

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------|
| School name | Pinner High School |
| Number of pupils in school | 997 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2021 |
| Statement authorised by | E. Hindmarsh |
| Pupil premium lead | E. Hindmarsh |
| Governor / Trustee lead | Dr Kerry Day |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £99,000 |
| Recovery premium funding allocation this academic year | £19,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £118,000 |

Part A: Pupil Premium Strategy Plan

Statement of intent

What are our ultimate objectives for our disadvantaged students?

Our intent at Pinner High School we seek to equip all our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. Our model to achieve success with these students is therefore as follows:

- Improve the progress of disadvantaged students through high quality teaching and learning.
- Effectively use data tracking points based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions
- Improve engagement with disadvantaged parents in the community.

- Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.

How does our current pupil premium strategy plan work towards achieving these objectives?

Improve the progress of disadvantaged students through high quality teaching and learning.

- I. Ensuring the targets that have been set for disadvantaged students at Pinner High are aspirational based in the upper limit of FFT5.
- II. Ensure that PP students are represented in all sets but in particular the higher sets across departments which set.
- III. Ensure all staff are using data when planning for disadvantaged students and that this is evident on seating plans using MINT Class
- IV. Ensure that all middle leaders have a strong teaching and learning focus on disadvantaged pupils
- V. Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils.
- VI. Recruit leadership secondments which effectively deliver school wide teaching and learning strategies developed for disadvantaged pupils ensuring that they are used all year in: metacognition, feedback, peer tutoring
- VII. Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.
- VIII. Support the teaching and learning department to ensure the quality of teaching within the school is consistently Outstanding.

Effectively use data tracking points based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions

- I. Ensure all faculties have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.
- II. Create an effective assessment cycle in which the progress of all disadvantaged students is discussed with senior and middle leaders and classroom teachers resulting in effective in and out of class interventions.
- III. Use accurate data to target disadvantaged students for high quality small group interventions that rotate to ensure disadvantaged students receive support in all their subjects.
- IV. Monitor the effectiveness and quality of the interventions that disadvantaged pupils receive through data tracking.
- V. Monitor the Leadership Secondments' use of data to target research informed strategies
- VI. Monitoring the progress of all PP students in terms of achievement, progress, behaviour and attendance after each tracking point.
- VII. Share all findings with all relevant parties including governors and parents.

Improve engagement with disadvantaged parents in the community.

- I. Focus on getting difficult to reach disadvantaged parents' attendance to parents' evenings through the calling and pre-booking of pupil premium parents
- II. Continue to monitor the work of the attendance officer regarding disadvantaged pupils.
- III. Host coffee mornings and open the school to all parents.
- IV. Appoint a Leadership Secondment to develop research informed strategies to support parental engagement of disadvantaged pupils

Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.

- I. Develop an enriching curriculum which aims to excite and challenge
- II. Provide a wide range of extracurricular activities for disadvantaged students to engage with through the re-launch of the Heads Challenge
- III. Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities.
- IV. Provide disadvantaged students with the opportunities to visit higher education establishments as well as work experience.
- V. Provide disadvantaged students with opportunities to experience enriching activities such as the theatre and art galleries.
- VI. Ensure that disadvantaged students especially boys are represented on the student council and in any student, decision making within the school.
- VII. All disadvantaged students to meet with the career adviser at some point during KS4.

What are the key principles of our strategy plan?

The principles that outline this plan are below:

- A tiered approach to Pupil Premium spending which balances our approaches to improving teaching, targeted academic support, and wider strategies.
- A small number of teaching and learning priorities have been carefully chosen using strong external evidence. These we feel will make the biggest difference to our students' progress. This is with a focus on effective implementation and evaluation.
- The pupil premium strategy is embedded into the wider School Improvement Plan which considers implementation of this plan as a process.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Quality First Teaching and Learning: Every student needs to receive Outstanding teaching, every lesson and over time which aims to accelerate the progress of disadvantaged pupils. |
| 2 | Gaps in knowledge from Distance Learning: Disadvantaged pupils struggled to engage in Distance Learning – in both the attendance to live lessons and the completion of work. |
| 3 | Attendance & Punctuality: Some disadvantaged pupils continue to have lower attendance and punctuality both to school and between lessons. |
| 4 | Parental Engagement: The parental support and engagement in school life, such as using SIMs Parent App to track reports and attendance to Parents Evenings or Google Classroom Guardian summaries. |
| 5 | Mental Health & Wellbeing: A large number of these pupils have been disproportionately affected by the pandemic and this has had a huge impact on their mental health and in turn their attainment in school. |

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 |
|---|---|
| Improve the progress of disadvantaged students through high quality teaching and learning. | <ul style="list-style-type: none"> - Progress data of pupil premium students is equal or higher than their peers - Lesson Observation feedback is resolutely focused on the progress of pupils - Learning Walks & Work Scrutiny demonstrates the attention of all teachers on disadvantaged pupils |
| Effectively use data tracking points based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions | <ul style="list-style-type: none"> - Rigorous data conversations with middle leaders that focus on disadvantaged groups - A robust and targeted intervention programme |
| Improve engagement with disadvantaged parents in the community | <ul style="list-style-type: none"> - Higher attendance to Parents Evenings, SIMs Parent App, and celebration of student progress |
| Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations. | <ul style="list-style-type: none"> - Heads' Challenge is relaunched and is successful in enriching the offer provided for disadvantaged students - Disadvantaged students are priorities in Trip Planning across the curriculum - Careers Programmes are implemented to support aspiration |

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 (CPD, Recruitment & Retention)

Budgeted cost: £46,900

| Activity | Evidence that supports this approach Linked to EEF | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pupil Premium: Leadership Development & Research Projects | Meta-Cognition & Self-Regulation Feedback Focus on Social and Emotional Learning: Equality, Diversity & Inclusion (Curriculum) Equality, Diversity & Inclusion (Personal Development) Parental Engagement Peer Tutoring | 1-5 |
| Teacher Continuing Professional Development Pinnergogy Fund HCSTSA Educational Equities Training Mental Health First Aid | Quality First Teaching | 1-5 |

| | | |
|--|--|--|
| Recruitment and Retention of Experienced and Expert Teachers Performance Management Targets linked to School Improvement | | |
|--|--|--|

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

Budgeted cost: £25,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Intervention Classes KS3 & KS4 | Small group tuition | 1-2 |
| One to one tuition in English & Maths | One to one tuition | 1-2 |
| Structured GCSE Booster Sessions | Small group targeted GCSE support | 1-2 |
| GCSE Revision Packs & Materials | Supporting home learning & revision | 1-2 |
| Heads Challenge & Curriculum Support for Competitive Clubs | Arts Education | 1-2 |
| Education Psychologist | One to One SEN Support | 1-2 |

Wider strategies (Attendance, Behaviour & Wellbeing)

Budgeted cost: £45,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Parental Engagement and Attendance Support | Parental Engagement | 4-5 |
| Learning Mentors | Mentoring | 4-5 |
| Counselling | Mentoring & Counselling | 4-5 |
| Support with Uniform, Music, Trips, DoE , Food Tech etc. | Access to the curriculum Outdoor Education Arts Education Aspiration Interventions | 4-5 |

Total budgeted cost: 117,900

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. It is important to note that unfortunately the academic year 2020-21 continued to provide additional challenges due to the Coronavirus pandemic. This led to the school adapting and reallocating resources throughout the year to minimise the gap between the disadvantaged and their non-disadvantaged peers. This was not only in terms of academic provision but also a sharp focus on supporting the mental health of pupils including providing resources

such as laptops and internet access. Due to these challenges and the changing educational landscape some of the intended strategies may not have had the desired impact as they could not be fully deployed as they were first intended at the beginning of the year. Additionally, priorities had to be further adapted due to the national lockdown in January 2021 when learning was being accessed remotely via Google Meet. The school has and is continuing to rapidly review the effects of the school closure, alongside assessing the impact of strategies deployed for each identified barrier, this will be reflected in the 3-year Pupil Premium Strategy of 2021-22.

| Activity | Review of this Outcome |
|------------------------|---|
| Quality First Teaching | <ul style="list-style-type: none"> - We placed these students with the most skilled staff across their timetables. - Focus of Data meetings to develop strategies and an awareness of strategies to support these students. - Learning Walks, Teaching Tuesdays and Observations all had a focus on disadvantaged pupils. |
| Targeted Support | <ul style="list-style-type: none"> - We delivered a laptop and dongle to every student who needed one. - Our vulnerable and key worker school included a high proportion of our disadvantaged schools. - We prioritised disadvantaged pupils for participation in intervention during the school day and after school. - Saturday Interventions were put in place for our Year 11 cohort. |
| Other Approaches | <ul style="list-style-type: none"> - Prioritised for learning mentor support readiness to learn. - Time with Educational Psychologists was granted to support the application of an EHCP. - Prioritised for support with our In-House counsellors. |