



PUPIL PREMIUM GRANT EVALUATION 2019 2020

BARRIERS TO LEARNING

No single difficulty or barrier hinders the progress of our disadvantaged students. Every child comes to the School with a unique set of experiences, aspirations and prior achievement. However, some common barriers are:

1. Low aspirations or a lack of understanding of what they can achieve
2. Levels of literacy and numeracy, especially academic literacy
3. Financial hardship that makes it difficult to access the curriculum fully
4. Lack of confidence or social skills

PUPIL PREMIUM STRATEGY

Heston Community School believes passionately that the outcomes and life chances of disadvantaged students can be improved by:

1. Effective training for staff to improve pedagogical practice to ensure all students make progress
2. Setting students by ability in Mathematics, English and Science to provide a differentiated curriculum
3. Providing additional support to disadvantaged students in English and Mathematics
4. Ensuring attendance of disadvantaged students improves and is in line or better than the national average
5. Ensuring the aspirations of disadvantaged students are as high as those of their peers
6. Ensuring that financial constraints do not disenfranchise students from the curriculum or extra-curricular activities
7. Developing resilience and a growth mindset in all our learners

The School strongly believes that the primary intervention to improve the outcomes and life chances of our disadvantaged students is effective teaching and learning, delivered by subject specialists.

NUMBER OF STUDENTS ELIGIBLE FOR THE PUPIL PREMIUM GRANT AT THE SCHOOL

Year 7	58	30%
Year 8	73	38%
Year 9	61	31%
Year 10	60	31%
Year 11	64	33%
TOTAL	296	

PUPIL PREMIUM ALLOCATION

£273,020

HOW WE PLAN TO SPEND THE PUPIL PREMIUM GRANT

CURRICULUM		KEY Completed Partially completed
Additional staffing for English, Mathematics and Science	To allow for setting, reducing class sizes and additional support	£200,028
Literacy	Reading Programme - Software to test students' reading ages	£3,318
Booster classes to raise achievement in English & Maths	Additional support sessions delivered in the holidays and over weekends to targeted students	£23,900
Booster classes to raise achievement across the curriculum	Additional support sessions delivered in the holidays and over weekends to targeted	£15,000
Community Languages	Tutor to deliver Punjabi and Arabic lessons	£3,000
Mindfulness/Mental Health and Well being	Developing character and resilience in students	£3,000
Sports Leaders	Developing character and resilience in students	£1,000
The Brilliant Club	Support from the PhD community to support students to progress to the most highly-selective universities	£2,000

LEADERSHIP & RESOURCES

Allocated funding for Learning Coordinators	To purchase equipment, uniform, fund student well-being and enrichment	£3,980
Allocated finding for Curriculum Leaders	To purchase resources, revision guides, specialist equipment, educational visits, speakers and University links	£5,000
Improve capacity to implement the PPG Plan	Fund an Attendance Officer	£12,774

PARENT ENGAGEMENT

Coffee Mornings	Encourage parent involvement in an informal setting	£100
Parental Workshops	Workshops to equip parents to support their children's learning	
Parent Forums	Regular forums are held to inform and involve parents in school issues	

CPD

Pedagogy and Partnership Programmes	CPD to improve classroom practice to raise achievement and to collaborate with other educational providers to learn and implement best practice	£5,000
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WHAT IMPACT DID WE HAVE ON DISADVANTAGED STUDENTS [UPTO MARCH 23rd 2020] SCHOOL LEVEL ABSENCE

	Sessions missed due to absence		Persistent absentees - 10% or more sessions	
	School %	National average %	School %	National average %
All students	5.1	5.5*	9.3	13.9*
Disadvantaged	6.4	8.1*	15.1	24.6*

*figures from 2019 IDSR

HEADLINE PERFORMANCE FIGURES [SISRA CENTRE ASSESSED GRADES 2020]

	School %	National Average %
Progress 8 – all students	0.69	-0.03*
Progress 8 – disadvantaged	0.79	-0.45*
Progress – non-disadvantaged	0.66	0.13*
Attainment 8 – all students	55.36	46.55*
Attainment 8 – disadvantaged	55.36	36.54*
Attainment 8 – non-disadvantaged	54.89	50.15*
% achieving grade 5 or above in English and Mathematics – all students	60.0	43.0*
% achieving grade 5 or above in English and Mathematics – disadvantaged	62.0	24.0*
% achieving grade 5 or above in English and Mathematics – non-disadvantaged	59.0	50.0*
English Baccalaureate APS by pupil – all students	5.3	4.07*
English Baccalaureate APS by pupil – disadvantaged	5.4	3.07*

*figures from 2019 IDSR

STUDENTS STAYING IN EDUCATION OR ENTERING EMPLOYMENT AT THE END OF KS4

Percentage going to a sustained education or employment/training destination*

	School %	National average %
All students	98.9	94
Disadvantaged	100	96

*Year 11 Destinations Analysis - Education Development Trust

THE IMPACT WE HAVE ON DISADVANTAGED STUDENTS

Planned activities were significantly disrupted by the COVID-19 Lockdown. However, our disadvantaged students at Key Stage 4 [Centre Assessed Grades] secured a Progress 8 score of 0.79. The performance of our disadvantaged students has been in the top quintile of schools nationally for six years.

Attendance of the disadvantaged students prior to Lockdown compares favourably with national figures. During Lockdown, the close monitoring and tracking programme ensured pupils were supported both academically and emotionally. Students and their families were able to access support from our Safeguarding Team, the School Counsellor and Learning Mentor.

A number of bespoke learning packages were in place for individuals before the Summer Term Lockdown. Laptops and desktop computers were delivered to those that did not have access to IT at home. In addition, food vouchers and support packages were delivered to those in need.

According to our own internal school analysis, all our disadvantaged students reported that they had enrolled on Heston courses, continued their Post 16 education at another institution or had gained employment.

It is difficult to attribute our success to any one initiative. However, over the years, the School has refined its approach through pastoral support and targeted interventions to ensure strong progress. The School's belief in the importance of effective classroom practice and a relentless focus on raising aspirations underpins our continuing strong performance.

The Pupil Premium spend is reported to the Governors' Finance and General Purposes meeting in the Autumn Term.