

Pupil premium strategy statement – Harefield School

This document draws upon the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’.

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	94 (33%)
Academic year/years that our current pupil premium strategy plan covers	2
Date this statement was published	12.9.23
Date on which it will be reviewed	1.6.24
Statement authorised by	Headteacher, Katrina Boyle
Pupil premium lead	Assistant Headteacher, Steven Fish
Governor / Trustee lead	David Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £100395
Recovery premium funding allocation this academic year	£ 26772
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£127167

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan

The Harefield School adopts a whole school approach to pupil premium. This is because we have a high percentage (33%) of students that qualify for pupil premium. As a school within the QED Trust we hold strong values in that all students have equal rights to a high-quality educational base from which to launch their post-school life in their careers and future endeavours. The success of this approach can be tracked through the progress of our pupil premium students.

The Pupil Premium is additional funding provided by the government to schools in England to help close the attainment gap between disadvantaged students and their peers. This strategy outlines our approach to using Pupil Premium funding at Harefield School to improve outcomes for our disadvantaged pupils in accordance with government guidelines. Harefield School have identified the following key strands to combat the disadvantaged gap.

1. Attendance:

- **Objective:** To improve the attendance rates of Pupil Premium students.
- **Strategies:**
 - Implement a robust attendance monitoring system to identify and support students with persistent absence.
 - Allocate funding to provide incentives and rewards for good attendance.
 - Offer support to families facing attendance challenges through dedicated pastoral care and communication.
 - Proactive form tutoring as an initial layer of support.

2. Behaviour:

- **Objective:** To promote positive behaviour and reduce exclusions among Pupil Premium students.
- **Strategies:**
 - Implement a clear behaviour policy and provide additional pastoral support for at-risk students.

- Offer counselling and mentoring services to students with behavioural issues.
- Invest in staff training on behaviour management techniques.
- A clear Teaching and Learning Framework for teaching staff based on Rosenshine's principles.

3. CPD (Continual Professional Development):

- **Objective:** To enhance the skills and knowledge of our teaching staff to better support Pupil Premium students.
- **Strategies:**
 - Provide targeted CPD opportunities focusing on strategies for teaching and supporting disadvantaged students.
 - Encourage staff to share best practices for Pupil Premium students' progress.
 - Monitor the impact of CPD through regular assessments and feedback.

4. Extra-Curricular Activities:

- **Objective:** To enrich the learning experiences of Pupil Premium students through extracurricular activities.
- **Strategies:**
 - Subsidize extracurricular clubs, trips, and experiences to ensure affordability for Pupil Premium students.
 - Promote a wide range of extracurricular options and actively encourage participation.
 - Monitor participation rates and adjust offerings as needed to increase engagement.

5. The Breakfast Club and FSM (Free School Meals):

- **Objective:** To ensure that Pupil Premium students have access to a healthy breakfast and appropriate FSM support.
- **Strategies:**
 - Operate a well-funded Breakfast Club to provide a nutritious start to the day.

- Identify eligible students and promote FSM applications among eligible families.
- Monitor the take-up of FSM and ensure discreet distribution to avoid stigmatization.

6. **The National Tutoring Program (NTP):**

- **Objective:** To provide targeted academic support to Pupil Premium students.
- **Strategies:**
 - Allocate Pupil Premium funds to access the NTP for one-on-one or small group tutoring.
 - Collaborate with NTP providers to tailor interventions to individual student needs to supplement School-led provision.
 - Regularly assess the impact of NTP on student progress.

7. **Literacy and Numeracy in Form Time:**

- **Objective:** To enhance basic literacy and numeracy skills of Pupil Premium students.
- **Strategies:**
 - Incorporate dedicated literacy and numeracy activities into daily form time.
 - Provide additional resources, such as books and online tools, to support learning.
 - Monitor and assess student progress in literacy and numeracy regularly.

8. **Personal Budgets:**

- **Objective:** To support families with financing school items
- **Strategies:**
 - Offer a reimbursement on uniform, trips and cooking ingredients up to £100 per child who are eligible for Pupil Premium.

9. High-Quality Teaching through staffing

Harefield School will address the disadvantaged gap with the EEF's top tier approach of High-Quality Teaching through staffing. To address previous understaffing and high turnover of staff, The Harefield School has the aim in 23/24 to recruit high-quality teaching staff whilst retaining and developing their already good practice. A recently introduced new teaching framework model for lessons and a new behaviour policy will ensure that **all** learners regardless of disadvantaged, gender, SEN/D, ethnicity or any other code that we wish to keep under review, will have high quality lessons in an environment that is conducive to learning.

Evaluation and Review:

- Regularly review the impact of Pupil Premium spending on the attainment and well-being of disadvantaged students.
- Adjust strategies based on the outcomes and adapt to changing needs.
- Engage with parents and guardians to seek feedback and involve them in the support process.

This Pupil Premium Strategy aligns with government guidelines and aims to ensure that all Pupil Premium students receive the support and opportunities they need to thrive academically and personally. With the effects of Covid reversing a decade of closing the disadvantage gap having impacted on so many disadvantaged students, it is even more important to track the progress of pupil premium students robustly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Behaviour - Students displaying poor behaviour will progress less than their peers
2	Organisation 'Ready to Learn' - If students lack the self-management skills, they will find it difficult to keep up with their academic workload
3	Aspirations/motivation- Some students may experience issues with medium/long-term aspiration and motivation towards academic achievement.
4	Well-being- Some students may experience issues with their physical, mental, emotional or social well-being, which may cause them to fall behind their peers in academic studies. Particularly due to the effects of the pandemic where the disadvantaged gap was increased.
5	Resources for learning- Students may not have access to resources required for academic study.
6	Prior-attainment- Students may enter Harefield with significantly lower attainment than their peers (particularly reading comprehension), this may in turn impact future progress made through the school.
7	Attendance- Average attendance for PP students is lower than the school expected and local authority average. Links between lower attendance and lower attainment are well researched.
8	Parental engagement with school- Some parents may not have the time and money to get to school to attend key events, such as parents evening, or to support the students at home with school work.
9	Homework space- Students may not have adequate space in which to complete their homework/revision.
10	Care responsibilities- Some students may have a responsibility to care for younger siblings/family members, which may impact on their academic studies
11	The impact of lockdown – Gaps in knowledge from previous key stage and disengagement with learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Narrowing of KS4 outcomes between PP students and their peers	KS4 outcomes
2) Improved reading comprehension among disadvantaged pupils across KS3/4	Reading Age Test Scores
3) Improved rates of attendance of PP students	Attendance data
4) Exemplary behaviour for learning	Behaviour Points Log Attitude to learning grades
5) All PP students have the necessary resources required for academic study and are 'Ready to Learn'	Use of Personal budgets
6) Support in place for students with mental health or other well-being concerns	Intervention log
7) Raise aspirations	Careers programme, Compass+ report
8) Ensure high quality Teaching and Learning	KS4 outcomes Learning walks Harefield teaching framework (CPD)

Activity in this academic year

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: £75695

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality additional staffing	Reduced Class Sizes EEF Toolkit Teaching School Council (TSC)	1, 3, 6,
Behaviour for Learning	EEF Toolkit	1, 2, 3, 4, 7
CPD (Whole staff) <ul style="list-style-type: none"> Harefield Teaching Framework 	National Education Trust High quality Teaching Quality First Teaching EEF Toolkit Rosenshine's principles	1, 3, 6, 8, 11

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Tuition (NTP)	Small-group tuition +4 Months EEF Toolkit	3, 6, 9, 11
Personal Budgets	£100 allocation to each Pupil Premium pupil for trips, uniform, resources, ingredients.	2, 4, 5, 7, 8, 10
Improving attendance	Guidance provided in DfE's Improving School Attendance advice. Sutton Trust	4, 7, 8, 11
Careers Guidance		3, 4
Literacy and Numeracy in Form Time	Better access when reading texts, questions, instructions	2, 3, 6

<ul style="list-style-type: none"> • Tutor-led reading • Lexia KS3 • SPAG KS4 	Improving Literacy in Secondary Schools	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra- Curricular Activities		4, 8, 11
Breakfast Club and Free School Meals	EEF National School Breakfast Programme – Family Action	2, 4, 7, 8, 10
Mental Health Counselling		3, 4, 7,

Total budgeted cost: £100395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium had on pupils in the 2022-2023 academic year.

	PP	Non-PP	Gap
Number of Pupils	23 (37%)	40	
Attainment 8 score	28.71	38.34	-9.63
Progress 8	-1.01	-0.57	-0.44
Grade 7-9 in Eng&Math	0	1	-100%
Achieving 9-7 Eng	0	4	-100%
Achieving 9-7 Math	0	2	-100%
Achieving 9-4 Eng&Math	8 (34.8%)	15 (37.5%)	-2.7%
Achieving 9-4 Eng	11 (47.8%)	21 (52.5%)	-4.7%
Achieving 9-4 Maths	8 (34.8%)	20 (50%)	-15.2%
Achieving EBacc	0	4 (10%)	-100%

Student Outcomes:

- A gap in every measure of achievement in Pupil Premium compared to non-PP
- A noticeable gap in Maths compared to English 9-4
- Negative P8 for PP students
- No 9-7 grades achieved for PP students in Eng or Maths

Review of allocations of PP 2022-2023:

Strategy	Cost	Impact
Teaching <ul style="list-style-type: none"> • Salaries • CPD 	£31056.86	<i>Medium-Low.</i> See outcomes above for PP students Medium – PP outcomes negative
Targeted academic Support <ul style="list-style-type: none"> • Alternative Provision • Uniform • Educational Books • Lexia 	£16183.43	<i>Medium.</i> Continuing with literacy support programme and uniform initiative.
Wider Strategies <ul style="list-style-type: none"> • Educational Visits • Music Services 	£239	Low