



PUPIL PREMIUM STRATEGY STATEMENT

SCHOOL OVERVIEW

Number of pupils in school [Years 7-11]	1010
Proportion [%] of pupil premium eligible pupils	36% [31% 2021]
Academic year/years the pupil premium strategy plan covers	3 Years
Date this statement was published originally	October 2021
Date this version was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Curriculum Committee
Pupil Premium Lead	Beth Hart
Governor Lead	Fran Hooker

FUNDING OVERVIEW

2022 2023 ALLOCATION

Pupil premium funding	£313,230
Recovery premium grant funding	£54,117
Hounslow Catch-up funding	£30,825
Total budget this academic year	£398,172

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. In 2022, whilst progress was not as strong, it still compared favourably with the National average. 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 Programmes, including the use of School-Led Tuition, Tuition Partners and Academic Mentors, 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	<p>Levels of Literacy</p> <p>Assessments indicate that disadvantaged students generally have lower levels for reading and writing. In 2022, 58% and 14% of PPG students achieved a 5+ and 7+ respectively in GCSE English Language, compared to 71% and 29% Non-PPG. Mean CAT Reading for the 2022-23 Year 7 cohort are 97 FSM and 103 Non-FSM. This widening of the KS2 gap mirrors National trends in the Disadvantage Gap Index.</p>
2	<p>Levels of Numeracy</p> <p>Assessments indicate that disadvantaged students have generally lower numeracy levels than their peers. In 2022, 49% and 17% of PPG students achieved a 5+ and 7+ respectively in GCSE Maths, compared to 75% and 30% non-PPG. Mean CAT Quantitative Scores for the 2022-23 Year 7 cohort are 95 FSM and 100 Non-FSM.</p>
3	<p>COVID-19</p> <p>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.</p> <p>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. <u>EEF Analysis of impact of Covid-19 on attainment gap</u></p>
4	<p>Social and Emotional issues</p> <p>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.</p>
5	<p>Lack of aspiration and cultural capital</p> <p>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.</p> <p>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.</p> <p>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.</p>
6	<p>Attendance</p> <p>Our FSM6 attendance of 91%, in 2021-22, is significantly higher than the National average of 84.9%. However, attendance for the disadvantaged is below that of their non-disadvantaged peers. The disparity is stark for Persistent Absence. Attendance data for 2021-22 evidenced a gap of 1.6% Absence rate [4.8% gap Nationally] and a 25% vs 15% Persistent Absence rate for FSM vs non-FSM [10% gap].</p>
7	<p>Exclusion rates</p> <p>Higher levels of Suspensions are experienced by Disadvantaged students. Exclusion data for 2021-22 evidenced a 6.5% vs 4.2% rate of Suspensions for disadvantaged vs non-disadvantaged [2018-19: 5.9% vs 2.1%]. This remains significantly below the State Secondary National Average of 10.75% in 2018-19</p>

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 <0.2; 9-4 in English and Maths will be to achieve and sustain 70% and 9-5 in English and Maths will be 40% for disadvantaged students.</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"> • 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% • The overall persistent absence rate for all students being no more than 7% of the cohort.
<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"> • Fixed term exclusions for disadvantaged students being no more than 5% of the cohort
<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"> • Qualitative data from student voice and student and parent surveys • A significant increase in participation in enrichment activities, particularly among disadvantaged students • A significant increase in participation in social skill-development groups, particularly among disadvantaged.

HOW WE PLAN TO SPEND THE PUPIL PREMIUM GRANT

This details how we intend to spend our pupil premium [and NTP funding] this academic year to address the challenges listed above.

TEACHING [FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION]

BUDGETED COST : £280,000

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><u>EEF Improving Literacy in Secondary Schools report</u> <u>EEF Reading strategies evidence</u> <u>EEF Oracy strategies evidence</u></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. <u>EEF Importance of Careers Education for Disadvantaged</u></p> <p>Metacognition and self-regulatory skills will be a whole-School focus for 2023-2024. <u>EEF Metacognition evidence</u></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><u>EEF Improving Literacy in Secondary Schools report</u> <u>EEF Reading strategies evidence</u> <u>EEF Oracy strategies evidence</u></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><u>EEF Feedback evidence</u> <u>EEF Reduced class size evidence</u> <u>EEF Individualised Instructions evidence</u></p>	1 2 3

TARGETED ACADEMIC SUPPORT [TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS]
BUDGETED COST: £158,000

ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
National Tutoring Programme: Academic Mentoring, Tuition Partners and School-Led Tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence EEF Individualised Instructions evidence EEF Extended School evidence	1 2 3
Interventions to support underachieving and disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence EEF Individualised Instructions evidence EEF Extended School evidence	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. EEF Reading strategies evidence EEF Oracy strategies evidence	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. EEF Small Group Tuition evidence	3 5

WIDER STRATEGIES [RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING]
BUDGETED COST: £38,000

ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Attendance Support Officer	Improved attendance has a direct correlation with improved attainment. DfE School Attendance guidance	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. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence EEF Social and Emotional Learning evidence	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. EEF Social and Emotional Learning evidence	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: £476,000

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 2021-2022 academic year and the progress we have made towards our intended outcomes.

Improved reading levels among disadvantaged students in KS3

Students with low reading levels have received targeted support through the Ruth Miskin Fresh Start Programme, comprehension interventions, Peer mentoring programmes and in-class support strategies. CAT Reading and Fresh Start Literacy Online Assessments will be conducted in November to provide quantitative evidence.

Improved attainment and progression among disadvantaged students at the end of KS4

Disadvantaged students achieved above their expected outcomes in 2022 GCSE Examinations, an estimated half a grade above the National average. Since 2019, there has been an increase in the percentage of Disadvantaged students achieving 9-4 EM [68%] and 9-5 EM [42%]. However, the Disadvantage P8 gap has remained at 0.4 and the average P8 score for disadvantaged students has declined since 2019.

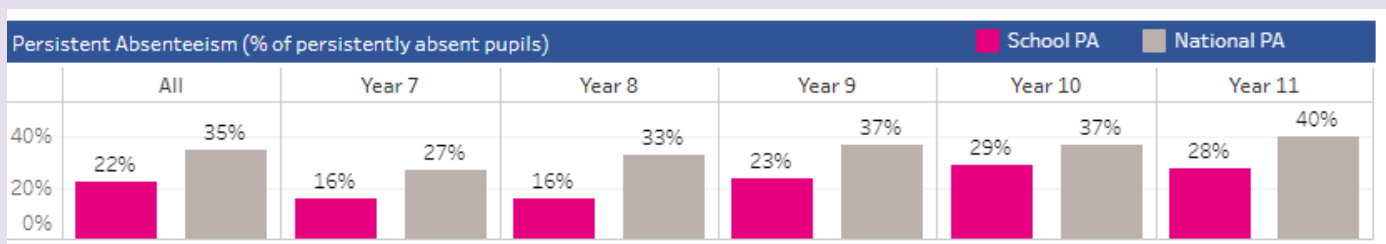
Year	2018-19 HCS	2018-19 National	2021-22 HCS
P8 Gap	0.4	0.58	0.4
9-4 EM Disadvantaged	58%	45%	68%
9-5 EM Disadvantaged	33%	25%	42%

The importance of high attendance is highlighted by the difference in the P8 scores of disadvantaged students, with varying attendance. FSM students with +95% achieved an average P8 of 0.99, those with -85% attendance achieved -1.25 [SISRA collaboration data].

Improved attendance for all students, particularly the disadvantaged students

Our Attendance rates for all groups, including Disadvantaged have been significantly above the National average throughout 2021-22. It was 6% above the National average for FSM6. However, we must continue to drive improvements to bring it back to pre-pandemic levels and aim for an overall absence rate of no more than 5%. The Persistent Absence rate was significantly below National average at 22% compared to 35% nationally [in the lowest 20% of Schools with a similar level of deprivation], however there was a 10% gap between our FSM and Non-FSM students. We continue to aim for Persistent Absence below 7% of the Disadvantaged cohort.

Year	2018-19 HCS	2018-19 National	2021-22 HCS	2021-22 National
FSM Attendance	95%	92.5%	91%	85%
Absence gap	1%	3.3%	1.6%	4.8%
Persistent Absence gap	5.7%	15%	10%	-



Decreased exclusion rates for all students, particularly for disadvantaged students

Our exclusion rates remain very low compared to National averages in a pre-pandemic year [National Average of 10.75% 2018-19]. However, we have seen an increase in Suspension rates, as a small minority of students struggled to meet the School's high expectations of behaviour and conduct following a return to school, post pandemic lock downs. With 6.5% of FSM cohort experiencing a Suspension, we remain significantly below the FSM National average [13.8% 2018-19]. We continue to aim for Exclusions below 5% of the Disadvantaged cohort.

Year	2018-19 HCS	2018-19 National	2021-22 HCS
Non-FSM	2.1%	3.8%	4.2%
FSM	5.9%	13.8%	6.5%

Improved well-being for all students, particularly those that are disadvantaged

The development of our Well-being Hub, encompassing our Safeguarding Team, our School Counsellor and Learning Mentor has improved our provision for Disadvantaged students, providing bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. Over 200 students are supported through a variety of projects, interventions and clubs, with disadvantaged students comprising between 10-30% of the cohort, dependent on the programme.

We have seen an excellent increase in participation in enrichment activities, with over 400 students enjoying clubs such as karate, yoga, football, badminton, coding, chess, journalism, art, choir and peripatetic music lessons. As a result of targeted encouragement, 49% of FSM students are participating compared to 36% of non-FSM cohort.

As evidenced in schools across the country, the pandemic was most detrimental to our disadvantaged pupils. We believe the impact was mitigated by our focus on high quality teaching and learning, continued commitment to continuing professional development for our staff, our well-sequenced curriculum, our pastoral support systems and our use of Academic Mentors, National Tutoring Programme and School Led-Tuition. The Pupil Premium spend is reported to the Governors' Finance and General Purposes meeting in the Autumn Term.

EXTERNALLY PROVIDED PROGRAMMES 2021-22

National Tutoring Programme	Mannings Tutors
Academic Mentors	Randstad
School Led Tuition	MyTutor