

Harlington School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Harlington School
Number of pupils in school	1022 (7-11) 1271 (whole School)
Proportion (%) of pupil premium eligible pupils	(415) 38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Nov 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Headteacher
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£408,775
Recovery premium funding allocation this academic year	£ 118,060
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	£526,835

Part A: Pupil premium strategy plan

Statement of intent for Harlington School

The Pupil Premium Strategy Plan

Harlington adopts a whole school approach to pupil premium. This is primarily because we have a high percentage (40%) 415 of students on pupil premium. Whenever we have developed strategies for our pupils, we have developed it with value that all students have equal rights to a good educational base from which to launch their careers and future endeavours. The success of this approach can be tracked through the progress of our pupil premium students. With the advent of Covid and its impact on so many disadvantaged students, it is even more important to track the progress of pupil premium students robustly. We have taken on board the broader definition from the DfE used in the disbursement of the National Tutoring Funds to ensure that all our disadvantaged students are supported and their progress rigorously monitored.

We track the progress of students using the 4-Matrix data analysis system. This allows us to track each year group and by ethnic codes, disadvantage, SEN/D, gender and any other additional areas that we wish to keep under review. Staff are able to fully access this data and use it in their planning for the needs of students.

Our student profile is changing. Where our coverage averaged 75% over the years, we are currently running at 87% coverage in 2022. The profile of prior attainment on entry is changing. In the current year 11 for instance, the lower band is the highest with 80 students out of a total of 196 whilst the high prior attaining students has increased significantly to 37 students and the mid attaining students are 53.

The Ofsted Inspection Data Summary Report (IDSR) 2022

Progress

The IDSR for KS4 Progress in 2022 indicates that:

- *There is nothing to highlight for overall Progress 8 in 2022.*
- *There is nothing to highlight for the English element of Progress 8 in 2022.*
- **The mathematics element of Progress 8 (0.5) was significantly above national and in the highest 20% in 2022.**
- *There is nothing to highlight for the EBacc element of Progress 8 in 2022.*
- *There is nothing to highlight for the open element of Progress 8 in 2022.*

Attainment

The IDSR for KS4 2022 indicates that:

- *There is nothing to highlight for Attainment 8 and all elements in 2022.*

Monitoring and Tracking

We employ a tiered pupil progress monitoring approach for raising attainment and progress where everyone has responsibility for the progress of the children in their subject area

1. Teacher level – Individual class context using 4Matrix and tracked intervention on Sims
2. Curriculum level – SLT culture walks, in-school variation monitoring and regular data analysis and discussions with nominated SLT/Headteacher
3. SLT level – Named senior member responsible for overseeing the approach, Progress and

Attainment meetings with Heads of Faculties is used to track groups of students.

The rationale behind implementing this type of approach was to secure a shared and distributive model of accountability and monitoring, broadening the profile of the pupil premium strategy, and to raise awareness of the national agenda to close gaps within school groups. This would fit in with the National Tutoring Fund strategies of providing support for all disadvantaged children not just those disadvantaged by FSM criteria.

In some areas it is possible to identify where there has been direct spending of the premium 'on' the target students and the impact that has had on the progress of the student. However, in most areas, 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 targeted intervention. We are also planning for extra staffing in the core areas of Maths and English to allow for more school led approaches to tutoring.

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.

Challenges

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

Challenge number	Detail of challenge
1	The impact of lockdown on attainment and progress
2	Poor adaptation/lack of access to adequate resources for remote learning and resource rich learning such as music and Educational visits – to support equal access to learning
3	Sustaining high quality teaching and learning, maintaining reduced class sizes
4	Student and/or Parental reluctance to engage with the support offered
5	Lower than expected attendance – Raising Attendance Strategies.
6	Changes in home circumstances due to the Pandemic, leading to lack of engagement with home learning and/or disenfranchisement with school or learning
7	Mid-year admission; between 5-8% mobility and the catch-up learning necessary
8	EAL - language acquisition for EAL students – Additional resources and opportunities
9	Low prior knowledge entry points evidencing significant knowledge gaps
10	Impact of lockdown and other socio-economic factors on Mental Health and Wellbeing
11	Raise students aspirations and address stereotypes

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
Improved mental health and well-being of learners	<ul style="list-style-type: none"> - Students are more motivated to do well in school - improved effort grades - Reduction in absenteeism
More resources and access provided for remote learning and other resource rich and enrichment learning such as Music and Educational visits./	<ul style="list-style-type: none"> - Successful engagement with remote learning when necessary; - Opportunities taken up for resource rich learning such as music and educational visits
Reduced class sizes and high-quality teaching	Significantly improved learning experiences for students Improved grades overall Highly positive progress measures
Reduction in knowledge gaps	A higher percentage of disadvantaged students achieve better grades – narrowing the gap + Progress measures for disadvantaged students

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: £259,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% Contribution towards EAL Staff.	Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust	1, 7
100% Contribution to music lessons – GCSE Music instrumental tuition	Education Endowment Fund (EEF); Teaching Schools Council (TSC); To support equal opportunities	2, 3, 5,
Additional staff in Maths, Science and English	Education Endowment Fund (EEF); Teaching Schools Council (TSC)	1, 3, 11
Raising Attainment Programme	Narrowing the Gap Sutton Trust	1, 6, 8, 11
Continued support for additional classes years 9 & 11	Education Endowment Fund (EEF); Teaching Schools Council (TSC)	1, 3, 6, 8
Additional Learning Support Assistants employed	Education Endowment Fund (EEF); Teaching Schools Council (TSC)	1, 3, 5, 6, 8,

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

Budgeted cost: £ 161,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ruth Miskin Literacy Initiative	Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust	3, 6, 7, 8
Elective withdrawal staffing and resources for disadvantaged students	Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust	1, 3, 5
Alternative provision for disadvantaged students	Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust	4, 5
Ascension School – Initial EAL Learners.	Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust	6, 7, 8
Purchase of laptops for disadvantaged students in order to access online learning opportunities at home	Covid Catch-up and online learning. Students need access if they are to stay home as a result of positive tests or in fact a lockdown.	1,2,3,5

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

Budgeted cost: £105,535

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended Impact
100% cost of careers visits for disadvantaged students	Gatsby Benchmarks	2, 11	Reduction in NEET figures.
Provision of Animal Therapy	Outdoor adventure learning- Education Endowment Fund	10	Improved overall well-being of targeted students - confidence/mental well-being and engagement.
Jamie's farm and follow up outreach for vulnerable children	Collaborative; Outdoor adventure learning approaches - Education Endowment Fund	10	Improved overall well-being of targeted students - confidence/mental well-being and engagement.
Hardship Fund.	Sutton Trust Recommendation	1, 4, 10	Prepared for learning, improved attendance and participation in school events. Improved well being
Harlington Alternative Education bespoke provision	Collaborative small group learning. Education Endowment Fund (EEF); Sutton Trust	4, 5, 10	Improved attendance, students supported in learning/engagement leading to better outcomes. Decrease in fixed term exclusions. Keep children in Education
100% PP Discount for Trips/visits	Outdoor adventure learning- Education Endowment Fund	2, 10	Improved engagement and raised motivation for target students.
<i>Equalities - Resources and partial cost of staff</i>	Sutton Trust Recommendation	1, 2, 5, 7	Improved parental engagement and student-teacher support strategies.
6 th form Study Skills; Peer Tutoring	Education Endowment Fund	9	Improved transition arrangements: Yr11-12 and Yr12-13.

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

This table represents GCSE results 2021-22

Disadvantaged Students in year 11	57
Number of disadvantaged pupils in the Progress 8 score	47
Progress 8 score for disadvantaged pupils	-0.07
Progress 8 score for disadvantaged - English element	-0.1
Progress 8 score for disadvantaged - maths element	0.12
Progress 8 score for disadvantaged - Ebacc element	0.1
Progress 8 score for disadvantaged - open element	-0.35
Average Attainment 8 score per disadvantaged pupil	41.21
English element	8.82
mathematics element	8.21
EBacc element	12.43
Open element	11.75
% of disadvantaged pupils entering the EBacc	64.91%
Average EBacc APS score per disadvantaged pupil	3.79
% of disadvantaged pupils achieving grade 5 or above in the EBacc	10.53%
% of disadvantaged pupils achieving grade 5 or above in English and maths	31.58%

38% of our students overall are pupil premium, this figure rises when we use the broader term of disadvantaged students to include SEN/D students. The impact of the lock down during the pandemic appeared to have impacted this group of learners more significantly in terms of their outcomes and it would appear that they are also likely to be slower to recover fully.

STUDENT OUTCOMES GCSE 2021-22

Strengths

- Overall, the school is progress positive at P8 +0.25
- Low prior attaining students have made very good progress with P8 +0.33
- Mid prior attaining students have made good progress with P8 +0.23
- Girls have made good progress with P8 +0.50

Areas for Development

The performance of certain groups continues to be an area for development. There continues to be a gender gap and the performance our disadvantaged students has declined.

- **The gender gap** has narrowed from -18.43% in 2019 to -5.12% in 2022 although the females have outperformed the males significantly with progress 8 measures of +0.50 as opposed to +0.06 achieved by the males.
- **Pupil Premium** - There is a reduction in the progress measure of disadvantaged students at P8 -0.07 in 2022 compared to +0.13 in 2019 which was the last examination year.
- **WEng** – This group of learners continue to underperform with -0.89 in 2022 compared to -0.82 in 2019.
- **Higher Prior Attaining** group – this group is also progress negative at P8 -0.04 compared to our middle prior attaining group at P8 +0.23 and our low prior attaining group at P8 +0.33
- **SEND – EHCP** progress measures of P8 -1.01 (This group comprises of 2 students)
- **SEND – K Support** progress measures of P8 -0.53 (This group comprises of 17 students)

As a school we mitigate against the impact under very challenging circumstances and continue to employ various strategies supported by specific tracked funding streams from the DfE such as the National Tutoring Programme and the pupil premium fund. Some strategies planned for this academic year include:

- School-led tutoring and planned In-class intervention
- Additional LSA support in lessons and close monitoring
- Teacher accountability systems and structures
- Close monitoring of the progress of disadvantaged students
- Wider opportunities to raise or maintain aspirations

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
Study Skills Programme	Glia – Learning <i> Purchased in previous years whilst preparing students for exams. Also purchased for 2021-22 – Dr Van Der Spoel</i>

Further information (optional)

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