieve the best possible outcomes.</p>	<p>The % of disadvantaged pupils who incur sanctions are inline with the whole cohort.</p>
<p>To ensure mental health and wellbeing is not a barrier for children in receipt of PPG.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Creating student leaders within our school: Mental health leaders; Wellbeing counsellors; Diversity Crew; Sports Leaders; School council</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none">• Qualitative and quantitative data from student voice, student and parent surveys, pastoral/Cura logs and teacher observations• A reduction in the amount of time individual pupils need to access pastoral support• Attainment data that shows a narrowing gap in core subjects• Working with outside agencies
<p>To sustain attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none">• The overall absence rate for all pupils being at least in line with the national average %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being at least in line with the national average• The percentage of all pupils who are persistently absent being is in line with or below the national average
<p>Families and pupils can access support to ensure that their basic needs are being met</p>	<ul style="list-style-type: none">• Those most in need have access to breakfast items when they come to school.• Those most in need have access to school uniform items to ensure that they are appropriately dressed.



	<ul style="list-style-type: none">● Those most in need have access to the equipment they need to be able to access learning.● In collaboration with Waveney Food Bank, food parcels are available to support families and pupils.
<p>Families and pupils can access additional support to help build the necessary skills to enable them to flourish and grow</p>	<ul style="list-style-type: none">● Targeted pastoral interventions including non-teaching pastoral support, delivering 1:1 and small group support to help children resolve conflict, develop social & emotional skills, and manage their emotions and behaviour more effectively. These members of staff will also work closely with children and families through Family Support meetings & liaison with external agencies. This includes the use of the Service PPG.● A full and varied programme of additional educational experiences, such as subsidised school visits and extra-curricular clubs is accessed. This includes support for buying ingredients, revision materials, music lessons etc...● Mental Health Support: Mental Health First Aider for Adults and a Mental Health Champion for Young People; Mental Health Leaders, In-house mentoring programme, well-being Council are all accessed and make a demonstrable difference to outcomes.



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.

Tier 1:Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Support from Wensum Trust on use of Little Wandle</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of PiXL diagnostic assessments in the primary phase.</p> <p>Training for PiXL lead, to ensure assessments are interpreted and administered correctly.</p> <p>A comprehensive formative/summative assessment model cross-phase, ensuring teachers use these diagnostically to help children embed and use knowledge fluently.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Enhancement of our maths teaching and curriculum planning, in line with school AIDP.</p> <p>We will fund teacher release time to embed key elements</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	1,2



<p>of guidance in school and to access Angles Maths Hub resources and CPD.</p>	<p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Enhancement of our writing teaching and planning, in line with school AIDP.</p> <p>We will fund teacher release time to embed key elements of guidance in school and access LA resources.</p>	<p>The EEF guidance is based in a range of the best available evidence:</p> <p>Improving literacy in Key Stage 1</p> <p>Improving literacy in Key Stage 2</p>	1,2
<p>An evidence-informed CPD programme of support, which develops teachers' subject knowledge and pedagogical content knowledge.</p>	<p>There is a wealth of evidence on the impact of CPD in the classroom</p> <p>https://brill.com/view/journals/ser/37/3/article-p91_8.xml</p> <p>https://www.tandfonline.com/doi/pdf/10.1080/03057640801889964?needAccess=true</p>	1



Tier 2: Targeted academic support (for example, tutoring, one-to-one support and structured interventions)

Budgeted cost: £144,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of staff to engage in 1:1 and small group support and intervention. A significant proportion of the pupils who receive small group or individual intervention will be disadvantaged, including those who are high attainers. This also includes service premium pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Purchasing of intervention packages, focusing on core skills, including: NELI, Talk Boost, Wellcomm, working memory, fine motor skills</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>



Tier 3 'Going the Extra Mile' - Wider strategies

Budgeted cost: £98,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Employment of an Attendance Officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Provide a range of food items to ensure that pupils are not hungry or thirsty when they arrive at school</p>	<p>EEF currently undertaking research on the impact of breakfasts on pupil attainment.</p>	<p>4,5</p>
<p>Provide stationery and uniform, to ensure that pupils are equipped for the school day</p>	<p>There are many studies that link wellbeing to improvements in pupil attitudes, a reduction in absenteeism and a positive impact on exclusions</p>	<p>3,4</p>
<p>Provide access to pastoral support teams and intervention programmes that develop pupil self-regulation, mental health and wellbeing. This includes access to external provision.</p> <p>Develop staff training of the secure base model</p>	<p>There are many studies that link wellbeing to improvements in pupil attitudes, a reduction in absenteeism and a positive impact on exclusions</p> <p>See also:</p> <p>https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02482/full</p> <p>https://link.springer.com/article/10.1007/s10964-019-01184-y</p>	<p>2,3,4,5</p>



Targeted pastoral interventions including non-teaching pastoral support, delivering 1:1 and small group support to help children resolve conflict, develop social & emotional skills, and manage their emotions and behaviour more effectively. These members of staff will also work closely with children and families through Family Support meetings & liaison with external agencies. This includes the use of the Forces PPG.

<https://petsastherapy.org/>

Support from Pets As Therapy, therapy dog.

<https://www.sciencedirect.com/science/article/pii/S1877705811029900>

Outdoor Learning.
A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs both before and after school.

Enriching the Curriculum: Subsidised residential trips for children in receipt of PPG, visits and visitors in school, subsidised

<https://journals.sagepub.com/doi/10.3102/00346543066004459>



<p>uniform, music lessons, food technology ingredients, celebration assemblies, revision materials, homework club, CIAG programme,</p> <p>In-house Life Skills and Nurture programme: to support pupils to resolve conflict;</p> <p>Mental Health Support: Mental Health First Aider for Adults and a Mental Health Champion for Young People; Mental Health Leaders, In-house mentoring programme, well-being Council</p>	<p>https://www.tandfonline.com/doi/full/10.1080/09638237.2017.1294739</p>	
<p>Through the range of strategies listed that tackle underperformance, the longer term impact will be mitigated</p>	<p>There are studies that show the disproportionate impact of COVID-19 on pupils eligible for PPG</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p>	<p>4,5</p>

Total budgeted cost: £259,138



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Harleston Sancroft Academy opened as an all through school on 1st September 2022. Prior to this it was two schools; Harleston Primary Academy and Archbishop Sancroft High School. As such, the previous pupil premium spending plan was not seen through to the end of its cycle. A brand new pupil premium plan was written, as year 1 of the three year cycle, for the start of the 2022-2023 academic year.

The pastoral programme had the impact of reducing exclusions across the school over the course of the academic year, including pupils eligible for PPG. A recent CRE External QA visit corroborated the view that behaviour across the school was good, and they suggested this could be viewed on the SEF as 'better than good' in the secondary phase. School attendance procedures have been aligned in both phases and increased scrutiny in line with Norfolk County Council procedures are in place. Support for mental health and wellbeing continues to be a high-profile focus within the school and the school intends to build on this moving forwards. Pupils eligible for PPG were able to access enrichment activities during the course of the year.

There still remains an attainment gap between the two groups. Intervention and support plans, including those pupils identified as both PPG and SEND, were evaluated and each point of data used to inform next steps. A strong CPD programme during the academic year had a measurable impact on the quality of teaching and learning, led by senior members of staff. This CPD program continues to be a strength.

Evaluation the impact of intervention programmes

Talk Boost in Nursery - this has improved language and communications skills as well as improving children's confidence

NELI in Reception - pupils in Reception, who are identified as requiring additional SLCN support, take part in weekly NELI interventions. This is tracked using the NELI trackers. This has a 100% positive impact and all children are making progress.

Wellcomm - this is used from Y1-Y6 for children identified with SLCN. This is delivered by a TA who has attended additional CPD. All pupils are tracked using the graduated approach and progress is tracked on individual APDRs.



Primary Phase Data

End of EYFS	GLD (Pupil Premium)	GLD (All)
Expected	40%	73%

End of KS1	Reading (pp)	Reading (all)	Writing (pp)	Writing (all)	Maths (pp)	Maths (all)	Combined (pp)	Combined (all)
Expected	58%	68%	50%	63%	58%	71%	50%	63%
Greater Depth	0%	21%	0%	13%	0%	20%	0%	9%

End of KS2	Reading (pp)	Reading (all)	Writing (pp)	Writing (all)	Maths (pp)	Maths (all)	Combined (pp)	Combined (all)
Expected	43%	69%	29%	66%	57%	57%	29%	47%
Greater Depth	0%	16%	0%	10%	0%	18%	0%	6%

Secondary Phase Data

Outcomes for Pupils Date Aug 2023

2023 Y11

Data Set Y11 Actual Results Date August 2023

Pupil No. 93

Pupil Premium & Not PP Y11

NOR	20	73	% 4+		% 5+		P8		A8	
En&Ma/Overall	25	63	5	36	-0.4	0.07	40.07	46.82		
English			70	78	30	59	-0.27	-0.06	7.9	9.67
Maths			25	64	10	38	-0.86	-0.43	5.6	8.16
EBacc							-0.28	0.15	10	13.71
Other							-0.3	-0.72	10.98	15.05



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