



PUPIL PREMIUM GRANT EVALUATION 2020 2021

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

COVID-19 is likely to disrupt the learning of students throughout the 2021-2022 academic year. Due to our experiences throughout lockdown, we are acutely aware it is likely to have had a disproportionately larger impact on our disadvantaged students.

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 and English 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	56
Year 8	72
Year 9	57
Year 10	68
Year 11	48
TOTAL	301

PUPIL PREMIUM ALLOCATION £280,770

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	£232,605
Literacy	Reading Programme - Software to test students' reading ages	£3,350
Booster classes to raise achievement in English & Maths	Additional support sessions delivered in the holidays and over weekends to targeted students as part of COVID catch up KS3 & KS4	£15,500
Booster classes to raise achievement cross the curriculum	Additional support sessions delivered in the holidays and over weekends to targeted students as part of COVID catch up KS3 & KS4	£10,445
Community Languages	Tutor to deliver Punjabi	3,000
Mindfulness/Mental Health and Well being	Supporting the students during the unrepresented time through workshops, resources	£650

LEADERSHIP & RESOURCES		
Student Deprivation Fund	To support disadvantaged students and families with essential school items	£500
Improve capacity to implement the PPG Plan	Fund an Attendance Officer	£14,620

PARENT ENGAGEMENT [Virtual]		
Parental Workshops	Workshops to equip parents to support their children's learning	£100
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	Internal

WHAT IMPACT DID WE HAVE ON DISADVANTAGED STUDENTS				
	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 2020 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

THE IMPACT WE HAVE ON DISADVANTAGED STUDENTS

Planned activities were significantly disrupted by the COVID-19 pandemic. However, 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.