Pupil premium strategy statement: Harrow Way Community School

1. Summary information					
School	Harrow Way Community School				
Academic Year	2017/18	**Total PP budget**	£229,865	**Date of most recent PP Review**	June 2017
Total number of pupils	895	**Number of pupils eligible for PP**	219	**Date for next internal review of this strategy**	June 2018

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
Progress 8 score average (from 2016/17)	2016 (-0.65) 2017(-0.52)	2016 (-0.09) 2017(+0.04)
Attainment 8 score average (from 2016/17)	2016 (40.2) 2017(39.0)	2016 (50.3) 2017(50.2)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy skills for PP students are lower on entry and they are not making expected progress at KS3 in line with other students.
B.	Disadvantaged boys make less progress than girls and underperformed at KS4
C.	Behaviour issues for a small group of Year 8/9/10 pupils (many of whom are Disadvantaged) is having detrimental effect on their academic progress and that of their peers.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Absence rates for FSM students are 8.04% (better than national figure 8.5%) compare to non FSM 4.82%

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Good or outstanding levels of progress for Pupil Premium students at least in line with 'other' students.	*Disadvantaged students make progress by the end of the year that is at least in line with 'other' students so that at least 50% exceed progress targets and 100% meet expected targets (other students) still make at least the expected progress. Evidenced using scheduled assessments and testing. Focus on progress in core subjects but progress monitored in all departments.*
B.	Improved rates of progress and attainment for Disadvantaged boys.	*Students eligible for PP identified as high attaining from KS2 levels /prior attainment/CATs make as much progress as 'other' pupils identified as high attaining. Across year groups, 85% of these students who are boys are on target for TMG at KS4. In year 7 and 8 effort and attitude is positive for 85% these students. Where they are not, departments are putting in place interventions, monitored by heads of departments and SLT. At KS4 More Able Disadvantaged Boys make at least as much progress as 'other' students and More Able Disadvantaged Girls.*
C.	Improved behaviour for targeted Year 8/9/10 students	Fewer behaviour incidents/points recorded for these students on SIMs. Disadvantaged students supported to reduce sanctions/exclusions. Equal or more positive effort and attitude is seen for pupil premium students compared to non pupil premium students and if it is not departments and Heads of Year have a plan to address this.
D.	Increased attendance rates for Disadvantaged Students	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 9% or below. Overall absence among students eligible for PP improves from 8.04% to less than 5 % in line with 'other' students.

5. Planned expenditure					
Academic year	**2017/18**				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Review**
A) Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B) Improved rates of progress and attainment for Disadvantaged boys.	Whole school focus on attainment and progress of Disadvantaged/SEND key groups. Includes CPD and focus for department planning meetings and data meetings. 'Breaking Barriers to Learning' booklet issued and launched to staff to inform practice. Pupil Premium department folders updated and reissued to departments to inform planning.	Progress of Disadvantaged students improving but not in line with peers or national figures. Best practice researched and selected to inform whole school 'Breaking Barriers to Learning'	SIP, DIP and staff performance management objectives explicitly linked to Disadvantaged student outcomes	NPE/SLT	SIP review
A) Good or outstanding levels of progress for DAP students at least in line with 'other' students B) Improved rates of progress and attainment for Disadvantaged boys.	Inset CPD focused on teaching and learning strategies for Disadvantaged students. Continued focus on quality feedback and questioning. Introduction of "FIRST" mantra to support staff practice, to include simple removing of barriers e.g. equipment, access to after school provisions. Higher staff/student ratio in English and maths, ensure correct setting for optimal student progress.	Quality teaching first: We want to offer high quality teaching to all these pupils to drive up results. Best practice researched. Strong evidence to support SIP/whole school focus. In house training provided by consistently outstanding practioners over courses provided by external suppliers – no impact on cover meaning our high quality staff are in front of their classes as often as possible	Metal, learning walk, Peer and performance management observations focused on teaching and learning of Disadvantaged students. Evidence from department planning meetings.	NPE/CL	SIP review
				Total budgeted cost	£25,000

ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A) Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B) Improved rates of progress and attainment for Disadvantaged boys.	Member of staff designated TLR responsible for Boy's Progress. Focus for School/Department improvement plans	Progress of Boys/Pupil Premium boys currently below that of their peers Best practice researched and selected to inform whole school 'Breaking Barriers to Learning'	Regular meetings and feedback to 'Data War Room' meetings	NPE/JPT	War Room Meetings
A) Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B) Improved rates of progress and attainment for Disadvantaged boys.	Appropriate programme of support in place to support targeted disadvantaged students in relevant subjects.	Progress of Disadvantaged students currently below that of their peers Best practice researched and selected to inform whole school 'Breaking Barriers to Learning'	Case Review, monitoring, line management meetings. 1-1, paired reading, Arrow, Lexia/Linguaphone, Period 7, homework and study support. Mentoring. Meetings with teachers/tutors/SLT.	NPE/DLG/KRW, SLT	SIP review
D - Increased attendance rates for Disadvantaged Students	Welfare and Attendance officer responsible for monitoring and supporting attendance Appropriate support via Flexible Learning Centre Tutor Group. Support planned for Disadvantaged students with below expected attendance. School attendance reward system supported and adjusted if necessary	Many statistics and guidance including NfER advice for school leaders identifies addressing attendance as a key step for supporting student progress. Other initiatives cannot have impact if students are not in school	Case Review, monitoring of attendance figures, line management meetings, Parents of persistent non-attenders contacted and support plans in place for all year groups. SLT meetings	NPE/JMC	Termly
				Total budgeted cost	£176,750

iii. Other approaches					
Desired 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?**
C) Improved behaviour for targeted Year 8/9/10 students	Protecting Learning Detention SLT support for embedded behaviour management procedure	Supporting quality teaching and progress for all students by offering immediate SLT support for targeted students. Support for all and a deterrent	Behaviour points, case reviews, year team line management meetings	NPE/KRW/SLT	Termly
C) Improved behaviour for targeted Year 8/9/10 students	Targeted support and interventions in place based on individual student needs – medium and long term plans. Reduction in FTE.	Different support packages in place to take into account the differing needs of students. Support for staff and progress of all students	Behaviour points, case reviews, year team line management meetings	KRW / Year leaders	Case Reviews
				Total budgeted cost	£18,500

6. Review of expenditure			
2017/18			
i. Quality of teaching for all			
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B - Improved rates of progress and attainment for Disadvantaged boys.	Whole school focus on attainment and progress of Disadvantaged/SEND key groups. Includes CPD and focus for 'triad' professional development groups. 'Breaking Barriers to Learning' booklet issued and launched to staff to inform practice.		

A – Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B – Improved rates of progress and attainment for Disadvantaged boys.	Inset CPD focused on teaching and learning strategies for Disadvantaged students. Continued focus on quality feedback and questioning		
ii. Targeted support			
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B - Improved rates of progress and attainment for Disadvantaged boys.	Member of staff designated TLR responsible for Boy's Progress. Focus for School/Department improvement plans		
A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students B - Improved rates of progress and attainment for Disadvantaged boys.	Appropriate programme of support in place to support targeted Disadvantaged students in relevant subjects.		
D - Increased attendance rates for Disadvantaged Students	Welfare and Attendance officer responsible for monitoring and supporting attendance Appropriate support via Flexible Learning Centre Tutor Group. Support planned for Disadvantaged students with below expected attendance. School attendance reward system supported and adjusted if necessary		
iii. Other approaches			

Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)
C - Improved behaviour for targeted Year 8/9/10 students	Protecting Learning Detention SLT support for embedded behaviour management procedure		
C- Improved behaviour for targeted Year 8/9/10 students	Targeted support and interventions in place based on individual student needs – medium and long term plans.		