



Policy on Pupil Premium

Key points and summary

1. Harrow High School is committed to ensuring that all learners achieve their full potential by providing outstanding classroom teaching and robust quality assurance processes. Curriculum team leaders and HODs aim to ensure that any barriers to learning are quickly identified and additional intervention is carefully designed to meet individual needs. All learners are encouraged to participate in a wide range of extra-curricular activities on offer in order to further develop self-confidence and raise their self-esteem. The government's 'pupil premium' is additional funding to enable schools to provide intervention, where necessary, for those learners who take free school meals.
2. This policy aims to:
 - Give clear guidance to staff as to their responsibilities.
 - Set out the key principles which shall determine pupil premium spend in HHS
 - Explain how the school will MER the use of pupil premium monies

Approved by the Full Governing Body on 7th July 2020

Review date: Spring 2022

Responsible for review: JN

Published on website: yes

1. Principles

1. Teaching staff and tutors carefully track the progress of pupil premium learners which includes discussion with learners.
2. Harrow High School recognises that not all vulnerable and/or disadvantaged learners are registered for FSM. Discretion therefore will be used in allocating pupil premium funding to learners deemed by the school to be vulnerable and/or disadvantaged.
3. Pupil premium funding is not allocated to individual learners. Funding will be used taking account of progress data, priority groups or individual needs, which may change during the year. Consequently, funding will be targeted and strategic but not all pupil premium learners will be in receipt of all the provision or intervention.
4. Whilst pupil premium funding is not ring fenced, it will be treated as additional funding focussed on accelerating the progress of disadvantaged learners.

2. Provision

Primary Foci:

1. To accelerate progress in core subjects, particularly English and Maths, through personalised learning with learning intervention staff, small group work and externally organised workshops.
2. To raise standards of literacy across the school, focusing upon those who join HHS with below average literacy skills

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3. Extra-curricular and enrichment activities which help to engage with learning.
4. Pastoral support designed to improve behaviour and engagement with school where this has become a barrier to learning.
5. Alternative provision, which may involve provision off-site and/or the use of other providers.
6. Resources for learning.
7. Anything else that may overcome obstacles to learning and/or improve examination outcomes.

3. Monitoring Evaluation and Review

1. AHT: Equalities will closely monitor the progress of pupil premium learners using data from departments at every data capture point
2. AHT: Equalities will prepare an analysis of the performance of pupil premium learners in external examinations.
3. AHT: Equalities will prepare an annual report for governors describing how the funding was allocated and the school's progress towards narrowing the gap for disadvantaged learners.
4. The Curriculum Committee will monitor progress against targets set by the school.