



**Harwich and Dovercourt High School Pupil Premium Spending Action Plan  
2020 - 2021**

As at: 01 Jan 21

Pupil premium	
% PPG	417/1058 = 39.4%
% PPG ( SEND)	85/1058 = 8%
<u>Spending Overview</u>	
<ul style="list-style-type: none"> <li>• <u>The level of PPG received in current year and levels of funding in previous year.</u></li> <li>• £395,345 (received 2019 - 20). Projected spending (2020 - 2021): £420,595</li> <li>• <u>How the spending has been used (2019-20).</u></li> <li>• Quality of teaching, resources and curriculum for all (£222,535)</li> <li>• Targeted support (£111,310)</li> <li>• Other Approaches (£61,500)</li> <li>• For further information see also the school's PPG self-evaluation (2019-20), the School Improvement Plan (SIP) and the Resuming Education Plan (REP)</li> </ul>	

Breakdown of Eligible Pupils (as at 01 Jan 2021)

	PPG		Non - PPG	
	No.	% of that cohort	No.	% of that cohort
<b>7</b>	94	42%	130	58%
<b>8</b>	87	40%	133	60%
<b>9</b>	99	44%	128	56%
<b>10</b>	65	32%	141	68%
<b>11</b>	72	40%	109	60%
<b>Y7-11</b>				
<b>Boys</b>	205	19%	312	29%
<b>Girls</b>	212	20%	329	31%
<b>SEND</b>	85	8%	68	6%
<b>EAL</b>	4	0%	15	1%
<b>CIc</b>	13	1%	0	0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>	62	6%	133	13%
<b>MPA</b>	189	18%	282	27%
<b>LPA</b>	63	6%	57	5%
<b>NPA</b>	16	2%	13	1%
<b>Y7</b>				

<b>Boys</b>	41	18%	60	27%
<b>Girls</b>	53	24%	70	31%
<b>SEND</b>	15	7%	13	6%
<b>EAL</b>	0	0%	6	3%
<b>CiC</b>	2	1%	0	0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>				
<b>MPA</b>				
<b>LPA</b>				
<b>Y8</b>				
<b>Boys</b>	47	21%	48	22%
<b>Girls</b>	40	18%	85	39%
<b>SEND</b>	19	9%	13	6%
<b>EAL</b>	1	0%	0	0%
<b>CiC</b>	3	1%	0	0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>	24	11%	32	15%
<b>MPA</b>	43	20%	60	27%

<b>LPA</b>	19	9%	9	4%
<b>NPA</b>	7	3%	6	3%
<b>Y9</b>				
<b>Boys</b>	49	22%	71	31%
<b>Girls</b>	50	22%	57	25%
<b>SEND</b>	20	9%	15	7%
<b>EAL</b>	1	0.4%	2	1%
<b>CiC</b>	3	1%	0	0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>	18	8%	39	17%
<b>MPA</b>	58	26%	76	33%
<b>LPA</b>	16	7%	11	5%
<b>NPA</b>	7	3%	2	1%
<b>Y10</b>				
<b>Boys</b>	32	16%	76	37%
<b>Girls</b>	33	16%	65	32%
<b>SEND</b>	10	5%	16	8%
<b>EAL</b>	0	0%	3	1%

<b>CiC</b>	2	1%	0	0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>	12	6%	39	19%
<b>MPA</b>	38	18%	81	39%
<b>LPA</b>	14	7%	18	9%
<b>NPA</b>	1	0%	3	1%
<b>Y11</b>				
<b>Boys</b>	36	20%	57	31%
<b>Girls</b>	36	20%	52	29%
<b>SEND</b>	21	12%	11	6%
<b>EAL</b>	2	1%	4	2%
<b>CiC</b>	3	2.0%	0	0.0%
<b>SPG</b>	-	-%	-	-%
<b>HPA</b>	8	4%	23	13%
<b>MPA</b>	50	28%	65	36%
<b>LPA</b>	14	8%	19	10%
<b>NPA</b>	1	1%	2	1%

\*SPG = Service Premium Grant

## Outcomes Summer 2020

Education Policy Institute data (Jan 2019) suggests that the P8 gap between advantaged and disadvantaged pupils nationally is -0.57. At HDHS our gap (Summer 2020) is narrower at -0.42.

Education Policy Institute Data (Jan 2019) suggests that the average P8 score for disadvantaged pupils nationally is -0.44. At HDHS (Summer 2020) our P8 (see below) for disadvantaged pupils is -0.46 (broadly in line with national).

	All	EAL	Non EAL	FSM	Non FSM	LA	Non LA	PP	Non PP	SEN	Non SEN	Male	Female
Cohort Size	224	9	215	47	177	2	222	75	149	22	202	127	97
KS2 Average	4.64	3.88	4.66	4.37	4.71	3.3	4.66	4.42	4.75	3.9	4.73	4.69	4.58
Estimated Attainment 8	43.38	32.15	43.7	38.91	44.57	25.85	43.55	39.6	45.3	31.62	44.69	43.72	42.96
English Bucket	8.89	8.89	8.89	7.74	9.2	4.0	8.94	7.79	9.45	6.45	9.16	8.36	9.59
Maths Bucket	7.46	7.56	7.45	5.91	7.86	3.0	7.5	6.16	8.11	4.0	7.83	7.42	7.51
EBacc Bucket	11.89	13.11	11.84	9.47	12.53	4.0	11.96	9.87	12.91	7.36	12.38	11.43	12.48

Other Bucket	13.31	13.39	13.31	11.04	13.91	5.0	13.39	11.26	14.35	8.04	13.89	11.88	15.19
Attainment 8	41.55	42.94	41.49	34.17	43.51	16.0	41.78	35.07	44.81	25.85	43.26	39.09	44.77
Progress 8	-0.18	1.21	-0.22	-0.48	-0.1	-0.98	-0.17	-0.46	-0.04	-0.58	-0.14	-0.46	0.18
Gaps P8		1.43		-0.38		-0.81		-0.42		-0.44			-0.64

Current Year 11 Data (as at 01 Jan 2021).

	All	EAL	Non EAL	FSM	Non FSM	LA	Non LA	PP	Non PP	SEN	Non SEN	Male	Female
Cohort Size	180	6	174	43	137	3	177	72	108	31	149	92	88
KS2 Average	101.19	93.5	101.42	99.9	101.61	93.17	101.33	100.24	101.84	95.65	102.37	101.22	101.17

Estimated Attainment 8	44.23	31.2	44.6	41.53	45.09	27.78	44.51	42.18	45.63	34.27	46.34	44.24	44.21
English Bucket	8.33	7.67	8.36	6.56	8.89	4.67	8.4	7.14	9.13	6.13	8.79	7.83	8.86
Maths Bucket	7.03	5.0	7.1	5.44	7.53	1.33	7.13	5.92	7.78	4.39	7.58	6.76	7.32
EBacc Bucket	11.07	9.0	11.14	9.3	11.62	4.0	11.19	9.5	12.12	7.9	11.73	10.42	11.75
Other Bucket	12.37	10.92	12.42	9.83	13.16	7.17	12.45	10.75	13.45	8.79	13.11	10.77	14.03
Attainment 8	38.8	32.58	39.02	31.13	41.21	17.17	39.17	33.3	42.47	27.21	41.21	35.78	41.97
Progress 8	-0.53	0.03	-0.55	-1.04	-0.37	-1.06	-0.52	-0.89	-0.29	-0.71	-0.5	-0.81	-0.25
Gaps P8		0.58		-0.67		-0.54		-0.6		-0.21		-0.56	



## Mission

Our mission is to ensure that no child is left behind. We will foster in our learners a curiosity to discover who they are and what they are capable of, together with developing the resilience in them to test the boundaries of their abilities, and build the skills necessary to face the future with confidence.

## Strategy

At Harwich and Dovercourt High School we adopt a three-part approach to ensuring that our pupil premium-eligible learners are afforded the greatest opportunities.

- Priority 1 - Quality teaching, learning, curriculum and resources for all;
- Priority 2 - Targeted support;
- Priority 3 - Other approaches.

## Barriers to Learning and Intended Outcomes

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b>	
<b>A.</b>	A number of PP pupils have low literacy skills on entry from primary school. Internal data suggests 11% of the Year 7 cohort have a reading age of less than 9 years and 6 months (functional literacy) on entry (25 pupils of 224). As a result, vocabulary is very limited for a significant number of pupils.

<b>B.</b>	A number of PP pupils have poor independent learning skills. Some PP students do not expect to work in their own time. Others lack skills such as note taking, revision, time appreciation and memory retention techniques.	
<b>C.</b>	A small identified group of pupils are disengaged and have come to expect low level disruption as their classroom norm.	
<b>Additional barriers</b>		
<b>D.</b>	Some PP Pupils have lower than average attendance rates and are persistent absentees.	
<b>E.</b>	Some social issues for some students make progress more difficult. For example a number of PP pupils are young carers; many spend significant periods of time out of catchment area when parents are separated; some have fallen prey to 'county lines' or other criminality, a significant number are in care.	
<b>F.</b>	Due to family circumstances, many PP Pupils have limited experience of social and cultural activities which other more privileged pupils may take for granted (theatre, travel, music, literature).	
<b>Intended outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Disadvantaged pupils make progress at least in line with national average rates for their non-disadvantaged peers.	Gap with P8 is closed to that of at least national average
<b>B.</b>	Disadvantaged pupils' attendance is at least in line with national average rates for their non-disadvantaged peers.	Gap with % attendance and PA figures is closed
<b>C.</b>	Literacy skills rise rapidly for all, particularly for students with reading ages below functional literacy	All pupils have reading age above 9 years 6 months and large majority have reading age at or exceeding their actual age
<b>D.</b>	Students develop independent learning skills as part of their learning.	All PP students make expected or better progress as an average across all subjects in P8 (relative to starting point).
<b>E.</b>	Students are better engaged, making progress academically and securing pathways post 16	PP Students all make expected or better progress as an average across all subjects in P8 (relative to starting point).
<b>F.</b>	PP students have high rates of attendance, take active part in the wider life of the school and are engaged in their learning	PP students achieve key progress measures, comparable attendance rates (at least national average/ gap to be no greater than national average), active

		membership of extra-curricular clubs and involvement in leadership positions in proportion or exceeding the numbers of their non-disadvantaged peers.
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Planned expenditure					
Academic year	2020-21				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching, resources and curriculum for all.</b>					
Action and cost	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Method of review and impact
Introduction of 5xYear group Progress Leaders, Assistant Head of Year and Student Support Assistant (increase from 4) £49,450	Enhanced support and supervision of academic progress for all ages	Enhanced specialised support and supervision of academic progress for all ages. This allows pastoral structures to reflect the school's curriculum intent.	Line-Management meetings and data analysis	CDO	At each data drop actions and next-steps will be reviewed. End of year analysis will inform next steps.
Developing literacy skills - reading, vocabulary development, writing and oracy - to be the focus of KS3 Improvement plan and staff training  £17400	PP pupils' reading, writing and communication makes rapid progress whilst at HDHS.	Internal reading data; Reading age tests; KS2 prior attainment data.	Training sessions delivered by lead practitioners through development training and teaching and learning briefings e.g. explicit vocabulary teaching & developing reading across the curriculum  KS3 Leaders in all Faculties to review and plan schemes of work ensuring that key knowledge and skills are	Teaching and Learning Team	Half-termly quality assurance through schemes of work reviews, , book reviews, students voice and lesson observations

			identified and appropriately sequenced.		
Deliver training programme to all teaching staff using a team of accredited Lead Practitioners and the 5 days allocated CPD time. HDHS Teaching and Learning Team £65,750	Raise the quality of teaching across HDHS by ensuring all agreed lesson non-negotiables are embedded in all lessons including the quality of assessment. Classroom assessment processes, moderation and the data management system are aligned.	Studies show that quality marking, planning, delivery and feedback are most cost-effective method of raising progress and attainment for all pupils and in particular PP Students. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	See SIP  The impact of the training will be evident in all lessons.	Teaching and Learning Team	SLT reviews and QA
Embedding HDHS: A Reading School (Reading for Purpose; Reading for Pleasure). £2450	Enhanced reading culture in the school including positive publicity.	Students reading surveys show a negative response to reading from some PP students	Standing item on SLT agenda	RGA	Reading age analysis
Provision of smaller teaching groups. £44,000	Raise pupil progress through opportunities for greater “bespoke” input including pre-teaching prioritising English, Maths, science and	Sutton Trust Teaching and Learning Toolkit ( <a href="#">Link</a> )	Pre-teaching EBACC. Intensive support groups in Year 7 and 8.	SLT	All data-drops Case Studies

	humanities at Key Stage 4.				
<p>Subject knowledge enhancement programmes in place where needed for teaching staff. Identifying and dealing with student misconceptions to form part of an ongoing scheme of work review.</p> <p>£12000</p>	Teachers demonstrate strong subject knowledge.	Sutton Trust: What Makes Great Teaching?	<p>Work Scrutiny</p> <p>PMR Process</p> <p>Book Looks</p> <p>Climate Walks</p>	LGE/ SGA	On-going through PMR, Learning Walks and Book-looks
<p>Retrieval practice to inform classroom practice and the development of schemes of work. Knowledge organisers provide effective student support.</p> <p>Cost: £4000</p>	Marked improvement in quality of instruction, which includes using strategies like effective questioning and the use of assessment	Sutton Trust: What Makes Great Teaching?	<p>Work Scrutiny</p> <p>PMR Process</p> <p>Book Looks</p> <p>Climate Walks</p>	LGE/ SGA	On-going through PMR process, learning walks and book-looks

Whole School Reading Book. £1200	Create a culture of shared pleasure in reading	Reports by the National Literacy Trust show the benefits of REading for Pleasure <a href="https://literacytrust.org.uk/information/what-is-literacy/">https://literacytrust.org.uk/information/what-is-literacy/</a>	SLT monitoring	RGG	SLT meetings weekly. Reading age analysis Pupil Voice
Issue reading books to all KS3 readers. £3000	Create a culture of shared pleasure in reading	Reports by Juniper Education show the benefits of Whole School Reading <a href="https://junipereducation.org/whole-school-reading/">https://junipereducation.org/whole-school-reading/</a>	SLT monitoring	RGG	SLT meetings weekly
Subscription to “Let’s Think in English” £500	Increased confidence, resilience, reasoning skills and understanding of English.	Kings College London research <a href="http://www.kcl.ac.uk/ecs/research">www.kcl.ac.uk/ecs/research</a>	Observations and data analysis	RGG	After English assessment periods using SMID data
“Bedrock” subscription continued. Bedrock to return to the auspices of the English department where greater impact can be made. £2500	Reading ages, communication skills and extended writing show better than national average improvement	Approx 25% of Year 7 pupils enter HDHS with reading age of less than 9 years 6 months (functional literacy) (Accelerated Reader data)	Data analysis of reading and spelling ages	RGG/ SGA	Half-termly <b>Sep 18 24% Year 7 reading age of 9.5 or less</b> <b>Dec 18 16% Year 7 reading age 9.5 or less</b> <b>Mar 18 10% Year 7 reading age 9.5 or less</b> <b>Jul 18 4% Year 7 reading age 9.5 or less</b>
Subscription to Tute £10000	Core lessons can be taught even when a	<a href="http://www.tute.com">www.tute.com</a>	Tute send written reports on a weekly basis showing progress	SGA	Weekly whilst students are enrolled

	child is being educated at home.				
Subscription to SAM Learning £1000	Specialist provision online for pupils at home, in CASA or in REACH/ Iso	<a href="http://www.samlearning.com">www.samlearning.com</a>	SAM Learning generate written reports on all pupil activities showing progress	SGA	Weekly whilst students are enrolled
Subscription to SMSC for Schools including Thought for the Week £325	Improved Tier 2 Language skills. Enhanced SMSC awareness	<a href="http://www.smsc4schools.co.uk">www.smsc4schools.co.uk</a>	Tutor checks daily	SGA	Daily
Provide a wide-range of quality learning support materials (eg SAM Learning/ Tassomai/ reading books/ musical resources/ revision materials) including extra-curricular support (eg Easter Revision). £19500	Learning within and outside the classroom is enhanced for all.	All studies show that high quality “Wave 1” provision is the most effective whole-school initiative	In-school quality assurance. External/ Sigma-wide quality assurance	KFI/ SGA	Reports are generated daily by the platforms used.
Implementation of proven literacy interventions eg	Targeted pupils will improve their reading	Average reading ages required for GCSE Papers = 14 years 8 months and rising. Some year 11s have reading ages below this.	Observed as part of internal reviews Progress data at KS3 Reading age data	RGG/ SGA	Data analysis and tracking



Lexia, one-to-one support, Catch-up reading lessons Read-Write-Inc support £20000	ages in line or above the rate of their peers.	Functional literacy not achieved until 9 Years 6 months. Some KS3 pupils have lower than this			
Struggling PP Pupils are assigned a mentor to support their learning, attendance, behaviour and safeguarding £1760	Targeted PP students are better engaged, better behaved and securing strong pathways into post-16 education	One-to-one key worker acts as a key link between school and home. Supports with 'advocacy' in school. Aids application process for FE and supports with learning and revision habits.	Year Heads and Assistant Year Heads act as mentors for key pupils. Tracking of key attendance, behaviour and progress data	SGA	NEET and Pathways data
<b>Total budgeted cost</b>					£221,535
<b>ii. Targeted support</b>					
<b>Action and cost (est = estimated approx = approximate)</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continuation of pre-teaching groups for core lessons for a selected cohort of	To increase rates of progress for under-achieving pupils in core subjects.	In core subjects, some pupils make lower than expected progress in comparison to their peers.	Data analysis. Staff and Student Feedback.	CMA	Fortnightly via Line-management meetings.

under-achieving pupils £4400					
Flexible and regularly assessed groupings £7645	Support is as inclusive as possible. Progress is incentivised. All students (especially those from disadvantaged backgrounds) have work which fits their specific needs	The Sutton Trust Best in Class 2018. Prevent “sink” groups in lower ability and complacency in more able.	Termly achievement boards	CMA/ SGA	Half-termly
Breakfast clubs for all and revision-specific breakfast club for exam cohorts when Covid restrictions allow £12,800	Reduce lates and absences. Reduce absenteeism at exam time.	HDHS attendance is broadly in line with national average but needs to exceed.	Supervision by Assistant Heads of Year and where relevant by Heads of Faculty	SGA	Half-termly
Provide more and better opportunities for parental engagement £4000	Parents/ carers of PPG pupils are better able to support their children’s learning	Sutton Trust/ Educational Endowment Fund: Teaching Toolkit	Parent/ carer feedback. Liaison with partner schools.	SGA	Half-termly
Running homework club and staffing with 2 experienced members of staff every night £12700	Supporting PP students with out of school learning	Student and parent voice overwhelmingly supportive and positive	Continue to monitor attendance figures	SGA	Termly

Social skills courses (ie Risk Avert/ Outward Bounds/ Boys Club/ Girls Club/ "Club with no name!"/ gardening club, Colchester United Football and Fun). Intro of lunch clubs (Boys/ Girls/ Sports) £30500	Pupils	Improvement in attendance and morale for pupils	Supervision Student voice Attendance Data	JLO/ SGA	Half Termly
Exam support programme for Year 11 PPG pupils £3,850	Bespoke support where required to enhance GCSE outcomes	Some pupils have gaps in their knowledge which can be closed with specific revision resources and support.	Through the work of the High Performance Team	KTu	Fortnightly
Training for staff in Mental Health First Aid, Positive Psychology and support for pupils £2200	Enhanced support for vulnerable pupils	Support, coaching and mental wellbeing intervention programmes improve outcomes for pupils with specific needs	Supervision Data analysis	CDO CMA	Weekly
Employment of Attendance Solutions £5000 (part cost)	Increased attendance figures and reduced persistent absenteeism	HDHS attendance data is at or slightly below national average. Attendance Solutions have a good track record of improving overall attendance % and reducing numbers of PAs	Line-Management and data analysis. Standing SLT agenda item.	JLO/ CDO	Weekly attendance review
Employment of Children in Care	Enhanced support for Children in Care	With a second care-home opening in the town, HDHS has seen increasing numbers of troubled	Personal Education Plan reviews	SGA/ Sue Helm	Half-termly In 2019 all 7 Children in Care from year 11 left HDHS

Keyworker with enhanced salary £29215		CIC and increasing numbers of CIC mid-year admissions			to go onto employment, education or training.
Every year 11 student to have an independent 1-to-1 CEIAG meeting	Students to have an awareness and understanding of next steps in their education.	Each student will receive an interview. Relevant paperwork, with targets, will be supplied.	Co-ordination with Tracy Laney (careers advisor from Stanway School)	CHe	April/May 2020
Every year 10 and 11 student to attend a relevant CEIAG conference in academic year 2020/21	Year 11 students to attend Suffolk careers fair. Year 10 students to attend SIGMA careers fair.	All PPG students attended the event(s)	Co-ordination with relevant providers. Parental support gathered.	CHe	

**Total budgeted cost** £137,310

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality extra curricular activities. In particular aspirational activities and boosts to “cultural capital” (eg Speakers for Schools/ Youth Speaks/ Young Citizens Mock Trial/ Theatre visits (An	Boost to essential life-skills that facilitate academic outcomes and future success	Rebecca Montacute: “Potential for Success” shows that high achieving disadvantaged pupils are much more likely to fall behind high achieving other pupils between KS2 and KS4 but that tutoring and access to further and higher education can prevent this gap occurring.	Coordination with JBA and the 7Up programme. <b>Review of Behaviour Reform data to inform review of extra-curricular activities. Are pupils involved in extra-curricular activities (eg Chelsea Foundation/ Boys and Girls Clubs of Essex/ Outward Bounds/ NCOP)</b>	JBA/ SGA	Half-termly in SLT

<p>Inspector Calls, Romoe and Juliet, West End Musicals)/ performing arts/ chess club/ Outward Bounds/ University Outreach projects/ Chelsea FC/ London “Extravaganza”/ Half Term Food and Fun/ Poetry Live). Ensure fair representation of PP Pupils £24,000</p>			<p><b>seeing reduced instances of anti-social behaviour?</b></p>		
<p>Support for pupils in financial need (eg through purchase of uniform, resources, travel costs, equipment) £15,000</p>	<p>Boost to wellbeing and confidence</p>	<p>Barriers to attendance and to concentration in lessons can include hunger, inadequate uniform, inadequate equipment</p>	<p>Close coordination of pastoral and academic teams to ensure recommendations, referrals and resources are appropriate</p>	<p>SGA</p>	<p>On-going: daily <b>Student Voice Survey Term 1</b> <b>Student Voice Survey Term 2</b> <b>Student Voice Survey Term 3</b> Pupils are being supported with free places on Outward Bounds (March 2021) and a number of other extra-curricular activities. Taxis have been provided throughout the exam period for Year 11 pupils in financial need. 3 Chrome Books have been purchased this year for pupils who have</p>

					been evicted from their family housing and are struggling to keep up with school work. Travel has been paid to the value of £1185 for pupils such as these who may have spent some time out of catchment area due to family circumstances.
Support for pupils with alternative provisions (eg Fresh Start (Colchester Institute, NEECA) Rally Sport) £18,500	Provide pupils with appropriate curriculum and enhanced outcomes.	Local providers with specialist knowledge allow a bespoke provision and facilitate best possible outcomes.	Close scrutiny and liaison with fortnightly visits (including to parents/ carers) and weekly reports from providers.	CHE	Weekly via WIB
Support for Performing Arts initiatives including individual peripatetic music lesson £2,200	Enhanced “cultural capital”, confidence and self-esteem leading to increasing academic outcomes	Some students engage better with school via the arts	Student-voice following (for example) the school performance	SPA/ SGA	Termly
Increasing PP representation on student leadership bodies £400	Raise pupil aspirations and self-belief. More than half of student leadership team will be FSM/ Ever 6.	Some pupils express little faith in their own abilities and life-chances	Support from outside bodies specialising in student aspiration (eg NCOP, Make-it-Happen, National Citizen Service, Outward Bounds, Speakers for Schools) as well as robust all-inclusive leadership within HDHS	SGA	After selection process for Head Students/ Student Leaders.

Run "Risk Avert" programme for selected Year 8 pupils Free course. Staff costs: £1400	Pupils are less at risk of falling into criminality and dangerous behaviours. Pupils emotional health and resilience is improved. Pupils feel better connected to school and better equipped to make safe choices.	Liaison with local police, crime stoppers and Harwich Crime Prevention Panel confirms that "County Lines" are a significant risk in Harwich and Dovercourt. A number of pupils have been exposed to criminality, such as cannabis use.	Risk Avert is run in-house by Assistant Heads of Learning Community under the guidance of The Training Effect (TTE),, Essex University and Essex County Council.	SGA	
Pupil Premium First Triad Programme in collaboration with St Helena School and Paxman Academy. £250	Pupil Premium pupils are consciously put first in planning and interventions by all staff	The strategy's effectiveness will be reviewed by colleagues from St Helena's School and Paxman Academy.	Triad review termly	SGA/ CAEM	
<b>Total budgeted cost</b>					<b>£61,750</b>

