



## PUPIL PREMIUM STRATEGY STATEMENT

### SCHOOL OVERVIEW

Number of pupils in school [Years 7-11]	1001
Proportion [%] of pupil premium eligible pupils	31%
Academic year/years the pupil premium strategy plan covers	3 Years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Curriculum Committee
Pupil Premium Lead	Beth Hart
Governor Lead	Fran Hooker

### FUNDING OVERVIEW

### 2021 2022 ALLOCATION

Pupil premium funding	£278,860
Recovery premium grant funding	£42,983
School-led tutoring grant funding	£36,416
Pupil premium funding carried forward	£0
<b>Total budget this academic year</b>	<b>£358,259</b>

### STATEMENT OF INTENT

Our intention is that all students, irrespective of their socio-economic background, follow an ambitious and engaging curriculum that embeds knowledge, develops skills and enriches their lives and learning. Through high expectations we aim to create successful, responsible and well-informed young adults; despite the significant challenges, the School's intent is that all are able and willing to make a positive contribution to society, despite the impact of Covid-19.

Consistently, our disadvantaged students perform significantly above the national average; in fact, in 2019, the progress of this group would place them in the top 10% of schools nationally at KS4. The focus of our Pupil Premium Strategy remains high attainment, thereby, improving access to further education and employment, in-line with their non-disadvantaged peers. Implicit in the desired outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Inclusive high-quality teaching and learning is at the heart of our approach. Prioritising delivery by subject specialists, ensures our staff have in-depth and rich understanding of their specialisms, allowing them to promote a love of their subject through adaptive pedagogical techniques and well-sequenced curriculums.

Our Continuing Professional Development Programme will focus on improving our students' literacy and oracy, through our 'Loving to read' and 'Literacy to learn' strategies. This is in response to having identified academic gaps in reading and writing, alongside national research identifying loss of learning as a result of the pandemic and the School's recognition of well-established links between improved literacy and successful life chances, particularly for disadvantaged students.

The National Tutoring, School Led Tutoring and Academic Mentor Programmes are targeted at students whose education has been worst affected by the pandemic. Our approach will be responsive to common challenges, individual needs and rooted in robust diagnostic assessment – not assumptions about the impact of disadvantage.

We are committed to supporting personal development and nurturing the interests and talents of all our students. Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enhanced enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel.

## CHALLENGES

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

1	<b>Levels of Literacy</b> Assessments indicate that disadvantaged students generally have lower levels for reading and writing. In 2019, 60% and 17% of PPG students achieved a 5+ and 7+ respectively, in English GCSE, compared to 74% and 39% Non-PPG. Mean CAT Reading Scores for the 2021-22 Year 7 cohort are 97 FSM and 99 Non-FSM.
2	<b>Levels of Numeracy</b> Assessments indicate that disadvantaged students have generally lower numeracy levels than their peers. In 2019, 48% and 11% of PPG students achieved a 5+ and 7+ respectively, in Maths GCSE, compared to 65% and 30% non-PPG. Mean CAT Quantitative Scores for the 2021-22 Year 7 cohort are 93 FSM and 98 Non-FSM. Students scored 49% FSM and 56% Non-FSM in our Maths baseline tests.
3	<b>COVID-19</b> The disruption caused by COVID-19 has had a disproportionately larger impact on the education of our disadvantaged students. Assessment of student engagement, the identification of academic gaps and discussions with students and families have evidenced school closures impacting more significantly on disadvantaged students – this mirrors national trends. Our engagement data from the first Lockdown, suggested that FSM students were 17% more likely to be disengaged from their learning. This was particularly prevalent with FSM, lower ability, Males. <a href="#">EEF Analysis of impact of Covid-19 on attainment gap</a>
4	<b>Social and Emotional issues</b> Referrals to our Well-being Hub and discussions with students, families and teachers have identified social and emotional issues for many students, further exacerbated by the pandemic. We have experienced an increased need for bereavement counselling, support for anxiety and depression and low self-esteem. A higher percentage of those identified as requiring support are from disadvantaged backgrounds, than our overall cohort. 33% of students visiting our Learning Mentor or School Counsellor, as part of our Well-being Hub services, are PPG Students.
5	<b>Lack of aspiration and cultural capital</b> Interviews with our Careers Advisor suggest that disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require an increased level of support to reach their goals in comparison to their non-disadvantaged peers and are at an increased risk of becoming NEET. A lack of aspiration can be demonstrated by a lower attendance from FSM students at academic intervention sessions. For example, of the Year 11 Maths intervention ‘Low Attenders’, who have missed more than three session in a half term, 60% are FSM students. Historically, disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities. Whilst this has significantly improved, it needs to remain a focus. Currently, only 28% of music peripatetic lessons are attended by disadvantaged students.
6	<b>Attendance</b> Attendance for the disadvantaged is below that of their peers. The disparity is very stark for Persistent Absence. Attendance data for 2019 evidenced a 4.7% vs 3.7% Absence rate and a 10.1% vs only 4.4% Persistent Absence rate for disadvantaged vs non-disadvantaged.
7	<b>Exclusion rates</b> Higher levels of Fixed Term Exclusions are experienced by Disadvantaged students. Exclusion data for 2019 evidenced a 5.9% vs 2.1% rate of Fixed Term Exclusions for disadvantaged vs non-disadvantaged.

## INTENDED OUTCOMES

This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.

<p>Improved reading levels among disadvantaged students in KS3</p>	<p>Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a smaller disparity between scores of disadvantaged and their non-disadvantaged peers.</p>
<p>Improved attainment and progression among disadvantaged students at the end of KS4</p>	<p>By the end of our current plan, in 2024/25, the P8 gap will be &lt;0.2; 9-4 in English and Maths will be 70% and 9-5 in English and Maths will be 40% for disadvantaged students. [2019 examination data demonstrated a P8 0.4 gap, 63% and 33% respectively for 9-4 EM and 9-5 EM.]</p>
<p>Improved attendance for all students, particularly the disadvantaged students</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Maintaining the overall absence rate for disadvantaged students, being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being maintained at 1%</li> <li>• The overall persistent absence rate for all students being no more than 7% of the cohort.</li> </ul> <p>[2019 Attendance data demonstrated a 4.7% vs 3.7% Absence and a 10.1% vs only 4.4% Persistent Absence for disadvantaged vs non-disadvantaged]</p>
<p>Decreased exclusion rates for all students, particularly for disadvantaged students</p>	<p>Sustained low exclusion rates demonstrated by:</p> <ul style="list-style-type: none"> <li>• Fixed term exclusions for disadvantaged students being no more than 5% of the cohort</li> </ul> <p>[2019 Exclusion data demonstrated a 5.9% vs 2.1% rate of Fixed Term Exclusions for disadvantaged vs non-disadvantaged]</p>
<p>Improved well-being for all students, particularly those that are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice and student and parent surveys</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students</li> <li>• A significant increase in participation in social skill-development groups, particularly among disadvantaged.</li> </ul>

## HOW WE PLAN TO SPEND THE PUPIL PREMIUM GRANT

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 : £259,516

ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Continuing Professional Development	<p>This year's CPD programme is focused on improved pedagogical practice in literacy, oracy and the improved understanding of pedagogical content knowledge and curriculum sequencing.</p> <p><a href="#">EEF Improving Literacy in Secondary Schools report</a>  <a href="#">EEF Reading strategies evidence</a>  <a href="#">EEF Oracy strategies evidence</a></p> <p>Staff receive a bespoke programme of support to address areas of development such as effective assessment or differentiation.</p> <p>In addition, staff are being upskilled on effective Careers Education.  <a href="#">EEF Importance of Careers Education for Disadvantaged</a></p> <p>Metacognition and self-regulatory skills will be a whole-School focus for 2023-2024.  <a href="#">EEF Metacognition evidence</a></p>	1 2 3 5
Refocused Curriculum allocation to English	<p>The identified academic gaps in reading, writing and loss of learning, due to the pandemic, reflect the well-documented trends seen in national research. The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students.</p> <p><a href="#">EEF Improving Literacy in Secondary Schools report</a>  <a href="#">EEF Reading strategies evidence</a>  <a href="#">EEF Oracy strategies evidence</a></p>	1 3
Additional teaching staffing in English and Maths	<p>Additional staffing has supported the increase in the number of English lessons and accommodates smaller class sizes in English and Maths. Smaller classes allow teachers to provide increased individualised support and improved quality of feedback.</p> <p><a href="#">EEF Feedback evidence</a>  <a href="#">EEF Reduced class size evidence</a>  <a href="#">EEF Individualised Instructions evidence</a></p>	1 2 3
Additional teaching assistants for in-class support in English and Maths	<p>Teaching Assistants will be used for in class support, particularly for underachieving and disadvantaged students. In addition, TAs will be used to improve reading levels, through small group tuition and individualised instruction strategies.</p> <p><a href="#">EEF Effective use of TAs report</a>  <a href="#">EEF Small Group Tuition evidence</a>  <a href="#">EEF Individualised Instructions evidence</a></p>	1 2 3

TARGETED ACADEMIC SUPPORT [TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS] BUDGETED COST: £125,020		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
National Tutoring Programme, Academic Mentoring and School-Led Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged.  <a href="#">EEF Small Group Tuition evidence</a> <a href="#">EEF Individualised Instructions evidence</a> <a href="#">EEF Extended School evidence</a>	1 2 3
Reading intervention programme for underachieving students	Reading comprehension strategies can have a positive impact on students' ability to understand a text and enrich their vocabulary.  <a href="#">EEF Reading strategies evidence</a> <a href="#">EEF Oracy strategies evidence</a>	1 2 3
Community Languages Tuition	Tuition in Community Languages supports disadvantaged EAL students in raising their attainment and increases their opportunities to transition to courses of their choice.  <a href="#">EEF Small Group Tuition evidence</a>	3 5

WIDER STRATEGIES [RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING] BUDGETED COST: £36,537		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Attendance Support Office	Improved attendance has a direct correlation with improved attainment.  <a href="#">DfE School Attendance guidance</a>	6
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, coding clubs, Art clubs, science clubs, book clubs, academic societies, competitions and many more	Disadvantaged students will experience increased cultural capital and improved attendance, behaviour and peer relationships through participation in extra-curricular and enrichment opportunities.  <a href="#">DfE Extended Activity Provision in Schools report</a> <a href="#">EEF Physical Activity evidence</a> <a href="#">EEF Social and Emotional Learning evidence</a>	1 2 3 4 5 6 7
Social and Emotional interventions and support clubs	Our Well-being Hub, Learning Mentor and School Counsellor provide students with bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students.  <a href="#">EEF Social and Emotional Learning evidence</a>	4 5 6 7
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	1 3 5 6

**TOTAL BUDGETED COST: £421,073**

## PART B: REVIEW OF OUTCOMES OF PREVIOUS ACADEMIC YEAR

### PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Planned activities were significantly disrupted by the COVID-19 pandemic and so only a partial completion of our intended activities and outcomes was achieved. However, the performance of our disadvantaged students has been in the top quintile of schools nationally for six years.

We are proud of the excellent levels of engagement and high quality live remote learning provision we provided our students during last year's Covid-19 Lockdown. This was confirmed through extensive focus groups, parental feedback and an external review with a local partnership school. The Covid-19 pandemic disproportionately affected Heston students, with Hounslow an epicentre in the Autumn term. The School recognises the importance of developing a high quality, rigorous and reflective academic and pastoral Recovery Curriculum.

Attendance of the disadvantaged students prior to Lockdown compares favourably with national figures. During Lockdown, the close monitoring and tracking programme ensured students 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.

Our Year 6 into 7 Summer School offered all students a foundation of literacy and numeracy skills to support their transition; allowing us to identify academic gaps, whilst providing a much needed opportunity to develop their social skills. Our Year 10 into Year 11 Summer School supported identified disadvantaged and underachieving students in preparing for their GCSE Examinations.

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.

### EXTERNALLY PROVIDED PROGRAMMES

National Tutoring Programme	Mannings Tutors
Academic Mentors	Teach First
Scholars Programme	The Brilliant Club