

Harlington School Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils during the 2023-2024 academic year.

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	1046 (7-11) 1299 (whole School)
Proportion (%) of pupil premium eligible pupils	(482) 37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Nov 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Headteacher
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 444,505
Recovery premium funding allocation this academic year	£ 87,561
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	£532,066

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 (37%) 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.

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 Satchel One and tracked intervention on Sims
2. Curriculum level – HOF / 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 and higher levels of truancy post-Covid.
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"> - Opportunities taken up for resource rich learning such as music and educational visits
Reduced class sizes for Maths and English (at KS4) and high-quality teaching	<ul style="list-style-type: none"> 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
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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: £ 326,530

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
Future Frontiers Programme	Future Frontiers impact report from previous intake	1, 4, 11
Continued support for 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, 5, 6, 8,

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

Budgeted cost: £ 151,815

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
Future Frontiers Programme	Future Frontiers impact report from previous year	1, 4, 11
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: £ 53,721

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.
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: £532,066

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 2022 to 2023 academic year.

This table represents GCSE results 2022-23

Disadvantaged Students in year 11	63
Number of disadvantaged pupils in the Progress 8 score	60
Progress 8 score for disadvantaged pupils	-0.32
Progress 8 score for disadvantaged - English element	-0.41
Progress 8 score for disadvantaged - maths element	0.2
Progress 8 score for disadvantaged - Ebacc element	-0.25
Progress 8 score for disadvantaged - open element	-0.55
Average Attainment 8 score per disadvantaged pupil	37.27
English element	8
mathematics element	7.81
EBacc element	10.79
Open element	10.76
% of disadvantaged pupils entering the EBacc	60.32%
Average EBacc APS score per disadvantaged pupil	3.41
% of disadvantaged pupils achieving grade 5 or above in the EBacc	6.35%
% of disadvantaged pupils achieving grade 5 or above in English and maths	26.98%

37% 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 continued to impact this group of learners more significantly in terms of their outcomes.

STUDENT OUTCOMES GCSE 2021-22

Strengths

- Overall, the school is progress positive at P8 +0.23
- Low prior attaining students have made good progress with P8 +0.22
- Mid prior attaining students have made good progress with P8 +0.18
- Higher attaining students have improved on the previous year's score of -0.04 to a positive P8 score of 0.45.
- Girls have made good progress with P8 +0.48

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 of our disadvantaged students has continued to decline.

- **The gender gap** continues to be prevalent, with females students (+0.48) outperforming male students (+0.01) significantly.
- **Pupil Premium** – Students with Pupil Premium continued last years’ trend of underperforming in relation to their peers. Last year’s P8 score has dipped from -0.07 to -0.32.
- **WEng** – This group of learners also continue to underperform with a p8 score of -1.71.
- **SEND – EHCP** progress measures of P8 -1.32 (This group comprises of 4 students)
- **SEND – K Support** progress measures of P8 -1.01 (This group comprises of 22 students)

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
Future Frontiers Careers Programme	Future Frontiers
Study Skills Programme	Glia – Learning <i> Purchased in previous years whilst preparing students for exams. – Dr Van Der Spoel</i>

Further information (optional)

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.

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.

Future Frontiers

Last year, 15 Year 10 students were supported for 6 hours of tailored coaching. During this period, coaches from Future Frontiers allowed students to explore their interests, discover inspiring careers and plan for their next steps. Students also attended a Pathways Seminar in school to build their knowledge and understanding of post-16 options. According to the Impact Report, 100% of students said they felt more motivated to work hard at school. Harlington will be running the programme again this year, based off the success of last years' programme.