

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Harrow Way Community School
Number of pupils in school	979
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michael Serridge, Headteacher
Pupil premium lead	Nicholas Reed, Assistant Headteacher
Governor / Trustee lead	Giles Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,970
Recovery premium funding allocation this academic year	£34,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£286,770

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils are capable of making excellent progress through school and that it is our responsibility as educators to support the most vulnerable members of our community in overcoming the additional barriers that they face. The intention for this strategy is to support disadvantaged pupils in achieving their full potential and close the gap between disadvantaged pupils and their peers.

In line with government guidance and our own professional experience, we know that high quality teaching is at the heart of a successful implementation of the Pupil Premium funding. This approach has been shown to have the greatest impact in closing the gap between disadvantaged pupils and their peers as well as improving the outcomes for non-disadvantaged pupils.

Our approach is to adopt a culture of whole school responsibility where all staff take ownership of the progress and attainment of disadvantaged pupils as well as building a shared high level of expectation. We will use a robust, evidence based approach and not rely on prior assumptions regarding the nature of disadvantage and ensure that interventions are in place early enough to allow pupils to excel.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading tests and teacher feedback show that literacy skills are lower with disadvantaged pupils than their peers. There is strong evidence that this leads to pupils making less progress through KS3 than they might be able to.</p> <p>In our current year 7, 44% of disadvantaged pupils were reported as being below age related expectations for reading by their primary schools compared to 25% across the whole cohort. In school reading tests confirm this to be an area of concern.</p> <p>Given the high number of studies linking reading comprehension and academic achievement, this is a major concern for our disadvantaged pupils throughout school.</p>

2	Observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. The gaps in knowledge from these impacts are a large concern. These findings are backed up by several national studies.												
3	In line with national trends, attainment for disadvantaged pupils is generally less than their peers across many subjects with the biggest gaps being in Maths. In our last cohort to sit external exams, 42% of disadvantaged pupils gained a 4+ in Maths compared to 66% across the whole cohort. Pupil progress measures showed a similar gap.												
4	<p>Our mental wellbeing data shows an increase in pupils struggling with their mental health. There are many complicated issues such as anxiety and depression amongst many others. Disadvantaged pupils are disproportionately affected in this area and there are strong links to attainment.</p> <p>We see a lower participation in enrichment activities by disadvantaged pupils and it is well known that these activities can increase mental wellbeing.</p>												
5	<p>Attendance at the school is consistently above national averages including for disadvantaged pupils but our attendance data shows that disadvantaged pupils regularly have poorer attendance than their peers (In 2019 – 2020 the whole school attendance was 94.8%, PP attendance was 92.14%)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Whole School Attendance</th> <th>PP Pupils</th> </tr> </thead> <tbody> <tr> <td>2019 - 2020</td> <td>94.8%</td> <td>92.1%</td> </tr> <tr> <td>2020 – 2021</td> <td>90.8%</td> <td>85.0%</td> </tr> <tr> <td>Current year to date</td> <td>92.7%</td> <td>91.5%</td> </tr> </tbody> </table> <p>Note: Social Care attendance figures are especially low (81.9% currently)</p>	Year	Whole School Attendance	PP Pupils	2019 - 2020	94.8%	92.1%	2020 – 2021	90.8%	85.0%	Current year to date	92.7%	91.5%
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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
Disadvantaged pupils' reading comprehension will improve across KS3	Reading test scores will improve amongst disadvantaged pupils. Teachers should also see improvements in classwork, assessments.

<p>Improved attainment of disadvantaged pupils at the end of KS4. The gap between disadvantaged pupils and the whole cohort is reduced.</p>	<p>By the end of 2024/25, 45% or more of disadvantaged pupils will achieve 5 grades 4 or higher including English and Maths. <i>(2019 figure was 38.7%)</i></p> <p>The gap between disadvantaged and non-disadvantaged pupils in both Attainment 8 and Progress 8 measures will be smaller.</p>
<p>Pupil mental health and wellbeing to improve, especially amongst disadvantaged pupils.</p>	<p>School tracking of mental health shows improvement. Student and staff feedback shows decrease in mental health concerns, especially amongst disadvantaged pupils.</p>
<p>Disadvantaged pupils' attendance continues to be above national average and rises to be closer to the whole school attendance figures.</p>	<p>Attendance gap between disadvantaged pupils and whole school cohort reduced by 2% by 2024/25.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £129,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit and retain high quality teaching staff in all subject areas. In line with government guidance, the best way to support disadvantaged pupils is to have highly qualified and excellent teachers in their lessons.</p> <p>We will deliberately maintain high staff numbers in core subjects to ensure flexibility and opportunity for interventions as needed.</p>	<p>As well as our own, and other schools' experience as well as the guidance from the DFE, many of the EEF's most effective strategies to improve progress such as highly effective feedback and individualised instruction can only be implemented by high quality and specialist teaching staff.</p> <p>Observations, book monitoring, learning walks, student voice and data from external exams as well as internal assessment show that disadvantaged pupils benefit the most from high quality inclusive teaching from well trained and qualified teachers.</p>	1, 2, 3, 4,
<p>Use staff CPD, data management meetings and Curriculum Area Development Time to keep departmental focus on disadvantaged pupils in all year groups (and especially pupils due to sit external exams each year).</p>	<p>Internal reviews, observations, departmental and line manager conversations all identify areas of excellent practice with regards to focus on disadvantaged pupils' progress.</p> <p>Staff surveys indicate a firm appreciation for regular information, updates and reminders on strategies to support key groups</p>	1, 2, 3,
<p>Students for whom there is a financial barrier to progress (through lack of equipment or technology) to have this funded.</p>	<p>Student voice and parent surveys show that technology in particular and equipment in general can be a barrier to making rapid progress for disadvantaged pupils. Our experience and findings also show that it can be a barrier to attendance through embarrassment or shame and a factor in decreasing mental wellbeing.</p> <p>This concern was magnified through lockdown.</p>	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £114,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch a program of guided reading in tutor time. Use Freya modals to expand on key vocabulary and explicitly teach this to pupils.</p>	<p>Reading comprehension improvement can add 7 months to pupils' progress. Reading Comprehension Strategies (EEF) Coordination with colleagues in other schools also speaks to the effectiveness of these strategies.</p>	<p>1</p>
<p>Employ teachers to deliver bespoke lessons for disadvantaged pupils through our Link Provision to allow rapid catch up of pupils with large learning gaps or other extreme barriers to learning across all year groups.</p>	<p>Small group tuition and one-to-one tuition has been shown by the EEF to have a good impact in improving pupil progress. Internal data, student voice and teacher feedback show that this type of high-quality, teacher led lesson has a huge benefit both to pupil progress and pupils' positivity towards learning and therefore their mental wellbeing.</p>	<p>2, 3, 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Leader Assistants work closely with disadvantaged pupils in formal and informal sessions to support mental wellbeing and academic progress.	Observations, student voice, experience and research from the EEF show the positive benefits from mentoring and intervention schemes.	2, 3, 4
Attendance officer works in cohort with Year Leaders, Assistant Year Leaders, SLT and tutors in order to promote the benefits of high attendance. Regular attendance competitions to promote participation in school.	It is widely known that there is a very strong link between attendance and attainment. Pupils are not able to access the high quality learning if they are not in school and this exacerbates existing knowledge gaps.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £286,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As with other schools locally and nationally, the two National Lockdowns and partial school closures have severely impacted our ability to implement the planned strategies. Our strong curriculum, contingency planning and the rapid adopting of key technologies such as Google Meets lessons and the Oak National Academy resources have mitigated this somewhat but it is evident in school, as it is nationally, that our disadvantaged pupils have disproportionately suffered. Our goals for 2020/21 were therefore not fully realised.

Whole school attendance dropped and disadvantaged attendance dropped the most significantly (though still above the national average for disadvantaged pupils). Whilst the changes to assessment criteria for national qualifications was modified to take into account the gaps in knowledge and therefore the effect on Year 11 pupils was somewhat mitigated, we are seeing strong evidence that disadvantaged pupils were not able to make the strides in closing the gap that we had hoped for.

There were still a number of successes from the previous academic year's plan. Devices were rapidly sent to the homes of disadvantaged pupils to aid participation, the transition of pupils from year 6 to 7 was highly effective and has allowed our disadvantaged year 7 pupils to settling well into secondary school and we were able to continue with targeted support interventions for many pupils throughout the lockdowns.

We have taken into account the impacts of COVID-19 into our planning for the next 3 years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider