

Pupil
Premium:
supporting
and Improving
Attainment of
Disadvantaged
Pupils

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The Context of the School



- Fully comprehensive
- 56% minority ethnic groups
- 12% Pupil Premium
- 22% EAL
- 5% EHCP
- 12% SEN

Barriers/ Challenges

- Low aspirations in the area
 - 21% of Thurrock residents have NO qualifications
 - Historically low numbers going into further education
- Catchment area
- Prior to joining HACH;
 - Variable independent reading and writing skills
 - Missed opportunities to identify learning needs

Principles

It's all about
the small
steps you
take...

Challenge

Support

Accountability

TOO YOUNG TO **FAIL**

Giving all children
a fair start in life



NO CHILD
BORN WITHOUT



Save the Children

-
- 80% of the damage caused to GCSE chances by poverty or paucity of stimulation is manifest by age 7
 - These pupils are far more likely to
 - fail at GCSE
 - Have poor attendance
 - Behave 'poorly'
- BUT**
- Reversed by 4 years of outstanding teaching in secondary school

Pupil Premium Principles

Strategies do not confuse disadvantage with low ability or low aspiration

Pupils have same aspirations and challenge whether disadvantaged or not

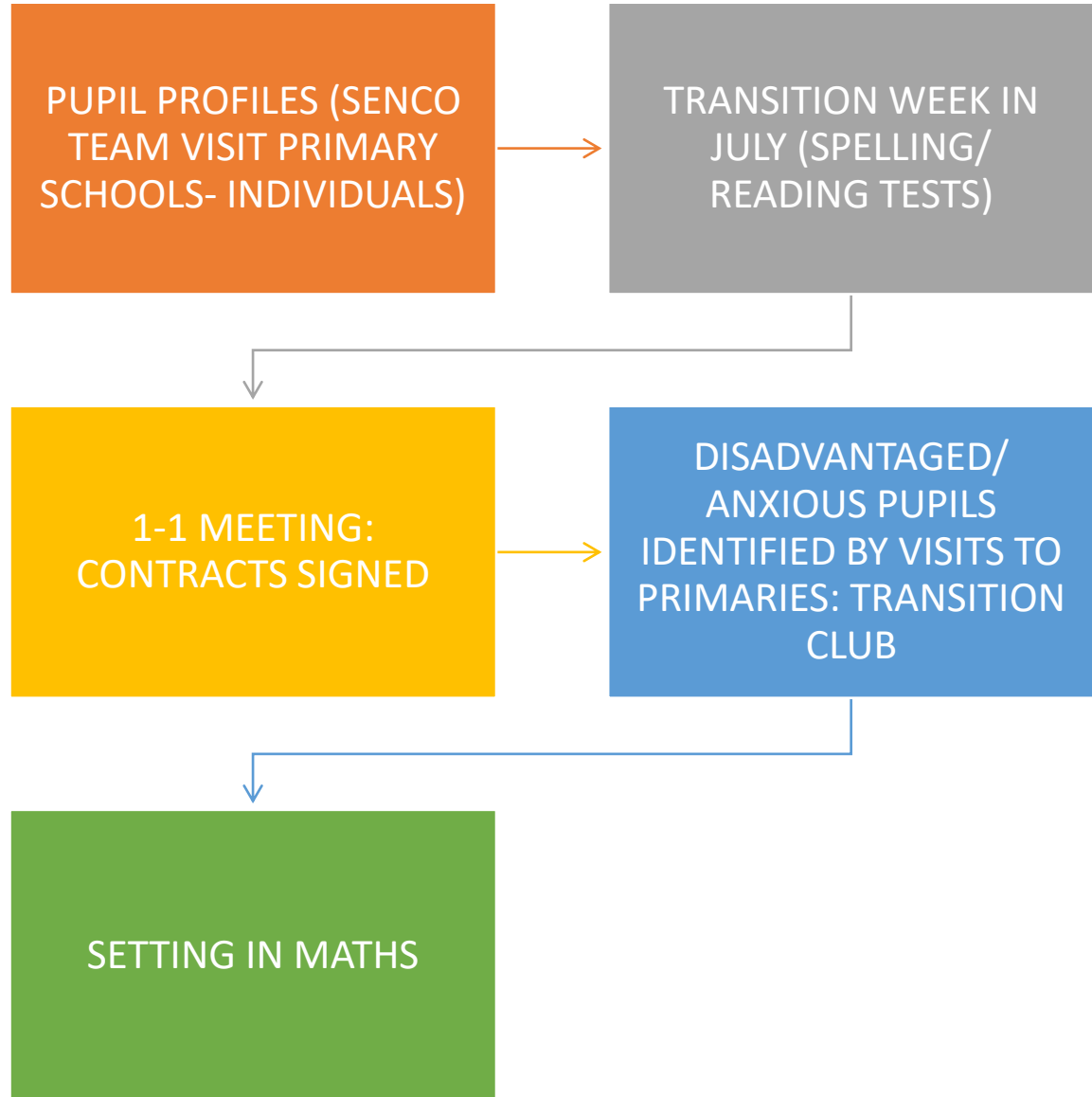
Staff held equally to account

'Gap' therefore evident and automatically attracts funds and interventions

In no way are PPM segregated, excused, patronised or inadvisably favoured

Same experience and same rigour as peers

Before joining HACH



During Year 7- Intervention

- Rigorous Data from primary and from reading/ spelling assessments
- Start from the beginning: phonics (de-code before comprehension)
- One hour per day reading
 - Ex Pupils/ Sixth form education experience
- In- timetable intervention
- Before school programmes

Longer Term Solutions

Rigorous programme to improve teaching practice across school

Inflated targets for PPr students (+15%)

set on entry data and never move down-
the only way is up!

Bring all conversations back to learning

always identify underachievers and do something about it: student and group level

curriculum that prioritises the acquisition of knowledge

Accountability, teaching and learning



QA



Learning walks



Constructive conflict:
Radical Candor



Open publication



Support programmes



CPD budget/
opportunities



Exam markers

Your surgeon requires improvement

Your surgeon is good but there's an outstanding one in the next theatre

Outstanding teaching for 4 years reverses the gap



Our society cannot afford a two-tiered system in which the affluent have access to superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity, and fairness demand a strong foundation of knowledge for all learners.

— E. D. Hirsch —

AZ QUOTES



“We need to see the reading comprehension problem for what it primarily is—a knowledge problem. There is no way around the need for children to gain broad general knowledge in order to gain broad general proficiency in reading.”

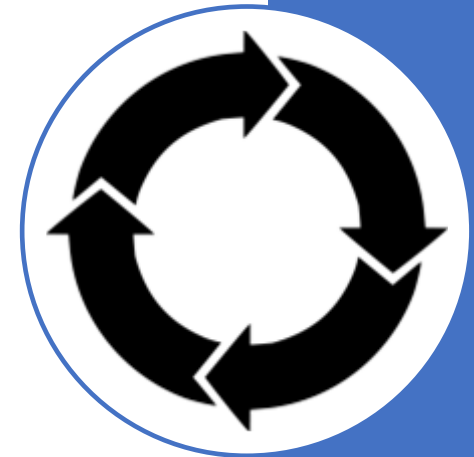
—E. D. Hirsch, Jr.

The Knowledge Deficit

Attitude to **Learning** - Always bringing it back to **Learning**

- Monitored every term
- Parents informed by letter
- Concern meeting
- Monitoring card with goals
- Book review
- Follow-up meeting

- Monitored again the next term



High Expectations

Parent/Carer (Contract of expectations year 7 and year 11)

Pupil (Uniform, Attendance, Equipment, Challenge, 100% at all times)

Pastoral team (Perceptions, Attendance, Behaviour, Uniform, Briefing, Fire alarms)

Teacher (At least good lessons, Marking cycle, above and beyond)

T & L team (Monitor, Implement and Evaluate)

Learning Guide/ Mentor (Monitor, Support and Guidance- Line of communication to parent/ carer)

Director of achievement (Monitor progress, challenge and intervene. Are staff working with the right pupils/ classes etc?)

SMT (Overview, challenge and support DOA)

It all adds to
the principle
of high
challenge/
high support

Brilliant Club

Trips

Taxis

Basic Resources
(Books, equipment,
ingredients)

Life coaches

Options process
(Data and review)

Holiday/ Saturday
Timetables

Exam arrangements:

- (warm- ups, food, readers, rooming, radios, absence, home visits)

Cover arrangements:

- Best available, DoA, SMT, rarely; zero, payback

Areas of
spending of
Pupil Premium
funding

Support classes

Intervention

Tutors

Mentoring-
"Coach"
programme

Life coach

Trips/ transport/
other financial
assistance

Breakfast clubs

Brilliant Club

OFSTED

- All students are entitled to achieve at the highest levels
- Staff understand and are committed to the aims of the academy
- Staff are willing to work very hard to improve their practice
- Roles and responsibilities are clearly defined
- Staff are held to account for their outcomes “Our teachers just won’t let us fail.”
- Senior leaders model outstanding teaching
- Senior leaders continually evaluate the impact of teaching and learning
- There is meticulous tracking and forensic interpretation of assessment information
- There is a relentless and uncompromising drive for improvement
- There is intolerance of low expectations
- You can hear the drill to the top
- Staff feel supported but are aware of the sting

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