

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the three-year period of 2021-24. It details 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	1103
Proportion (%) of pupil premium eligible pupils	15.4% (149)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£120, 000
Recovery premium funding allocation this academic year	£40, 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	£160, 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.	- 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	- 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	- 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.	- 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: £50,000

Activity	Evidence that supports this approach Linked to EEF	Challenge number(s) addressed
Pupil Premium: Associate Assistant Headteacher 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		
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000 + £40,000 Covid Recovery

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
Specialist Subject Tutoring	One to one tuition & Small group tuition	1-2

Wider strategies (Attendance, Behaviour & Wellbeing)

Budgeted cost: £45,000

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: £160,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.42. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 42.9. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 39%, which is considerably lower than the school and national average for non-disadvantaged pupils. A very high number of our disadvantaged students joined our school part way through the GCSE courses, and during the lockdown from the pandemic, which meant that the tailoring of the curriculum for them was appropriate. For example our 2022-23 cohort has a 58% entry to Ebacc, far higher than the national average of 43%.

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan and we have invested in this significantly. However, we are encouraged that in our current Year 11 cohort this gap is less than 1%.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have worked tirelessly to support these students, and some of those worse affected by Covid19 were real success stories in the summer.

The results however, in Years 7-10 are encouraging and we are seeing student attainment, attendance and wellbeing improving. There are significant improvements in progress and the gap between disadvantaged pupil and their peers is narrowing convincingly. The results above mean that we still have more to do to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. This is through more nuanced and tailored approach to individual students and setting up parental and student panels. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration in the Heads Challenge. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We have worked within the Harrow Collegiate Pupil Premium group and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils. It is at the heart of our school improvement plan.