# Harlington School Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Harlington School |
| Number of pupils in school | 1260 |
| Proportion (%) of pupil premium eligible pupils | 28% (Mar 2021) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | Nov 2021 |
| Date on which it will be reviewed | Nov 2022 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Deputy Headteacher |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £366,743 |
| Recovery premium funding allocation this academic year | £ 56,419 |
| 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 | £423,162 |

# Part A: Pupil premium strategy plan Statement of intent for Harlington School

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| **The Pupil Premium Strategy Plan**  Harlington adopts a whole school approach to pupil premium. This is primarily because we have a high percentage of students on pupil premium 387. 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 78% coverage in 2021. The percentage of high and low ability students is gradually moving from large numbers of LAP’s and small numbers of HAPs, to more equal percentages of LAPs and MAPs, with over 60% MAPs.  **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 – Paired SLT lesson observations, Updated FDPs and Results analysis with nominated SLT/Headteacher 3. SLT level – Named senior member responsible for overseeing the approach, Progress and Attainment meetings with CLs personalised 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 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 set up targeted intervention.  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.

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| Challenge number | Detail of challenge |
| 1 | The impact of lockdown on attainment and progress |
| 2 | Poor adaptation and a lack of access to adequate resources for remote learning and resource rich learning such as music and Trips – 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 and associated attendance issues. |
| 5 | Changes in home circumstances due to the Pandemic, leading to lack of engagement with home learning and/or disenfranchisement with school or learning |
| 6 | Mid-year admission; between 5-8% mobility |
| 7 | EAL - language acquisition for EAL students |
| 8 | Low prior knowledge entry points evidencing significant knowledge gaps |
| 9 | Transitions – e.g. Post-16 guidance (students whose parents have not attended higher education) |
| 10 | Impact of lockdown on Mental Health and Wellbeing |

## 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.

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| Intended outcome | Success criteria |
| Improved mental health and well-being of learners | Students are more motivated to work well in school – improved effort grades |
| More resources and access provided for remote learning and other resource rich learning such as Music and Trips | Successful engagement with remote learning when necessary; successful 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 |
| Better transitions for Post 16 | More disadvantaged students attending or securing places at University |
| Reduction in knowledge gaps | A higher percentage of disadvantaged students achieve better grades – narrowing the gap |

## 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: £ 266,924

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teach First Programme - partial funding (50%), with the remainder of costs met by the school. | Teach First – High quality graduates to deliver high quality education  Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust | 1, 3 |
| Maths Mastery resources | Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust | 1, 3 |
| 50% Contribution towards EAL Staff. | Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust | 1, 7 |  | Raised teaching standards linked to increased progress measures. |
| 100% Contribution to music lessons – GCSE Music | Education Endowment Fund (EEF); Teaching Schools Council (TSC); To support equal opportunities | 2, 3, 5, |
| Additional staff in Maths, Science, RE, Social Sciences, Computing | Education Endowment Fund (EEF); Teaching Schools Council (TSC) | 1, 3 |
| Raising Attainment Programme | Narrowing the Gap  Sutton Trust | 1, 6, 8 |
| Creation of additional classes in 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, 6, 8 |

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

Budgeted cost: £ 113,360

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| 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 | Education Endowment Fund (EEF); Teaching Schools Council (TSC); National College for Teaching and Leadership; Sutton Trust | 1, 3, 5 |
| Satellite School | 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. | Covid Catch-up and online learning which is now compulsory. 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: £ 42,878

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Intended Impact |
| 1.25 days Careers Advisor (IAG) | Gatsby Benchmarks |  | 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. |
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| 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 |
| 50% PP Discount for Trips/visits | Outdoor adventure learning- Education Endowment Fund | 2, 10 | Improved engagement and raised motivation for target students. |
| *Equalities* | Sutton Trust Recommendation | 1, 2, 5, 7 | Improved parental engagement and student-teacher support strategies. |
| 6th 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.

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| *This table represents GCSE results based on Teacher Assessed Grades (TAGs) for 2020-21*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  | **Standard Pass** | **Strong Pass** | **Progress 8** | **Attainment 8** | |  | **Pupils** | **% 4+ EM** | **% 5+EM** | | **2020-21** | **roll** | **%** | **%** | **P8** | **A8** | | **Pupil Premium** | 70 | 48.57 (41) | 27.14 (25) | 0.29 (-0.7) | 42.7 (34) | | **Non Pupil Premium** | 154 | 59.09 (48) | 40.26 (22) | 0.6 (0.14) | 48.47 (39) | | **Pupil Premium Gap** | -84 | 10.52 (7) | 13.12 (3) | -0.31 | -5.77 (4.99) | | **WENG** | 24 | 25 (26) | 12.5 (11) | -0.44 (-1.52) | 33.46 (24.4) | | **Non WENGs** | 185 | 60.54 (47) | 40 (23) | 0.66 (0.07) | 48.45 (39) | | **WENGs Gap** |  | 35.54 (21) | 27.5 (12) | -1.1 (-1.45) | 14.99 (14.6) | | **SEN** | 42 | 21.4 | 7.14 | 0.74 | 34.29 | | **No SEN** | 182 | 63.74 | 42.86 | 0.61 | 49.96 | | **SEN Gap** | 140 | 42.34 (38) | 35.72 (20) | 0.13 (0.3) | 15.67 (9.8) | | Previous Gap (2020) shown in brackets |  | | | | |   The achievement gap has widened in a variety of performance indicators between 2020 and 2021. The figures in brackets represent last year’s data included for ease of comparison. This is particularly noticeable within the WEng and Pupil Premium populations and can probably be attributed to the impact of the Pandemic on children, the lack of standardised examinations and the huge disruption to learning during the lockdowns.  As a school we mitigate against these 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 such as re-teaching topics etc * Additional LSA support in lessons and close monitoring * Teacher accountability systems and structures |

## 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*

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| Programme | Provider |
| Summer School (2021) | Teachus |
| \*Study Skills Programme | Glia – Learning  *\* Purchased in previous years whilst preparing students for exams. Also purchased for 2021-22 – Dr Van Der Spoel* |

## ~~Service pupil premium funding (optional)~~

*~~For schools that receive this funding, you may wish to provide the following information:~~*

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| ~~Measure~~ | ~~Details~~ |
| ~~How did you spend your service pupil premium allocation last academic year?~~ |  |
| ~~What was the impact of that spending on service pupil premium eligible pupils?~~ |  |

# Further information (optional)

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| **National Tutoring Programme**  The National Tutoring Programme and Recovery Premium is the government’s catch-up programme for primary and secondary schools following school closures due to the Pandemic. Its particular focus is to provide additional support to disadvantaged pupils who have been most affected by school closures.    Following the recommendations and research evidence that tutoring one to one or small groups is the most effective way to make rapid and long lasting progress in maths and other core subjects, the DfE selected 33 approved Tuition Partners to deliver this tuition in 2020/21. Our approved partner – Connex Education Partnerships provided the tutors. 72 students in year 10 (who are now in year 11) benefitted from additional tuition in English and Maths towards the end of the academic year. 36 students in English and 36 students in Maths. 26% were in receipt of pupil premium whilst 40% were on the SEND register at different levels. An evaluation of the impact this had on the students in terms of progress in Maths and English will be analysed after our first Assessment period.  **Summer School**  We applied for the additional funding for Summer School that was provided by the DfE. The summer school organised and delivered by an external company was well attended. 210 students in years 7 and 8 enrolled and we achieved 88% attendance over the 5 days. The big incentive was that students were given free tablets to take away. Whilst the impact of this may not be quantitatively measurable, it would have contributed positively to the mental health of the children during these challenging times.  **Glia Learning**  This has been an effective study skills support for the whole cohort with interpersonal 1-3 counselling for specific students. It has been very effective in motivating students in general and is usually a good kick start to our revision season. Following the session, we provide a revision starter pack for all year 11 students. Perhaps purchasing additional counselling time for specific groups of disadvantaged students will further support their learning. |