

Pupil premium strategy statement – Harrow Way Community School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	991
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dawn German, Headteacher
Pupil premium lead	Jonathan Mann, Assistant Headteacher
Governor / Trustee lead	Lucy Godfrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£320,965

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. Our intention is that all disadvantaged pupils make excellent progress and achieve at least in line with their peers. Whilst this plan relates to PP pupils, we are also aware of other students who are at a disadvantage compared to their peers, such as SEN, EAL and vulnerable pupils. Many of the strategies outlined are also used to support these other disadvantaged children.

In line with government guidance and our own professional experience, we know that high quality teaching and high expectations are at the heart of a successful implementation of the Pupil Premium funding. Excellent teaching sustains and improves the progress and attainment of all students alongside progress for disadvantaged peers.

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 maintaining 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.

Autumn 2025.

Our focus on closing educational barriers for all children is beginning to have an impact. In 2025, Pupil Premium students at Harrow Way performed better than the Hampshire School's student average. Harrow Way's Attainment 8 score was 37.4 set against a Hampshire average of 32.3. Attainment 8 is a performance measure that calculates the average grade of a student's best eight GCSE qualifications. Our focus for the coming year will be on maintaining and improving the progress of all disadvantaged students at Harrow Way, this includes an ongoing focus on attainment and progress at KS3 which should lead to better outcomes for all at KS4. We will also maintain our focus on well-being and inclusion.

Challenges

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

Challenge number	Detail of challenge																	
1	Reading tests and teacher feedback show that literacy skills are lower with disadvantaged pupils than their peers. There is evidence that this leads to pupils making less progress through KS3 than they might be able to. Given the high number of studies linking reading comprehension and academic achievement, this is a major concern for out disadvantaged pupils throughout school.																	
2	In line with national trends, attainment for disadvantaged pupils is generally lower than their peers across many subjects with the widest gaps being in Maths. In our last cohort to sit external exams, 48.1% of disadvantaged pupils gained 4+ in Maths compared to 68.4% across the whole cohort. Pupil progress measures reveal a similar gap.																	
3	Attendance at the school is consistently in line with national averages but our attendance data shows that disadvantaged pupils often have poorer attendance than their peers. We monitor PP attendance and though it dropped by 1% last year, we remained above the national average. <table><tr><th>Year</th><th>Whole School Attendance</th><th>PP Pupils</th></tr><tr><td>2022 – 2023</td><td>91.1%</td><td>88.2%</td></tr><tr><td>2023 - 2024</td><td>92.3%</td><td>89.2%</td></tr><tr><td>2024 - 2025</td><td>92.3%</td><td>89.6%</td></tr><tr><td>Current year to date</td><td>93.4%</td><td>89.7%</td></tr></table>			Year	Whole School Attendance	PP Pupils	2022 – 2023	91.1%	88.2%	2023 - 2024	92.3%	89.2%	2024 - 2025	92.3%	89.6%	Current year to date	93.4%	89.7%
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4	Disadvantaged students in KS4 are amongst our most disaffected and disengaged students. We are implementing a range of strategies and interventions but have yet to see a lasting impact.
5	Assessments/observations and discussion have identified a lack of resilience amongst our most disadvantaged students. We are aware of the barriers for these children to have meaningful opportunities outside of school.

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' literacy (reading comprehension, vocabulary, oracy and writing) will improve across KS3	Reading test scores will improve amongst all pupils, especially disadvantaged pupils. Teachers should also see improvements in formative assessments.
PP pupils' attainment will continue to improve.	Gap between PP students and Non PP Students will get smaller at GCSE in Maths (as well as all subjects)
Disadvantaged students' attendance will improve.	An increase in attendance figures
Achieve and sustain improved emotional wellbeing and mental health among our disadvantaged students	Qualitative data from student voice, parents' surveys and behavioural records. Sustained high levels of participation in enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 175,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure continuing high levels of staffing and especially focus on maintaining high priority staff in key roles.	Clear evidence of the growing recruitment and retention crisis in England (as well as the rest of the world). Article here	1,2,3,4
Implement evidence-based literacy instruction: Utilise structured literacy programmes that focus on vocabulary, writing, oracy and comprehension strategies, which have been shown to benefit disadvantaged pupils	(Education Endowment Foundation, Early Literacy Approaches). Read more here.	1
Enhance teacher training on literacy: Provide ongoing professional development for teachers on effective literacy instruction and strategies to meet the diverse needs of pupils, particularly those from disadvantaged backgrounds.		1
Implement a robust attendance policy: Establish clear expectations and consequences regarding attendance, ensuring all staff are trained to understand and enforce these policies effectively. Use data to monitor attendance: Regularly analyse attendance data to identify trends and intervene early with students showing signs of poor attendance.	Guidance taken from the blogs by the EEF and others Here as well as our own extensive experience in being successful in improving attendance. DFE Guidance on working together to improve school attendance	3

Engage parents through communication: Foster strong relationships with parents by providing regular updates on their child's attendance and academic progress, encouraging them to take an active role in their education. Celebrate attendance achievements: Recognise and encourage students who achieve good attendance records through tutor interactions which can motivate others to improve their attendance. This will be monitored closely.		
Implement evidence-based teaching strategies: Utilise approaches such as teaching for mastery, which encourages all students to believe they can succeed in mathematics through hard work and persistence. Use metacognitive strategies: Teach students how to plan, monitor, and evaluate their own learning.	This method emphasises understanding concepts deeply rather than rote memorization. Source: EEF This can help them become more aware of their learning processes and improve their problem-solving skills in mathematics. Source: Schools Week	2, 4

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

Budgeted cost: £45,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group interventions: Create targeted reading groups for disadvantaged pupils, focusing on specific literacy skills such as	EEF guidance on small group tuition shows its effectiveness with relatively low cost implications. Research here	1

phonics and comprehension, to provide personalised support.		
Small group tuition: Provide targeted small group sessions for students who are struggling in mathematics.	This personalised approach allows for tailored instruction that meets individual needs. Source: EEF	2

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

Budgeted cost: £99,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a literacy-rich environment: Develop a school-wide initiative to enhance the literacy environment, including displays of student work, reading corners, and access to diverse reading materials. Promote extracurricular literacy activities: Offer clubs focused on reading and writing, such as book clubs or creative writing workshops aimed at engaging pupils	Whilst more costly, evidence shows some links with students being in school for additional time can have an impact on their attainment. Link here Teacher experience also indicates that children whose imagination is fired up will have a greater engagement and drive.	1
Social and emotional learning (SEAL): Implement SEAL programmes that help students develop skills such as self-regulation, resilience, and interpersonal skills. Parental engagement initiatives: Foster partnerships with parents to support their children's learning at home. Ensure	These skills can improve overall academic performance and help students cope with challenges. Source: EEF Workshops and resources can help parents understand how to assist with mathematics homework and encourage a	2,4

improved information on the school website.	positive attitude towards learning. Source: EEF	
Promote a positive school culture: Foster an inclusive and welcoming environment that encourages all students to feel valued and connected to the school community, which can enhance their motivation to attend.	Excellent blog on the impact that attendance can have: Here and Here	3
Target students receiving the PP Grant to encourage attendance at enrichment activities. Have all teaching staff and tutors focus on promoting attendance at one or more enrichment activities being very beneficial and desirable. This will be tracked and monitored. This should foster a sense of community as well as improve mental health and wellbeing.	NHS Guidance on improving mental health is heavily focused on communal activities, sports and new skills.	5

Total budgeted cost: £320,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our previous plan had the following 4 challenge areas (briefly summarised):

- 1. Improve disadvantaged student literacy*
- 2. Improve disadvantaged pupils attainment in maths particularly*
- 3. Improve pupils' mental health as well as participation in enrichment activities*
- 4. Improve Disadvantage students' attendance*

Ensuring improved outcomes for disadvantaged students is one of the most difficult issues faced by schools. Like all schools, we have yet to see sustained impact from the initiatives we have implemented.

The reading programme is established and embedded into our tutor time routine. This has been designed to help improve literacy. Expectations are high with no student left behind. We have purchased NGRT reading tests to track and monitor the improvement in reading ages over several years. We have also rolled out a whole-school approach to teaching vocabulary with a clear focus on tier 2 words and embedded the EEF approaches to reading. We look forward to seeing the impact of these initiatives this year and in the future.

Reading comprehension and analysis skills are developed through targeted strategies. Initiatives are designed to have significant impact on students with the lowest reading ages. The NGRT reading tests will highlight specific areas for focus.

Gaps in knowledge are being closed as students' academic success is being improved. In comparison to 2019, PP student's P8 score has improved, going from -0.66 to -0.36, a clear indication that we are heading in the right direction.

No KS2 data meant it was not possible to determine a progress measure for last year's cohort. Though there are still gaps in attainment, it is clear that improvements continue to be made. The gap at basics 4+ closed to 18% which is a marked improvement from 2024's 33% gap.

The gap at basics 5+ remains at 27% and in line with national trends. Nevertheless the percentage of PP students achieving the Ebacc standard continues to grow.

Mental health in secondary schools is a critical concern, with a significant portion of students experiencing difficulties that impact their ability to learn. The National Institute of Health determine that factors which affect disadvantaged students mean they are more likely to suffer from mental health issues than their peers. Harrow Way integrates

mental health education and trains staff to recognise and support all of its students. We also implement key strategies such as peer support through our mentor system. Harrow Way recognises the importance of engagement beyond the classroom. There are plentiful opportunities and experiences during and after school hours. This ensures our students have a strong sense of belonging and chances to engage in new experiences as well as develop leadership skills.

Pupil Premium funding can be used to provide enrichment opportunities for our students. Engaging with opportunities outside the classroom can help to close the attainment gap. Enrichment activities supported by the pupil premium include but are not limited to: educational trips, after-school clubs, and support for reading for pleasure. Harrow Way considers all requests for funding from every aspect of school life and rarely turns down requests. We also explore other methods of funding which may help our disadvantaged pupils to engage with school life.

School attendance is good for mental health because it provides opportunities for social connections, emotional support from peers and teachers, and a sense of belonging. The attendance gap at Harrow Way has closed slightly and currently stands at 91% for Pupil Premium students against 93% for their peers. The gap is shrinking but we remain aware a continued focus is required.

Maths scores have improved, 37.5% of PP students in 2019 got a grade 4+ whereas in 2024 it was 48.1%. This improved again in 2025 with 54% of disadvantaged pupils achieving a grade 4. The gap between PP and non PP students achieving 4+ in maths also narrowed over this time period from 35.5% to 29%. This gap narrowed again in 2025 to 10%. We look forward to seeing the impact of our continued efforts and interventions.