

Pupil Premium Strategy

The school has received a preliminary £361,945. This reflects the fact that 397 of our students were entitled to the premium including 7 CLA, and 0 In Service. This represents approximately 35% of the school population (276 students are both are EAL & PPI students). The purpose of the pupil premium is to help students from low income families who are eligible for free school meals (or have been at any time in the last six years), looked after children and those from families with parents in the armed forces. In particular, the main aim of the pupil premium is to raise the achievement of these students and to close the attainment gap between these students and those not entitled to this support.

The Ofsted reports on the use of the premium (*Pupil Premium Guidance: Reference 120197 and 130016*), and further guidance from the Department for Education (*DfE – RR282*) outline how the premium has been used in schools. These reports have been used to generate our whole school policy. We have updated the Challenge and Analysis Toolkit which provides a detailed breakdown of how the premium has been spent, summary of the main barriers and overcoming them, with evidence of impact.

Strategies and activities used on the Toolkit have been recommended by The Sutton Trust; Education Endowment Fund; Teaching Schools Council and the National College for Teaching and Leadership.

At Harlington School the focus has been on providing additional support. In some areas it is possible to identify where there has been direct spending of the premium ‘on’ the target students. In most, the spending has been ‘for’ the students. The distinction is that money spent for the students is likely to have an impact for all students. Without the premium the additional spending would not have been possible and the extra support/intervention would not be in place. The best example of this is when looking at staffing. The provision of extra staffing has allowed us to reduce class sizes therefore allowing for more personal support within class, and set up targeted intervention. Below is an outline as to how the premium has been spent within the school.

Harlington School is in the top (or second top) quintile nationally for students in receipt of Free School Meals. Deprivation and local ward data also indicates high levels of deprivation and poor health indicators. There are close parallels between students who are eligible for FSM and the following groups:

- Students for whom English is an Additional Language
- Students from significant ethnic groups
- Students whose literacy and numeracy is in the lower ability range on entry

- Students who are mid-year admissions, often who do not have any prior Key Stage 2 data, but whose school baseline assessment profile indicates low prior attainment or early stage EAL
- Students whose parents have not attended higher education.

The pupil premium at Harlington School has provided a range of activities over the years, staff and staff time ensures support for students who are entitled to free school meals so that they thrive and succeed. The funding is discussed as part of the annual budget-setting process and reviewed at the Governing Body meetings. The range of provision and resources has included:

- Individual 1-1 and small group support
- In-class support and withdrawal sessions
- Revision and immersion sessions directly linked to final examinations
- Homework club after school
- ICT resources to support learning including bespoke software programmes (MyGCSE Science etc)
- Alternative curriculum provision at Key Stage 4
- Subsidies for trips and equipment
- Rewards to recognise and celebrate success
- Reading/Mentoring programmes

The pupil premium is also targeted to provide staff time to:

- Track and monitor the achievement and progress of PP students and undertake analysis of their performance in comparison to their Non-PP peers – raising attainment programme
- Planning curriculum provision and evaluating whether that provision ensures students are gaining full benefit
- Undertake 1 to 1 mentoring support
- Provide support and advice at key transition points through our career's events
- Provide suitable careers guidance and support and in particular ensure that all students at the end of Year 11 have made suitable applications for education or training Post-16 through our careers service
- Provide guidance for parents through tea-parties to support their child's learning

Summary information					
School	Harlington School				
Academic Year	2020-21	Total PP budget	£361, 945	Date of most recent PP Review	11/2020
Date for next internal review of this strategy	Governing Body - November 2021				

1. Achievement/Attainment (Reference Section 5 – Data Pack Summary)		
	PP 2020 Results /(current)	Other 2020 Results /(current)
Progress 8 score average	-0.57 (0.14)	0.64 (0.55)
Attainment 8 score average	36.0 (41)	45.0 (47)
2. Barriers to Educational Achievement		
Main barriers:		
<ul style="list-style-type: none"> • English as an additional language • Low Literacy – ability range on entry • Mid-year admissions • Careers guidance • For some low expectations, aspirations and overall well-being • Access to trips / school equipment • Low confidence and aspiration (<i>Heathrow Effect</i>) • Transitions – e.g. Post-16 guidance (students whose parents have not attended higher education) • Access to educational resources – online / textbooks etc. • Personal development and equality of opportunity • Parental engagement 		

3. Planned Expenditure to Overcome Barriers				
Academic year	2020-21			
Activity	Expenditure	New activity; Continued or Reviewed from	Intended Impact	Education Endowment Fund Evidence / Impact Strength
80% Contribution towards EAL Staff.	£79,248	Continued	Improved progress in literacy levels, and transition into mainstream.	4/5
1.25 days Careers Advisor (IAG)	£20,000	Continued	Reduction in NEET figures.	Sutton Trust Recommendation
Hardship Fund.	£3,000	Continued	Prepared for learning, improved attendance and participation in school events.	
Raising Attainment Programme	£5,000	Continued	Improved progress measures.	
Teach First Programme - partial funding (50%), with the remainder of costs met by the school.	£43,740	Continued	Raised teaching standards linked to increased progress measures.	3/5
Vulnerable families' officer	£58,000	Continued	Improved overall well-being of targeted students - confidence/mental well-being and engagement.	4/5
Satellite School	£134,388	<i>Reviewed</i>	Improved attendance, students supported in learning/engagement leading to better outcomes. Decrease in fixed term exclusions.	3/5

Ascension School – Initial EAL Learners.	£99,106	<i>Reviewed and to continue</i>	Improved literacy levels: writing, communication and Reading ages. Transition into mainstream.	3/5
Provision of Free School Meals for Sixth Form students.	£19,665	Continued	Improved attendance/well-being and engagement.	
School Trips	£4,000 tbc	<i>Under review</i>	Improved engagement and raised motivation for target students.	
Equalities Champion	£2,000 prev.	<i>tbc</i>	Improved parental engagement and student support.	Sutton Trust Recommendation
<i>Equalities Forum</i>	<i>£ tbc</i>	<i>New</i>	Improved parental engagement and student-teacher support strategies.	Sutton Trust Recommendation
TIG Champion	£24, 873	Continued (3 nd year)	Improved progress measures, attendance and engagement for group.	Sutton Trust Recommendation
6 th form TLR	£16, 134	Continued	Improved transition arrangements: Yr11-12 and Yr12-13.	

4. Impact Summary 2019-20

The gap between disadvantaged and Other for both school and the national picture has widened. The A8 gap has widened slightly from A8 2019 of 40, to A8 2020 of 36 (widening the gap-score by 7). In term of P8 2019 0.07, this has decreased to P8 2020 -0.57 (widening the gap by 1.24).

It is difficult to make any deductions from this isolated data. It seems to be a disturbing national picture overall; comparisons are not available against the national picture as data sets will not be released for 2020. Anecdotally, disadvantaged students tend to be motivated by the exam process particularly nearer the exam period. Where this was missing, staff would have had to base their assessments on what the students has produced and shown in class to the lead up of a national lockdown. Students who did not show enough of their capabilities in class during this period would have been at a real disadvantage. Not having an exam and bespoke assessments as normal to the lead up to examinations, will therefore have worked as a disadvantage for this group. It is noteworthy, to the lead up these students additionally attend extra after-school sessions, flexis and school-based interventions to close gaps. This did not occur. The activities listed have historically always had very positive outcomes. This has been evidence by an independent PP LA/HMI Reviews and Ofsted Inspections. As such, many of these strategies we continue to fine-tune, some update, and some introduce for our changing profile. Other strategies have already been removed altogether as they no longer have the desired impact or were simply not best-value in terms of cost-effectiveness.

5. Data Pack Summary February 2020

	Results 2019			Results 2020			Current 2021 Aut			IDSR Nationals Feb 2019
	Disad.	Other	Gap 2019	Disad.	Other	Gap 2020	Disad.	Other	Gap 2021	
Number of pupils	97	81	-	69	114	-	71	153	-	Top 20% of all schools
% of pupils	54%	46%	-	38%	62%	-	32%	68%	-	
Attainment 8 Score	40	42	2	36	45	9	41	47	6	44
Progress 8 Score	0.07	0.23	0.16	-0.57	0.64	1.24	0.14	0.55	0.41	0
% entering EBACC	50%	44%	6%	25%	42%	17%	59%	55%	4%	35%
% achieving grade 5 or above in EBACC	9%	17%	8%	19%	29%	10%	23%	40%	17%	22%
% of pupils achieving a standard pass in EM	49%	44%	5%	41%	56%	15%	44%	54%	10%	59%
% of pupils achieving a strong pass in EM	24%	26%	2%	22%	30%	8%	24%	37%	13%	26%

Inspection Dashboard

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Performance tables February 2020

