

# 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  | 999                                     |
| Proportion (%) of pupil premium eligible pupils   | 32.7%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024/25 – 2027/28                       |
| Date this statement was published   | December 2024                           |
| Date on which it will be reviewed   | July 2024                               |
| Statement authorised by   | Dawn German,<br>Headteacher             |
| Pupil premium lead  | Nicholas Reed, Assistant<br>Headteacher |
| Governor / Trustee lead   | Lucy Godfrey                            |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £290 880 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br><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> | £290 880 |

## 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.

Despite a strong drive to improve outcomes in these areas over the last 3 years, we have seen frustratingly slow progress in improving outcomes for our disadvantaged students. Our focus over the next three years will be on trying to have the largest possible impact on students in KS3 in order to attempt to narrow the gap in attainment before it is too large to tackle.

## 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>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>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.</p>  |           |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 3                    | <p>Attendance at the school is consistently in line with national averages but our attendance data shows that disadvantaged pupils regularly have poorer attendance than their peers.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Whole School Attendance</th> <th>PP Pupils</th> </tr> </thead> <tbody> <tr> <td>2021 – 2022</td> <td>91.8%</td> <td>88.4%</td> </tr> <tr> <td>2022 - 2023</td> <td>90.8%</td> <td>87.4%</td> </tr> <tr> <td>2023 - 2024</td> <td>90.9%</td> <td>88.1%</td> </tr> <tr> <td>Current year to date</td> <td>93%</td> <td>90.8%</td> </tr> </tbody> </table> | Year      | Whole School Attendance | PP Pupils | 2021 – 2022 | 91.8% | 88.4% | 2022 - 2023 | 90.8% | 87.4% | 2023 - 2024 | 90.9% | 88.1% | Current year to date | 93% | 90.8% |
| Year                 | Whole School Attendance   | PP Pupils |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 2021 – 2022          | 91.8%   | 88.4%     |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 2022 - 2023          | 90.8%   | 87.4%     |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 2023 - 2024          | 90.9%   | 88.1%     |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| Current year to date | 93%   | 90.8%     |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 4                    | <p>Disadvantaged students in KS4 are amongst our most disaffected and disengaged students. We have implemented various interventions but without sustained success or lasting impact.</p>   |           |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |
| 5                    | <p>Assessments/observations and discussion have identified SEMH issues for a number of disadvantaged students due to a lack of resilience and opportunities outside school.</p>   |           |                         |           |             |       |       |             |       |       |             |       |       |                      |     |       |

## 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 disadvantaged pupils.<br>Teachers should also see improvements in classwork, 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.  | Continued 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.<br>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: £ [159,984]

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

|  |  |      |
|--|--|------|
| <p><b>Engage parents through communication:</b> 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.</p> <p><b>Celebrate attendance achievements:</b> Recognise and encourage students who achieve good attendance records through tutor interactions which can motivate others to improve their attendance.</p> |  |      |
| <p><b>Implement evidence-based teaching strategies:</b> Utilise approaches such as teaching for mastery, which encourages all students to believe they can succeed in mathematics through hard work and persistence.</p> <p><b>Use metacognitive strategies:</b> Teach students how to plan, monitor, and evaluate their own learning.</p>   | <p>This method emphasises understanding concepts deeply rather than rote memorization. <a href="#">Source: EEF</a></p> <p>This can help them become more aware of their learning processes and improve their problem-solving skills in mathematics. <a href="#">Source: Schools Week</a></p> | 2, 4 |

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

Budgeted cost: £ [43,632]

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Establish small group interventions:</b> Create targeted reading groups for disadvantaged pupils, focusing on specific literacy skills such as phonics and</p> | <p>EEF guidance on small group tuition shows its effectiveness with relatively low cost implications.</p> <p><a href="#">Research here</a></p> | 1                             |

|  |   |   |
|--|---|---|
| comprehension, to provide personalised support.  |   |   |
| <b>Small group tuition:</b> Provide targeted small group sessions for PP students who are struggling in mathematics. | This personalised approach allows for tailored instruction that meets individual needs. <a href="#">Source: EEF</a> | 2 |

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

Budgeted cost: £ [87,264]

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

|   |   |   |
|---|---|---|
| support their children's learning at home.  | positive attitude towards learning. <a href="#">Source: EEF</a>   |   |
| <b>Promote a positive school culture:</b> 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: <a href="#">Here</a> and <a href="#">Here</a>                      | 3 |
| <b>Target students receiving the PP Grant to encourage attendance at enrichment activities.</b> Have all teaching staff and tutors focus on promoting attendance at at least one enrichment activity being very beneficial and desirable.<br><br>This should help to foster a sense of community and improve mental health and wellbeing. | <a href="#">NHS Guidance</a> on improving mental health is heavily focused on communal activities, sports and new skills. | 5 |

**Total budgeted cost: £ [£290 880]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Our previous plan had the following 5 challenge areas (briefly summarised):*

- 1. Improve disadvantaged student literacy.*
- 2. Improve gaps in knowledge due to Covid-19 Pandemic (particularly evidence in students who receive the PP)*
- 3. Improve disadvantaged pupils attainment in maths particularly*
- 4. Improve pupils' mental health and participation in enrichment activities*
- 5. Improve Disadvantage students' attendance*

*The struggle to improve outcomes for disadvantaged students is one of the most difficult issues faced by schools currently. There is no 'quick fix' or 'silver bullet' and, like all schools, we have had mixed success in our attempts to make improvements.*

*Our school literacy programme is well established and embedded into our tutor time routine. Expectations are high and no student is left out due to any of the common barriers faced by disadvantaged students. The data on the reading programme is limited however and it is hard to gauge success. However, we have now purchased NGFR reading tests and will be able to track and monitor the improvement in reading ages over several years now. We have also begun to roll out a whole-school approach to teaching vocabulary with a clear focus on tier 2 words and introduced the EEF approaches to reading. We look forward to seeing the impact of these initiatives in the coming year.*

*Gaps in knowledge are clearly being closed with students' academic success being much 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.*

*Maths scored have similarly improved, 37.5% of PP students in 2019 got a grade 4+ whereas in 2024 it was 48.1%, the gap between PP and non PP students achieving 4+ in maths also closed over this time period from 35.5% to 29%. Clearly though, there is still some way to go.*