

Pupil premium strategy statement: Harrow Way Community School



1. Summary information					
School	Harrow Way Community School				
Academic Year	2019/20	Total PP budget	£222,670	Date of most recent PP Review	September 2019
Total number of pupils	934	Number of pupils eligible for PP	253	Date for next internal review of this strategy	June 2020
	Year 7	Year 8	Year 8	Year 10	Year 11
Total number of PP pupils	36	55	63	55	44
Expected Outcomes of PP in 2020					-0.148

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Progress 8 score average (from 2018/19)	2019 (-0.63) 2018 (-0.19)	2019 (-0.04) 2018 (+0.04)
Attainment 8 score average (from 2018/19)	2019 (35.75) 2018 (39.0)	2019 (47.32) 2018 (50.2)
% PP students with English and Maths strong pass (Grade 5+)	21.9%	41.6%
%PP students with English and Maths standard pass (Grade 4+)	34.4%	64.2%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
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.
D.	Attendance at after school additional learning opportunities for pupil premium students is often lower or non-existent
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	FSM attendance needs to be in line or above national attendance figure for disadvantaged students (Absence rates for PP students are 7.39% (better than national figure 8.9%) compared to non PP 3.51%)
B.	FSM persistent absence is poor at 47% compared to national of 27%

4. Desired Outcomes (<i>Desired outcomes and how they will be measured</i>)		<i>Success criteria</i>
A.	Good or outstanding levels of progress for Pupil Premium students at least in line with 'other' students.	Disadvantaged students will narrow the gap to their non-PP peers and will perform above the national average
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. In year 7 and 8 effort and attitude is positive for at least 85% these students. At KS4 Disadvantaged Boys make at least as much progress as 'other' students and 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.	Significant reduction in FSM persistent absence and improved overall attendance	Disadvantaged students will narrow the gap – evidenced in IDSR – will at least match that of national or even better it. 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		2019/20			
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
Better understanding of how to support and meet needs of Disadvantaged students within lessons.	Creation of Handbook for Disadvantaged students and issued to departments to inform planning.	Evidence informed strategy and practice based around Education Endowment Foundation (EEF) research	Led by AHT for Raising Standards and reviewed in Line Meetings with SLT	DLG/SLT	September 2020
Students to reach target grades in their GCSEs	Additional targeted sessions after school across GCSE subjects in Y11	More time allowed to complete project and coursework to consolidate knowledge and improve outcomes Teachers identify students most at risk or groups of students who require intervention in a specific area and work to fill gaps	Led by AHT for Raising Standards; Information shared in assembly each week; shared on Revision Noticeboard. Teachers register and monitor attendance. Feedback given to AHT and SLT	DLG/SLT	Autumn 2019
Improve literacy and numeracy	Range of interventions running during registration: Tutor booklets (with literacy and numeracy focus) Maths Intervention for Y11 students Y10 students mentoring Y7 and Y8 PP students (Maths)	Using students who have achieved success, and where possible have overcome difficulties, to support and inspire younger students	Led by AHT for Literacy (Curriculum Leader for English) and Director for Mathematics	JRM/KK	September 2020
Improve reading ability of students and boost vocabulary	Whole school literacy support; Reading for purpose launched within departments; Purchase Unlock (PiXL strategy) App and implement across the school Whole school focus on key	Reading ages and post exam question analysis (via exam board) pinpoint gaps in literacy leading to underperformance in exams. Raising the profile and importance of secure reading skills	Led by AHT for Literacy	JRM/SLT	September 2020

Access the KS3 curriculum and overcome gaps in learning (non-secondary ready students). Transition group for Year 7 students	Small group with additional support from specialist teacher. Additional literacy and numeracy support provided	Sutton Trust. Previous outcomes with this class	Led by specialist teacher, line managed by SENCo	ELL	September 2020
Clearer feedback to boost metacognition and outcomes	Whole school initiative: INSET CPD focussed on quality feedback strategies; stickers on students' books as reminders	Education Endowment Foundation (EEF)	Led by Deputy Head (Teaching and Learning)	CL/SLT	September 2020
Retrieval Practice embedded into all Schemes of Work	Whole school initiative: INSET CPD exploring research and evidence for Spaced Learning. Improved knowledge; overcoming misconceptions.	Education Endowment Foundation (EEF)	DH (Teaching and Learning); Teaching and Learning Team (Lead practitioners)	CL/AW/LW/NBA/CJD	September 2020
Consistent teaching and assessment process for all	Non-negotiables booklet issued to staff; standardised teaching approaches, reflection marking and consistent approaches improves student confidence and eases transition from one teacher/year to the next	Consistency and routines in place across departments and year groups to ensure high standards and expectations	Checks on all aspects of non-negotiables through learning walks, visiting classrooms on a regular basis, books checks and student voice	Curriculum Leaders/SLT	September 2020
Regular analysis of progress and intervention put in place	Every term students are assessed and results analysed. Intervention put in place by teachers throughout the year	Early action gives students opportunity to get back on track	Review of assessment data (TPR) and monitoring of proposed intervention with Curriculum Leader and SLT Line Manager	DLG/SLT	September 2020
Total budgeted cost					£TBC

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?

Good or outstanding levels of progress for Disadvantaged students in Year 11 at least in line with 'other' students leading to improved rates of progress and attainment for Disadvantaged students and boys	Use of Horsforth Quadrants (PiXL) to identify students at risk; Data War Room (Raising Achievement group) to identify key actions	Progress of Boys/PP boys currently below that of their peers.	Led by AHT Raising Standards; Weekly meetings between AHT, HT, Year Leader, Data manager and DH (SLT lead for Y11) to review progress and identify next steps	DLG/CL	September 2020
Improved rates of progress and attainment using a bespoke package to Stretch, Challenge and Support our Disadvantaged Students;	Introduction of 360 Profiles for Year 11 PP students (with intention to roll out to all year groups if successful); SLT meetings with parents; half termly meetings with mentees	Evidence informed strategy and practice based around Education Endowment Foundation (EEF) research	Led by AHT for Raising Standards and SLT	DLG/SLT	September 2020
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.	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	KRWJMC	Termly
Improve engagement of students and help with GCSE resources	Each student across each year group (KS3/4) has access to PP budget per academic year to ensure appropriate access to the curriculum. Can be spent on trips/resources etc	To encourage engagement in school activities (mainly KS3). To help with GCSE resources such as cooking ingredient costs, revision materials reducing the stress of purchasing these items	Monitored by AHT for Raising Standards (PP lead); investigate tracker for PP students to monitor allocated spend per academic year	DLG/Tutors	September 2020
Students to have devices on a par with their peers for their academic work, especially with regard to Access Arrangements	Devices purchased for PP students according to need	Students in Year 11 (initially) to have a BYOD to use in lessons ensuring equal access to technology as their peers and ensuring opportunities for normal working practice where exams concessions have been identified	Monitored by AHT for Raising standards (PP Lead), SENCo and ICT team	DLG/ELL/GD	September 2020

Students to meet their target grades in English	English progress reviewed from previous year and barriers to learning identified	Strategies put in place to remove barriers to learning should improve progress	Led by AHT for Literacy (Curriculum Leader for English)	JRM	September 2020
Students to meet their target grades in Maths	Increased awareness of every PP student in Maths	Keep PP high on the Maths agenda. Teachers focus on these groups when analysing progress throughout the year and prioritise these students for intervention	Planned and monitored by Director of Maths	KK	September 2020
Students to meet their target grades in Combined Science (and where appropriate Triple Science)	Provision of study aids, revision guides and past paper packs	To ensure that students have access to resources they need, such as Tassomai to improve retention of key knowledge	Planned and monitored by Curriculum Leader for Science	CAL	September 2020
Ensure smooth transition from Year 6 to Year 7	Allow for extra visits for identified PP and students with SEN	To alleviate problems and risks felt by vulnerable students when moving from primary to secondary school; ensure appropriate plans are in place to overcome risk	Transition Manager and SENCo; Regular liaison with primary schools	EE/ELL	September 2020
Total budgeted cost					£To be confirmed

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?
Good or outstanding levels of behaviour for Disadvantaged students at least in line with 'other' students leading to improved rates of progress and attainment for Disadvantaged boys.	Regular monitoring of student behaviour through Behaviour points on SIMS and Behaviour tracker (XLS) PLD Appropriate programme of support in place to support targeted disadvantaged	Progress of Disadvantaged students currently below that of their peers; low level disruption and poor motivation identified as key issue	Led by DH for Inclusion. Case Review monitoring. Mentoring. Meetings with teachers/tutors/SLT. Use of The Link to support 'hard to reach' students or those at risk Liaison with SFS Outreach programme	KRW/ SLT	September 2020
Improvement in PP attendance and reduction in persistent absence	Incentive scheme for students that show an increase of attendance on a week by week basis (incentives offered half termly)	Guidance from HIAS Attendance Support and SLE has shown this to work in other schools to increase PP attendance and therefore have a direct impact on increasing progress	DH for Inclusion and Welfare Officer (SLE)	KRW/JMC	September 2020

September 2019 – reviewed September 2019

Improvement in PP student progress, wellbeing and attendance	Mentoring for the lowest attenders and progress disadvantaged students by staff	Positive examples from other secondary schools demonstrate that this would keep a tight focus on disadvantage individuals on a staff level	Monitor attendance and student progress via data drops for disadvantaged students. Feedback from mentors	JMC/DLG / TUTORS/S LT	September 2020
Improvement in student progress, well-being and attendance	Visiting and working with other successful schools in relation to their improvement of disadvantaged attendance	Sharing good ideas from schools where ideas and methods have worked and improved PP student progress and attendance, therefore best VFM	Ensure that any ideas and methods working in other schools are tried at Harrow Way	DLG	September 2020
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	KRW/SLT	Termly
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
Improved Transition from Y6 to Y7	Year Leader and Transition Manager to work closely with primary schools around PP students looking at progress and attendance	Evidence shows that building key relationships with parents before their son/daughter arrives leads to happier and settled students coming to school. Can address issues before September	Primary visit, parental meetings at primary schools, early meetings with parents in Summer 2020	DLG/EE/BP C	September 2020
Total budgeted cost					£TBC

6. Review of expenditure			
2018/19			
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)

<p>A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students</p> <p>B - Improved rates of progress and attainment for Disadvantaged boys.</p>	<p>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.</p>	<p>Comparative outcomes</p> <table border="1" data-bbox="934 156 1523 405"> <thead> <tr> <th></th> <th>Pupils eligible for PP</th> <th>Pupils not eligible for PP</th> </tr> </thead> <tbody> <tr> <td>English 4+</td> <td>56.3</td> <td>78.8</td> </tr> <tr> <td>English 5+</td> <td>31.3</td> <td>58.4</td> </tr> <tr> <td>Maths 4+</td> <td>37.5</td> <td>73.0</td> </tr> <tr> <td>Maths 5+</td> <td>21.9</td> <td>51.1</td> </tr> <tr> <td>Science 4+</td> <td>46.6</td> <td>77.5</td> </tr> <tr> <td>Science 5+</td> <td>27.6</td> <td>61.2</td> </tr> </tbody> </table>		Pupils eligible for PP	Pupils not eligible for PP	English 4+	56.3	78.8	English 5+	31.3	58.4	Maths 4+	37.5	73.0	Maths 5+	21.9	51.1	Science 4+	46.6	77.5	Science 5+	27.6	61.2	<p>Targeted work in English, settings and group movements, revision sessions well attended, revision guides given in maths, Tassomai paid for, targeted to specific classes and PP students This work will be continued</p>
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<p>A – Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students</p> <p>B – Improved rates of progress and attainment for Disadvantaged boys.</p>	<p>Inset CPD focused on teaching and learning strategies for Disadvantaged students. Continued focus on quality feedback and questioning</p>	<p>Teachers aware of who PP students are and planning to meet their needs more in classes evidenced in metal and monitoring tasks such as learning walks.</p>	<p>Leadership of Subject Leader has biggest impact; clear focus for line meetings, regular review and robust interventions planned and reviewed regularly. This will be continued</p>																					
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<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>																					
<p>A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students</p> <p>B - Improved rates of progress and attainment for Disadvantaged boys.</p>	<p>Member of staff designated TLR responsible for Boy's Progress. Focus for School/Department improvement plans</p>	<p>Regular tracking of boys and meetings with parents and key staff helped to prevent drift of these boys</p>	<p>Need to keep staff fully informed and act quickly to support where effort is below required level. In reality, this was part of the wider work of the team on a Thursday and was more than one person's responsibility. To be revised</p>																					
<p>A - Good or outstanding levels of progress for Disadvantaged students at least in line with 'other' students</p> <p>B - Improved rates of progress and attainment for Disadvantaged boys.</p>	<p>Appropriate programme of support in place to support targeted Disadvantaged students in relevant subjects.</p>	<p>This was noticed most in English.</p>	<p>The biggest difference is quality teaching in the classroom. Not all subjects were as focussed on the targeted intervention outside the classroom, but they were clear of priorities in the classroom. Intend to revise Year 11 Revision Programme to take account of this</p>																					

D - Increased attendance rates for Disadvantaged Students	Welfare and Attendance officer responsible for monitoring and supporting attendance Appropriate support via The Link Tutor Group (Great Start). Support planned for Disadvantaged students with below expected attendance. School attendance reward system supported and adjusted if necessary	Attendance for whole school improved from 94.61% to 95.70%, but Attendance for PP only improved from 91.41% to 92.61% Tutors included attendance as a PM target. The attendance officer met with Year Leaders and the SENCO every two weeks to review PP and students with SEND. This was followed up with a monthly breakfast meeting with SLT to celebrate successes and review the action plan.	This has been a whole school focus, but SLT took a lead role. Four Week Attendance challenge had some success, and acknowledged effort made by those who attended regularly. Prizes were given to 100% attendance Focus on Year 11 had significant impact for all students, including disadvantaged students. Non-uniform days for 100% encouraged and ensured that attendance was good. Attendance improved for this year group by 1.75%.
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	Fewer students moved to Smannell Fields School this year compared to previous years due to the work of the inclusion team. The number of PLDs for Year 11 reduced by over 70% between terms 1 and 2 SENCo was more experienced and able to secure alternative provision for students with complex needs (FHCP)	September and October are crucial months to tackle behaviour and put support in place to prevent escalation
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 evidence impact of improved behaviour to this group Providing alternative provisions at lunchtime (basketball for Y8 and Rocket ball for Y9) ensured calmer lunchtimes and better behaviour after lunch.	Tackling student peer groups impact on behaviour has a major impact on behaviour around school.