

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	986
Proportion (%) of pupil premium eligible pupils	29.7%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dawn German, Headteacher
Pupil premium lead	Nicholas Reed, Assistant Headteacher
Governor / Trustee lead	Lucy Godfrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260115
Recovery premium funding allocation this academic year	£64584
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	£324699

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.

Following the first year of the strategy, we were very pleased to have a much smaller gap between our disadvantaged students and non-disadvantaged students' performance than the rest of the local authority. Our gaps in attendance stopped growing and we have every intention of ensuring that these now begin to narrow.

For the year 2022/23, we were hindered by the lack of availability of suitable academic mentors and the massive reduction in government funding available for this program and so had to change a part of our focus to interventions using resources that we had available.

As we enter the final year of the 3 year strategy, we will be focussing on consolidating the gains that we have already made and ensuring that communication with all staff is as strong as it could possibly be and that buy-in from all key stakeholders is a driver of sustained change.

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>When we began this 3 year plan, within our year 7 at the time, 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	<p>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 resultant gaps in knowledge are a large concern. These findings are backed up by several national studies.</p>
3	<p>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.</p>
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</p>

disadvantaged pupils regularly have poorer attendance than their peers (In 2019 – 2020 the whole school attendance was 94.8%, PP attendance was 92.14%).

Year	Whole School Attendance	PP Pupils
2019 – 2020	94.8%	92.1%
2020 – 2021	90.1%	83.8%
2021 – 2022	91.8%	88.4%
Current year to date	92.9%	90.7%

Note: Social Care attendance figures are especially low (61.79% currently) – hugely impacted by a school refuser under social care.

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

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: £146,115

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>	<p>1, 2, 3, 4,</p>
<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>	<p>1, 2, 3,</p>
<p>Create and shared a regularly updated database of disadvantaged students in each year group and specific barriers for them as well as strategies to overcome these barriers (over time)</p>	<p>Huge success of a comparable internal system for information on pupils with SEND.</p> <p>Ties strongly with advice from Marc Rowland (Advisor to the DFE) from many training seminars and articles.</p>	<p>All</p>

<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>	<p>All</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £129,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue and expand our program of guided reading in tutor time. Use Freyer models 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)</p> <p>Coordination with colleagues in other schools also speaks to the effectiveness of these strategies.</p>	1
<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.</p> <p>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>	2, 3, 4
<p>Curriculum leaders trained to use data to target disadvantaged students and deploy resources to ensure their engagement.</p> <p>Key interventions targeted at disadvantaged</p>	<p>Research (Individualised Instruction (EEF)) shows strong evidence of the benefits of students being targeted with instruction tailored to their specific needs.</p> <p>As a school, we have been working on being driven by useful data for a number of years now.</p>	3
<p>National Tutoring Programme</p>	<p>National Tutoring Programme</p> <p>In line with government guidance, we supplement the funding from the National Tutoring Programme with money from the PP budget and target disadvantaged students in our interventions and tutoring.</p>	1,2

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

Budgeted cost: £ 48705

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
<p>The Attendance officer works in conjunction with Year Leaders, Assistant Year Leaders, SLT and tutors in order to promote the benefits of high attendance.</p> <p>Regular attendance competitions to promote participation in school.</p>	It is widely known that there is a very strong link between attendance and attainment. Pupils are not able to access 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
Councillor employed to support student wellbeing.	Based on guidance from the BACP and our own experiences, we know that disadvantaged students are more likely to need counselling and less likely to have good support networks. https://www.bacp.co.uk/about-therapy/what-therapy-can-help-with/child-related-issues/	4

Total budgeted cost: £324,699

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 2022 to 2023 academic year.

We have continued to make excellent progress towards our goals of our 3 year plan. In the 2022 results we were very pleased to see our disadvantaged students clearly outperforming the local authority average in their attainment in the first real GCSE exams in 3 years. This trend continued in last year's results with our gap between disadvantaged students and the whole cohort, again, being much lower than the Hampshire-wide gap.

2023 data	Hampshire	Harrow Way
Basics 9-4 in English and Maths (All)	66%	61.9%
Basics 9-4 in English and Maths (Disadvantaged students)	36%	45.7%
Attainment 8 (A8) (All)	45.8	47.03
Attainment 8 (A8) Disadvantaged Students	30.6	37.8
English 4+ (All)	73.8%	73.0%
English 5+ (All)	58.8%	59.8%
Maths 4+ (All)	72.2%	70.4%
Maths 5+ (All)	50.9%	46.0%

Our percentage of disadvantaged students getting 5 grades at 4+ including English and Maths was 41.3% which is an improvement from 38.7% in 2019. This is particularly impressive given the national picture of grade boundaries being deliberately raised in this year's exams. If we include all students receiving PP funding, the figure is 44.8% which is very close to our stated goal of 45% by the end of this academic year.

The reading program is still being completed successfully by all tutors. Students are reading regularly and in a structured way and some of our disadvantaged students are being exposed to more reading than they have done independently in years.

School attendance (alongside disadvantaged student attendance) took a dip in the last academic year but this reflects the national picture. A large part of the reason was the fact that COVID-19 related absences counted as absence this year where they did not in the previous academic year. It is very pleasing to note that the current attendance for the whole school for this academic year has improved and the disadvantaged student's attendance has closed the gap from 2022/23.

There is still a long way to go and we will continue to ensure that supporting disadvantaged students is high on everyone's agenda.