



PUPIL PREMIUM GRANT EVALUATION 2018 2019

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 achievements. 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		Planned	Actual
Additional staffing for English, Mathematics and Science	To allow for setting, reducing class sizes and additional support	£200,028	£207,883
Literacy	Reading Programme - Software to test students' reading ages	£3,318	£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	£19,834
Booster classes to raise achievement across the	Additional support sessions delivered in the holidays and over weekends to targeted students	£15,000	£9,960
Community Languages	Tutor to deliver Punjabi and Arabic lessons	£3,000	£1,550
Growth Mindset Project	Developing character and resilience in students	£1,500	£1,500
The Brilliant Club	Support from the PhD community to support students to progress to the most highly-selective universities	£2,000	£2,000

LEADERSHIP & RESOURCES

Allocated funding for Learning Coordinators	To purchase equipment, uniform, fund student well-being and enrichment	£3,500	£7,066
Allocated finding for Curriculum Leaders	To purchase resources, revision guides, specialist equipment, educational visits, speakers and University links	£1000	£599
Improve capacity to implement the PPG Plan	Fund an Attendance Officer	£12,774	£12,774

PARENT ENGAGEMENT

Coffee Mornings	Encourage parent involvement in an informal setting	£500	£36
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		£8,000
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WHAT IMPACT DID WE HAVE ON DISADVANTAGED STUDENTS [2018 2019]**[VALIDATED ASP MARCH 20189****SCHOOL LEVEL ABSENCE**

	Sessions missed due to absence		Persistent absentees - 10% or more sessions	
	School %	National average %	School %	National average %
All students	5.3	5.5	11.4	13.9
Disadvantaged	6.7	8.1	14.8	24.6

HEADLINE PERFORMANCE FIGURES [UNVALIDATED ASP NOVEMBER 2019]**PROGRESS**

	School %	National Average %
Progress 8 – all students	0.80	-0.03
Progress 8 – disadvantaged	0.38	-0.45
Progress – non-disadvantaged	1.00	0.13
Attainment 8 – all students	50.97	46.55
Attainment 8 – disadvantaged	44.88	36.54
Attainment 8 – non-disadvantaged	54.06	50.15
% achieving grade 5 or above in English and Mathematics – all students	53	43
% achieving grade 5 or above in English and Mathematics – disadvantaged	33	24
% achieving grade 5 or above in English and Mathematics – non-disadvantaged	61	50
English Bacallaureate APS by pupil – all students	4.94	4.07
English Bacallaureate APS by pupil – disadvantaged	3.96	3.07

STUDENTS STAYING IN EDUCATION OR ENTERING EMPLOYMENT AT THE END OF KS4**[VALIDATED ASP MARCH 2018]****Percentage going to a sustained education or employment/training destination**

	School %	National average %
All Students	99	94
Disadvantaged	99	96

THE IMPACT WE HAVE ON DISADVANTAGED STUDENTS

Our Key Stage 4 outcomes, securing a Progress 8 score of 0.38, demonstrate that disadvantaged students make substantial and sustained progress over time. Furthermore, year-on-year this group of students has achieved well above the national average.

The absence rate of the Pupil Premium students compares very favourably with the national figures due to the hard work of the Learning Coordinators and Attendance Officers.

The School is particularly proud of the number of our PPG students who remain with us in the Sixth Form or move on to study and employment elsewhere.

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 success.

The PPG spend is reported to the Governors' Finance and General Purposes meeting.