

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	1001
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	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Paul Gamble (Headteacher)
Pupil premium lead	Judy Ngatia
Governor / Trustee lead	Richard Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,960
Recovery premium funding allocation this academic year	£ 61,410
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	£ 326,370

Part A: Pupil premium strategy plan

Statement of intent

At Harrow High School we are committed to supporting all our learners, 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 learners. We believe that focusing on the importance of attendance and prioritising high-quality teaching across the school, with an increased profile for disadvantaged learners, reinforces the ethos of 'attainment for all', while also recognising that some disadvantaged learners may need more support than others. *High quality teaching is therefore central to our approach with strategies specifically targeted at supporting learners from disadvantaged backgrounds focusing on areas in which disadvantaged learners require the most support.*

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].

Our Middle Leadership team has been restructured with learners' needs in mind, so that there is now a Pastoral Lead and assistant supporting each cohort, working together to address the specific needs and support learners. This year we will focus on communicating needs through curriculum leaders to ensure that all are aware of the support that should be put in place for targeted disadvantaged learners.

The school's attendance officer also plays a crucial role in working with parents and learners to improve attendance. Our main focus this year remains the targeted work with addressing punctuality and supporting learners with persistent absence. The role of the tutor will be strengthened this year to support with the initial attendance concerns with the safeguarding and pastoral teams working with the more severe concerns from those missing education for longer periods.

Another area of focus within our pupil premium strategy is that of ensuring that high levels of progress in literacy for learners eligible for pupil premium are achieved. We want to encourage all learners to become word rich through reading and acquiring a broad vocabulary – 'The word rich will get richer, while the word poor will get poorer' (Rigney., 2010. *The Matthew Effect* p.76). Research also shows that in order to increase academic attainment, vocabulary development must be at the forefront of any literacy strategy.

<https://cls.ucl.ac.uk/reading-improves-teenagers-vocab-whatever-their-background-say-researchers/>

To address the impact of lower literacy and numeracy skills, we have appointed a Literacy coordinator to drive whole school literacy initiatives aimed at improving literacy instruction across the school. During the Autumn, targeted work on the 26 learners in KS4 with Reading ages lower than their chronological ages will be prioritised. We also have a Numeracy Intervention teacher whose role is to deliver Maths lessons to a small cohort of learners to enable them to make more rapid progress in these areas, in addition to small group interventions for identified learners.

Further to this, the work targeted around PP learners is also intended to increase resilience and ambition for the future. Additionally, activities will also be targeted towards improving attendance and punctuality rates for learners eligible for pupil premium by developing a comprehensive programme to enhance the learners' cultural capital. This includes: visits to universities; financial support to ensure participation in academy trips and visits (team building; exposure to the Arts; enterprise and sporting activities).

Our strategy is also integral to wider academy plans for education recovery, notably in its targeted support through the National Tutoring Programme for learners 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 learners 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 learners' 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 learners' 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> <ul style="list-style-type: none"> • 15% of disadvantaged Y8s have KS2 Reading scores below 100. • 31% of disadvantaged Y8s have KS2 Reading scores above 110. • 19% of disadvantaged Y8s have KS2 Maths scores below 100. • 21% of disadvantaged Y8s have KS2 Maths scores above 110. <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 learners than non- PP learners.
6	Difficulty in building strong relationships with some of the more complex and hard-to reach families
7	High 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>1. Increase attainment and progress of disadvantaged learners by</p> <ul style="list-style-type: none"> - improving the teaching of mid and low band disadvantaged learners by English, Science and Maths teachers so that their progress exceeds or matches those of non-PP (more specifically sets 4-6 in Maths/Science and sets 5-6 in English) -Reducing in-school gaps in attainment/progress between PP and non-PP learners in some of the Ebacc and Open bucket subjects 	<p>Attainment and progress gaps between disadvantaged and non-disadvantaged learners are removed across all teaching groups. By the end of the current 2023/24 plan, GCSE results and internal data will show that there is no difference between the progress of low band disadvantaged and non-disadvantaged learners in English, Science and Maths as well as the other Ebacc and Open bucket subjects. Outcomes will demonstrate;</p> <ul style="list-style-type: none"> • an improved average Attainment 8 score (currently 41.8) and EBacc average point score (currently 3.7)

<p>To sustain and further develop the current specialised curriculum for those disadvantaged learners in years 7- 10 who need it due to very low attainment on entry to the school.</p>	<ul style="list-style-type: none"> • an increased proportion of DSV learners entered for the Ebacc (currently 10 for 22/23) <p>By the end of year</p> <ul style="list-style-type: none"> • All year 9 learners are ready for the Key stage 4 programmes of study • Year 10 DSV learners are ready for their final GCSE year (barriers including literacy and numeracy removed)
<p>Improvement in reading and literacy leading to higher attainment in all subjects</p>	<p>Learners' reading ages are in line with their chronological age. Reading assessments and work scrutiny demonstrate</p> <ul style="list-style-type: none"> • improved literacy skills among disadvantaged learners • a reduced disparity between the scores of disadvantaged learners and their non-disadvantaged peers. • 90% or more of disadvantaged learners are reading at their chronological age. <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improve and secure attendance and punctuality that is at or above national others for disadvantaged learners, thereby significantly reducing Persistent Absence</p>	<p>The gap between persistent absence of disadvantaged and non-disadvantaged learners is significantly reduced. By the end of the current 2023/24 plan, sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> • a reduced overall absence rate for all learners lower than the national average • a reduced attendance gap between disadvantaged learners and their non-disadvantaged peers • a reduced percentage of persistent absence which should be below the national average with the figure among disadvantaged learners below 20%
<p>Raised levels of aspirations, leading to increased motivation among disadvantaged learners and more appropriate option choices in Year 9/post-16 as well as Russell Group University progression</p>	<p>Most disadvantaged learners progress to level 3 courses followed by entry to high quality Universities</p>
<p>Reduce the number of disadvantaged learners receiving suspensions, whilst not lowering expectations and damaging the culture around the school by proactively providing support to meet their social, emotional and behavioural needs to ensure they are fully engaged in learning</p>	<p>The number of suspensions for disadvantaged and non-disadvantaged learners are proportionately in line with each other. Whole School Reviews and Arbor behaviour data indicate that PP learners are engaged in lessons.</p> <p>Data shows that</p> <ul style="list-style-type: none"> • targeted provision is in place to remove barriers which may lead to exclusion from lessons • there is better engagement with hard-to-reach families
<p>PP learners access a variety of alternative provision tailored to their individual needs.</p>	<p>Gap between PP and national others decreases at GCSE. Reduced NEET figures. Reduction in internal and external exclusions.</p>

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 £15,000

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 learners (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 on key strategies of 'Quality-first' teaching based on Rosenshein's principles ie reviewing learning, effective questioning, sequencing concepts and modelling and guiding learners' 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 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</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>	1,2,3,4,5

the smaller groups of pupils who need specific and often individual support within class.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 115,717

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and tutoring interventions for identified learners in</p> <ul style="list-style-type: none"> - (Y11-13) who are not making expected progress within individual subjects - Y7-10 learners 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</p> <p>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 learners 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</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</p>	1,2

<p>tutor time reading sessions in KS3</p> <p>Bespoke literacy programs and nurture support for learners with reading ages below age-related expectations</p> <p>where can I get data on other other bespoke progs in use?</p>	<p>inferring meaning from context; summarising or identifying key points;</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</p> <p>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</p> <p>EEF-guidance-reports/literacy-ks3-ks4/Simple_View_of_Reading.pdf</p> <p>EEF-teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 194,413

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 learners with particular needs and behavioural concerns can be effective (EEF)</p> <p>Full and cohesive support for learners 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 learners 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 learners outlining the aims of the mentoring - offer interventions that support pupils within class and individually with their wider development. - listen to and support targeted learners 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 learners	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 learners in the 2022 to 2023 academic year.

1. Increase attainment and progress of disadvantaged learners

2022 External Exams

Our estimated data for the 2023 GCSE Exams reflect an improved P8 score for disadvantaged KS2 learners at 0.24 with Maths recording a 0.25 score and English 0.62.

Targeted interventions for underachieving learners including those from Disadvantaged backgrounds were in place during the year 2022/23 as follows;

- Small group Maths and English interventions
- NTP sessions
- Holiday and morning interventions
- Extended Period 7 lessons across key subjects.

This had a positive impact in majority of the subjects with subjects like English narrowing the gap in attainment between PP and non-PP learners and massively improving outcomes. There were progress gaps recorded for disadvantaged learners in the low prior attainment band in Maths, the Ebacc and Open bucket subjects where the score was negative.

Internal Assessments

While the P8 score for disadvantaged learners in the current Year 11 cohort is positive at 0.31, there is still need for further intensive, targeted academic support for those identified as having low prior attainment in Maths and the Open bucket subjects where the score is negative.

Overall, there is need to review the strength and areas for development in teaching/assessments and intervention for last year's cohort and the current Year 11 making the required adjustments as appropriate. Subjects with negative P8 scores in the July Mocks will need to quickly address this ensuring the right actions are taken for key learners (RS, Art, Drama, Business, PE and DT). Curriculum leaders' meetings with the PP lead will be in place during the Autumn term to go over key priorities and especially for DSV learners who are underachieving.

2. Improve reading and literacy levels of disadvantaged learners

Of the 197 disadvantaged learners in Years 7-10 (2022/23), 95 completed the September and July Reading tests, with approximately 80% making positive progress in their reading tests. Of these learners, 56 were still reading below their Actual age with 26 either in Years 10 or 11. There is need to prioritise the support for the 26 KS4 learners during the Autumn term to ensure they are on the right reading programs which will enable them to access the KS4 curriculum. It is also important to ensure that all learners sit the two tests to help in accurate tracking of improvements made as well as identifying the right support. A further breakdown of the different reading programmes in place and impact will be added to the evaluation.

3. Improve punctuality and attendance

Attendance of PP learners is lower than that of non-PP learners across all Years (except Year 12 and 13) with the widest gaps seen in Years 9 and 11 (2022/23). 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 though nationally this is broadly in line.

More work is still needed to close the gap between PP and Non-PP learners and will remain a priority in the 2023-24 academic year. Punctuality remains an area for development with more PP learners recording a higher number of late sessions compared to non-PP learners. Stricter sanctions are now in place for all learners and rates of punctuality will continue to be monitored.

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

The proportion of suspensions given to PP learners was lower than that of the non-PP learners at 47.7% for PP learners compared to 52.3% for non-PP learners. Permanent exclusions were at 100% for PP learners compared to 0% for non-PP learners 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 2023-24 will contribute to further reducing suspensions for all and specifically disadvantaged learners.

5. Enable all learners to fully participate in academy life

The school continues to offer Uniform support and has set aside a number of notebooks for disadvantaged learners who have no access to devices at home. In the upcoming year, basic writing equipment and calculators will also be provided. Revision materials including subject guides will be purchased to support independent revision. Payment towards trips and excursions will continue to be made to encourage participation for Disadvantaged learners.

6. A secondment position for a Senior leader is in place this year to support with **parental engagement work and specifically for some of the more complex and hard-to reach families**

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, revision guides etc. for Disadvantaged learners
2. Provision of free lunches to learners qualifying for free school meals
3. Provision of discretionary bursary payments to sixth form learners on free school meals
4. Payments for trips and activities for those on free school meals/ eligible for pupil premium.
5. Instrumental music lessons