

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harrow High School
Number of pupils in school	1011
Proportion (%) of pupil premium eligible pupils	27%*
Academic years covered by current pupil premium strategy plan	2020/21 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Paul Gamble (Headteacher)
Pupil premium lead	Judy Ngatia
Governor / Trustee lead	Pete Bains

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 202,460
Recovery premium funding allocation this academic year	£ 61410
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	£ 280,570

Part A: Pupil premium strategy plan

Statement of intent

At Harrow High School we are committed to supporting all our students, enabling them to achieve their full potential in all areas of school life, and believe that their progress should not be hindered by the circumstances of background. Research shows that disadvantaged young people tend to make less progress in school compared with their peers, and since 2011 the government has allocated Pupil Premium funding to schools to address this.

The National Foundation for Educational Research (NFER) has identified seven building blocks for interventions to raise the attainment of disadvantaged children and these underpin the principles with which we support our students. We believe that focusing on the importance of attendance and prioritising high-quality teaching across the school, with an increased profile for disadvantaged students, reinforces the ethos of 'attainment for all', while also recognising that some disadvantaged students may need more support than others.

Our Middle Leadership team has been restructured with this in mind, so that there is now a Pastoral Lead and assistant supporting each cohort, working together to address needs and support students. The school's attendance officer also plays a crucial role in working with parents and students to improve attendance. Our main focus this year remains the targeted work with addressing punctuality and supporting learners with persistent absence

We use the Pupil Premium funding to support whole-school initiatives as well as specific, smaller intervention programmes, to continue to drive the whole school culture of aspiration and attainment for all. This approach is supported by Education Endowment Fund findings, acknowledging that while there is a "...place for targeted support, but high-quality-first teaching is the most powerful driver of educational equity. ...evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged." [Sir Kevan Collins, Chief Exec of the EEF, TES – October 2018].

To address the impact of lower literacy and numeracy skills, we have appointed Literacy and Numeracy Intervention teachers. Part of their role is to deliver English and Maths lessons to a small cohort of students to enable them to make more rapid progress in these areas, in addition to small group interventions for identified students. A literacy Coordinator has also been appointed to drive whole school literacy initiatives aimed at improving literacy instruction across the school.

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected during school closures. The approach will be responsive to considering in-depth understanding of any challenges and needs that disadvantaged students are facing. These will be identified using a wide range of internal data and information, including:

- attendance data and levels of persistent absence;
- teacher feedback on students' levels of engagement and participation;
- information on wellbeing, mental health and safeguarding

We will adopt a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve. Implicit in the strategy plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading ages and lower levels of literacy and numeracy on entry for which prevents learners from making good progress in KS3.</p> <p>30% of disadvantaged Y7s have estimated KS2 Scaled Reading scores below 100 and 40% estimated Scaled KS2 scores in Maths.</p> <p>27% of disadvantaged Y9s have Scaled KS2 Reading scores below 100 and 27% Scaled KS2 scores in Maths.</p> <p>A proportion of learners eligible for the Pupil Premium have reading ages significantly below their chronological reading age. Pupil's potential disengagement with reading and writing due to specific learning difficulties also presents as a barrier to attainment.</p>
2	<p>Lower attainment on entry and especially for Year 7 pupils. Baseline data shows that learners have a low attainment on entry with some starting from below age-related expectations. This could impact on their long-term achievement. Assessments also show that pupils with SEND generally make less progress from their starting points which can be a significant barrier to progress.</p>
3	Lack of engagement with learning in school and at home
4	Poor home learning environment including the lack of appropriate facilities for home study
5	Attendance, persistent absence and punctuality of disadvantaged pupils with the percentage of sessions missed due to overall absence remaining higher for PP students than non- PP learners.
6	Difficulty in building strong relationships with some of the more complex and hard-to reach families
7	Higher exclusion rates for disadvantaged learners

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
<p>Increase attainment and progress of disadvantaged students with</p> <ul style="list-style-type: none"> -Students eligible for PP achieving a P8 score in line with or better than non-PP student -Reduced in-school gaps in attainment/progress between PP and non-PP students, including other key groups (HPA, SEND, Boys) 	<ul style="list-style-type: none"> -Termly progress reviews and half termly reviews will show individual progress. -Annotated work/ work moderation sessions will show individual progress. -Case studies will highlight individual attainment. -Specific English and Maths data (including reading progress) will highlight attainment and show a reduction in the gap. -The School-led and National tutoring programmes will support targeted pupils and ensure they can make at least expected progress.

	-In-class support and small group intervention plans will show individual progress.
Improvement in reading and literacy leading to higher attainment in all subjects	Students' reading ages improve with 80%+ of the disadvantaged students reading at their chronological age. Reading assessments and work scrutiny demonstrate improved literacy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
Improve and secure attendance that is at or above national others for disadvantaged students, thereby significantly reducing Persistent Absence	PP attendance in line with or above 'National others'
Disadvantaged students participate in a range of enrichment activities which enhance their cultural capital and develop their personal/social skills while ensuring that none of them is prevented from accessing opportunities due to their financial background. All students are able to fully participate in academy life and access remote learning with finance not presenting as a barrier	The participation in enrichment activities and trips for disadvantaged students is proportionately in line with that of the non-disadvantaged. Disadvantaged and non-disadvantaged student detentions for lack of equipment are proportionately in line Disadvantaged students have access to technology
Raised levels of aspirations, leading to increased motivation among disadvantaged students and more appropriate option choices in Year 9/post-16 as well as Russell Group University progression	Most disadvantaged students progress to level 3 courses followed by entry to high quality Universities
Disadvantaged students engage in learning Targeted provision in place to remove barriers which may lead to exclusion from lessons/ Better engagement with hard-to-reach families	Whole School Reviews and tracking data indicates that PP students are engaged in lessons. Reduction in exclusions for disadvantaged students, whilst not lowering expectations and damaging the culture around the school
PP students access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures. Reduction in internal and external exclusions.

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 £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.</p> <p>This will include deliberate strategies that target closing the gaps for Pupil Premium students (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plans).</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p> <p>Research from the NFER also shows that the quality of teaching is the most important lever schools have to improve attainment, particularly for those from disadvantaged backgrounds. High quality teaching must therefore be at the core of all PP work.</p> <p>The Sutton Trust also rightly recognises that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive. Therefore, training staff in the correct way to provide high quality feedback will improve progress and attainment.</p>	1,2,3
<p>Redevelopment of the school CPD programme- with more department-based learning which focuses of key strategies of 'Quality-first' teaching based on Rosenshein's principles ie reviewing learning, effective questioning, sequencing concepts and modelling and guiding students' practice</p>	<p>The EEF Guide to the Pupil Premium- Autumn 2021 highlights the importance of 'ensuring an effective teacher is in front of every class, and that each teacher is supported to keep improving'. This supports high quality teaching which is pivotal in improving learners' outcomes and narrowing the disadvantage gap.</p> <p>The recommendation is for professional development to be used effectively to build knowledge, motivate staff, develop teaching techniques, and embed practice. As a school, we have reviewed the CPD programme and the lesson observation structure this year in line with research material on effective principles of instruction.</p>	1,2,3
<p>Careful structuring of timetabling taking account of teacher specialism.</p> <p>Redeployment of Inclusion and support staff to take account of experience and specialisms.</p> <p>Curriculum adaptations to be made to support the smaller groups of pupils who need specific</p>	<p>A number of different research papers highlight the importance of adapting the curriculum effectively to allow for progress without impacting on breadth of study Effective Teaching and Learning Report</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within subjects has a significant impact on pupil outcomes Sutton Trust Report</p> <p>EEF research highlights the importance of effective deployment of support staff and the key role they can play in pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,5

and often individual support within class.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 132 143.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and tutoring interventions for identified students in</p> <ul style="list-style-type: none"> - (Y11-13) who are not making expected progress within individual subjects - Y7-10 students not making expected progress <p>Implementation of strategies within lessons/additional support to address gaps</p> <p>KS3 and KS4 SLT to oversee the tutoring programme</p>	<p>Small group interventions with highly qualified staff are known to be effective (NFER, EEF)</p> <p>The EEF shows that tutoring can have a high impact (up to 5 additional months progress) when the correct resources are provided and the staff are well supported and well trained. Having a lead to oversee this support will ensure that pupil outcomes are tracked carefully and the tuition adapted if and when needed.</p> <p>EEF-education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.gov.uk/government/publications/school-led-tutoring-grant</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
<p>Interventions by subject specialists to be delivered to ensure full curriculum content is delivered and gaps in learning addressed</p>	<p>EEF highlights the effectiveness of identifying and closing gaps in learning by qualified teachers. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report.</p> <p>Further to this, the EEF has published a report on the impact of school closures. Even though the study relates to primary school, interim findings report limited evidence of “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils as a result of school closures.</p> <p>There is evidence that the gaps in attainment and progress between PP with First language English and non-PP students exist in some subjects in the school.</p>	1,2,3,4
<p>Standardised assessments including NGRT testing</p> <p>Whole school literacy focus in all subjects accompanied by weekly tutor time reading sessions in KS3</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>According to the EEF research, reading comprehension strategies focus on the learners' understanding of written text with a range of techniques being taught to enable them to comprehend the meaning of what they read e.g inferring meaning from context; summarising or identifying key points;</p>	1,2

<p>Bespoke literacy programs and nurture support for learners with reading ages below age-related expectations</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge</p> <p>Reading comprehension strategies, very high impact for very low cost – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Additional reading interventions to be offered to small groups during morning reading time. These interventions will focus on both developing key reading skills and developing comprehension.</p>	<p>Reading is one of the most important skills for life. With a high proportion of disadvantaged learners struggling to read and process information, it is essential that reading is prioritised across the curriculum. Evidence has shown that for “those who struggle, reading is particularly difficult and requires careful instruction and intervention. Problem areas must be determined, and instruction and intervention to address these areas must be carefully planned and delivered.”</p> <p>https://improvingliteracy.org/brief/learning-read-simple-view-reading EEF-guidance-reports/literacy-ks3-ks4/Simple_View_of_Reading.pdf EEF-teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 138 426.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and academic work built in to behaviour support provision, including home visits to support behaviour, attendance and well-being.</p> <p>A clear pathway of support and overview of interventions (including SEND and others with behavioural needs) available to ensure a whole school approach to relevant interventions</p>	<p>Targeted support interventions matched to specific students with particular needs and behavioural concerns can be effective (EEF)</p> <p>Full and cohesive support for students with SEND comes from a shared understanding of the provision and support. It is crucial that all staff are aware of available interventions, those delivering them and reasons underlying the provision. The SEN publication emphasises the need to use rigorous assessments to identify precise special education needs and match the appropriate interventions to individual needs</p> <p>https://senmagazine.co.uk/content/education/1686/ten-steps-to-effective-sen-provision/</p>	<p>3,4,5,6,7</p> <p>1,2</p>

External Alternative provision where students access bespoke support with more specialist expertise in place	Behaviour interventions, moderate impact for low cost – EEF	3,4,5,6,7
Detailed and centralised tracking of PP provision by pastoral and curriculum teams to support academic progress and improve behaviour. All teams to take an active role in monitoring the behaviour of PP learners in/out of lessons.	Significant evidence linking behaviour to outcomes exists. The key aim will therefore be to ensure all actions are driven by the need to improve the behaviour of PP learners in order to maximise their time spent productively in lessons (e.g., by reducing time in isolation or exclusion).	3,4,5,6,7
Structured provision for learners who have short term withdrawals from lessons and planned support for those on longer term withdrawals. Assigned learning mentor to - draw up agreed action plans with students outlining the aims of the mentoring - offer interventions that support pupils within class and individually with their wider development. - listen to and support targeted students to resolve a range of issues that are creating barriers to learning and guide in the implementation of strategies to raise self-esteem and build confidence	Evidence shows that well-trained learning mentors have a small positive impact on individual pupils especially with improved motivation and engagement. Learning mentors will support in breaking down barriers to learning, building confidence and relationships, to develop resilience and character, or raise aspirations. https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3,4,5,6,7
Attendance interventions through pastoral teams, SLT links to Year groups, school's attendance officer, attendance focus weeks parental engagement and, external agencies with an aim to intervene at the earliest opportunity	There is a clear link between attendance and achievement. Learners with persistent absence are less likely to attain in school and stay in education after the age of 16 years. (Improving Attendance at School, Charlie Taylor, DfE). Targeting disadvantaged learners first, will have a positive impact on their attendance. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	5,6,7
Subsidising of Trips and Visits for PP students	Parental engagement, moderate impact for very low cost – EEF	4

Total budgeted cost: £ 280 570

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 students in the 2021 to 2022 academic year.

1. Increase attainment and progress of disadvantaged students

2022 External Exams

Year 13

There was a gap in BTEC Level 3 outcomes. 26% of PP students met or exceeded their targets compared to 65% non-PP students.

A-Level- Outcomes were stronger with 43% of PP students meeting or exceeding targets across their subjects compared to 27% of the non-PP students. The Average Grade for the Disadvantaged learners was an A which was higher than the National Average for Non-Disadvantaged learners at Grade B

Year 11

P8 for Disadvantaged students is -0.21 while that of non-Disadvantaged is 0.67. The gap in P8 between PP and non-PP is much wider in Maths at 1.1 compared to 0.87 in English.

35.7% of PP students were entered for Ebacc in 2021-2022 compared to 31.6% non-PP.

Targeted interventions for underachieving students including those from Disadvantaged backgrounds were in place during the year 2021/21 and this included;

- Small group Maths and English interventions

- NTP sessions

- Extended Period 7 lessons.

This had a positive in majority of the subjects with subjects like English narrowing the gap in attainment between PP and non-PP students. PP students had a P8 Score of 0.22 in English which was an improvement. Further intensive, targeted academic support for those identified as having low prior attainment or at risk of falling behind will be put in place and this will include tutor sessions in the Core subjects to be delivered by subject specialists.

A review of interventions will be conducted to ensure that the programmes in place meet the needs of key disadvantaged students.

Internal Assessments

In Year 10, the projected gap in P8 between PP and Non-PP students is 0.53.

In Year 9, 44.4% of PP students are On or above track in English and 37.8% in Maths compared to 56.4% in English and 45.0% in Maths.

In Year 8, 68.6% of PP students are On or above track in both English and Maths compared to 78.5% non-PP students in English and 84.3% in Maths.

Overall, there is a gap in attainment for Years 7 and 8 and in Year 10 projections between PP and non-PP students.

2. Improve reading and literacy levels of disadvantaged students

In Year 7, 4% of the 25 students enrolled on to Lexia reading programme moved from the Intermediate to Advanced tier in Word Study compared to 8% in Year 8; None in Grammar in Year 7 compared to 4% in Year 8; 4% in Comprehension in Year 7 compared to none in Year 8. This was done over a brief period of 2 months and was affected by Assessments, staffing and disengagement for some classes.

The rate of progress can be increased and where the allocated time is used effectively for a sustained period of time, impact will be more favourable. We will be looking to extend the provision this year with the recommended sessions dedicated to Lexia interventions and a refined selection criteria in place to ensure that disadvantaged students with reading ages lower than their chronological ages continue to be targeted for this intervention. We have also recruited mentors who will support in the running of this and other reading interventions to ensure reading and literacy levels of disadvantaged students improve. Further testing will also be conducted to track the rate of progress.

3. Improve punctuality and attendance

Attendance of PP students is lower than that of non-PP learners across all Years except in Year 11 with the widest gaps seen in Years 8 and 10. Both year groups' attendance has been affected by the vulnerability of key learners with complex issues and difficult family circumstances. Interventions through the pastoral teams and external agencies are in place. For the large majority, attendance remains low.

More work is still needed to close the gap between PP and Non-PP students and will remain a priority in the 2022-23 academic year. Punctuality remains an area for development with more PP students recording a higher number of late sessions compared to non-PP students.

4. Reduce the proportion of disadvantaged students receiving suspensions and permanent exclusions, whilst not lowering expectations and damaging the culture around the school

The proportion of suspensions given to PP students was lower than that of the non-PP students at 40.98% for PP students compared to 59.02% for non-PP students. Permanent exclusions were at 100% for PP students compared to 0% for non-PP students and at a rate of 0.21% which is almost in line with the NA rate of 0.20% in the 2018/19 figures recorded before the pandemic. The restructuring of the behaviour team, changes to the behaviour policy and increased support in 2022-23 will contribute to reducing suspensions for disadvantaged students.

5. Enable all students to fully participate in academy life

41% of our PP learners have had their trips paid for by the school and only 7% of the PP students opted out of participating in the enrichment activities which have been rescheduled for the Autumn term.

The school continues to offer Uniform support and has set aside a number of notebooks for disadvantaged students who have no access to devices at home. In the upcoming year, basic writing equipment will also be provided. Further improvements in how devices and equipment are issued and recorded will need to be in place this year.

Externally provided programmes

Programme	Provider
Corrective Reading	McGraw Hill Education
HegartyMaths	C. Hegarty
Lexia Reading intervention	Lexia learning systems
City Year mentors	City Year UK

Further information (optional)

Additional activities include;

1. Provision of uniforms, shoes, equipment, note books etc. for Disadvantaged students
2. Provision of free lunches to students qualifying for free school meals
3. Provision of discretionary bursary payments to sixth form students on free school meals
4. Payments for trips and activities for those on free school meals/ eligible for pupil premium.
5. Instrumental music lessons