

## Pupil Premium Strategy Statement – Harefield School

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 2025/2026

Detail	Data
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	129 (44%) Increase from 39% previous year and increase from 33% since this strategy was implemented.
Academic year/years that our current pupil premium strategy plan covers	2023/2024 2024/2025 2025/2026
Date this statement was published	01.12.2025
Date on which it will be reviewed	01.12.2026
Statement authorised by	Headteacher, Salma Riley
Pupil premium Lead	Assistant Headteacher, Steven Fish
Governor / Trustee lead	David Patterson

## Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	£120,400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£120,400</b>

## Funding overview 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£111,300
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£111,300</b>

## Funding overview 2023/2024

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	£0
<b>Total budget for this academic year</b>	<b>£127167</b>

## Part A: Pupil Premium Strategy plan

### Statement of Intent

Harefield School adopts a whole school approach to pupil premium. This is because we have a high and increasing percentage (44%) of students that qualify for pupil premium. As a school we hold strong values in that all students are not only respected and treated with compassion but that they have equal rights to a high-quality education and, most importantly, aspire 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.

#### **The key principles follow the guidance from the EEF:**

1. Evidence informed approach (Education Endowment Foundation Guide to the Pupil Premium) and three-tiered model (Teaching, Targeted academic support and Wider strategies)
2. Appreciates that good teaching is the most important level and should be a key focus of using the pupil premium
3. Less is more approach (selecting a small number of priorities and doing them extremely well)
4. Using data as well as individual knowledge of students to support decision making
5. Comparing disadvantaged student data to national data, where available, and having the highest of expectations

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils following data analysis and student surveys.

Challenge number	Detail of challenge
1.	<b>Behaviour</b> - A higher proportion of our disadvantaged students experience social, emotional and mental health issues that affect their behaviour and attendance and therefore have a negative impact on their achievement. There is an increasing need to provide support for families and seek additional support from professionals such as counsellors and therapists. Low resilience and high anxiety have been identified for many of our disadvantaged students.
2.	<b>Organisation 'Ready to Learn'</b> - If students lack the self-management skills, they will find it difficult to keep up with their academic workload. Our data shows that a high proportion of disadvantaged students do not feel confident in their self-management skills.
3.	<b>Aspirations/motivation</b> - Some disadvantaged students have low aspirations for their future careers; Harefield School needs to find highly effective ways to open the world of opportunity for our students including opportunities for cultural capital.
4.	<b>Well-being</b> - Some disadvantaged 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. A significant percentage have said they feel anxious about the future. This has been particularly due to the effects of the pandemic where the disadvantaged gap was increased.
5.	<b>Resources for learning</b> - Some disadvantaged students may not have access to resources required for academic study. This also includes digital access for some students.
6.	<b>Prior-attainment</b> - Some disadvantaged students enter Harefield with significantly lower attainment than their peers (particularly reading comprehension), this may in turn impact future progress made through the school.
7.	<b>Attendance</b> - 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.	<b>Parental engagement with school</b> - 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 schoolwork. We experience a lack of support with learning at home for many (but not all) of our disadvantaged students; the lack of parental engagement for some of our most vulnerable students' results in them finding it very difficult to engage with school and learning. When trying to address behaviour concerns of students, we can sometimes find ourselves without parental support.

9.	<b>Homework space-</b> Students may not have adequate space in which to complete their homework/revision.
10.	<b>Care responsibilities-</b> Some students may have a responsibility to care for younger siblings/family members, which may impact on their academic studies.
11.	<b>Self-efficacy</b> - Our Pupil Survey shows a lack of confidence and that 30% of PP students feel unmotivated at 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
1) Narrowing of KS4 outcomes between PP students and their peers	Increased A8 and P8 Scores for PP students across all key groups. Gaps to be closed between PP and Non-PP students. Increase the number of PP students taking Ebacc subjects.
2) Increase the percentage of PP students reaching the age expected level in Reading and Literacy at KS3	Reading Age Test Scores
3) Improved rates of attendance of PP students	Attendance data
4) Exemplary behaviour for learning and reduced lost learning time of PP students due to behavioural issues through targeted intervention	Behaviour Points Log. Reduction in negative behaviour incidents for disadvantaged students (including FTEs) Increased self-regulation and positive attitudes. Increase in attitude to learning scores.
5) All PP students have the necessary resources required for academic study and are 'Ready to Learn'	Use of Personal budgets Implementation of 'Super 6' equipment form time checks
6) Support in place for students with mental health or other well-being concerns	Intervention log
7) Increase the aspirations of PP students and the exposure to career opportunities	Careers programme, Compass+ report

	<p>Increase in number of students who go onto or aspire to go onto higher education or apprenticeships. Eliminate the number of NEETS. Increase the numbers of students studying facilitating subjects at KS5.</p>
<p>8) Ensure high quality Teaching and Learning</p>	<p>KS4 outcomes  Learning walks  Harefield teaching framework (CPD)</p>

## Activity in this academic year (2025-26) Total budgeted cost: £120,400

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: £85695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality Teaching &amp; Learning (including additional staffing)</p> <ul style="list-style-type: none"> <li>● Provide CPD to drive the quality of teaching and learning and in so doing empowering and equipping teachers to maximise outcomes for disadvantaged students through excellent pedagogy.</li> <li>● Implement The Harefield Teaching Framework and establish clear Entry/Exit/Securing Attention Routines from Staff.</li> <li>● Ensure that classroom instruction given during lessons meets the needs of all learners, particularly underperforming learners</li> <li>● All disadvantaged children to be given regular feedback within lessons and more targeted verbal feedback from both the class teacher and teaching assistant</li> <li>● Ensure staff tailor planning to meet needs of different groups of learners and in response to previous learning. Including use of seating plans for grouping etc.</li> <li>● Provide opportunities for teachers to improve subject knowledge to support the delivery of Quality First Teaching</li> </ul>	<p>Reduced Class Sizes</p> <p><a href="#">EEF Toolkit</a></p> <p>Teaching School Council (TSC)</p> <p>National Education Trust</p> <p>Quality First Teaching</p>	<p>1, 3, 6, 8, 11</p>
<p>Behaviour for Learning</p> <ul style="list-style-type: none"> <li>● Ensure students do not miss school time through Fixed Term Suspensions, providing an opportunity for meaningful restorative and reflection programmes, completion of missed</li> </ul>	<p>EEF Toolkit</p>	<p>1, 2, 3, 4, 7</p>

learning, sustained monitoring and review of progress and building of home school relationships.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Tuition	<a href="#">Small-group tuition</a> <a href="#">+4 Months EEF Toolkit</a>	3, 6, 9, 11, 12
Personal Budgets	£100 allocation to each Pupil Premium pupil for trips, uniform, resources, ingredients.	2, 4, 5, 7, 8, 10
Improving attendance <ul style="list-style-type: none"> <li>● Design and implement a revised attendance policy which includes working closely with families to improve attendance</li> <li>● Rewards and incentives to support attendance strategies including the Weekly 'Attendance Raffle'</li> </ul>	Guidance provided in DfE's <a href="#">Improving School Attendance</a> advice. Sutton Trust	4, 7, 8, 11, 12
Careers Guidance <ul style="list-style-type: none"> <li>● Ensure all students access careers education and experiences</li> <li>● Ensure equitable access to work experience</li> </ul>	Gatsby Benchmarks for schools	3, 4, 12
Literacy and Numeracy Whole school strategies <ul style="list-style-type: none"> <li>● 6th Form Reading</li> <li>● Lexia KS3</li> <li>● Sparx reader KS3</li> <li>● KS3 Reading Interventions: Put in place rapid reading interventions for students and groups whose reading age is falling behind peers. Monitor and report impact of</li> </ul>	Better access when reading texts, questions, instructions <a href="#">Improving Literacy in Secondary Schools</a>	2, 3, 6, 12

intervention to ensure they are effective. Including 'That Reading Thing'		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra- Curricular Activities Provide opportunity for students to complete home learning through the Chromebook Scheme with support and access to a range of resources including a revised Google Classroom.		4, 8, 11, 12
Breakfast Club and Free School Meals <ul style="list-style-type: none"> <li>Provide an engaging Breakfast club every day to promote attendance to school for PP students, providing free healthy breakfasts for all</li> </ul>	EEF National School Breakfast Programme – Family Action	2, 4, 7, 8, 10
Mental Health Counselling <ul style="list-style-type: none"> <li>Recruitment of staff to implement art therapy and ELSA</li> </ul>	Pupil survey 40% of all students at the school said they feel anxious about school.	3, 4, 7, 12

## Part B: Review of the Previous Academic Year (2024-25)

45% of Harefield School students are Pupil Premium (PP), up from 33% in September 2023 and 39% in September 2024. This increase has further emphasized the need for support to ensure equity of opportunity and improved outcomes for disadvantaged learners. The school has maintained a **whole-school approach** to pupil premium, using EEF-backed strategies across teaching, intervention, and pastoral support.

Year 7	Year 8	Year 9	Year 10	Year 11	Total
21	31	28	15	19	114 (45.4%)

### Pupil Premium Strategies

#### 1) Student Outcomes & Predicted PP outcomes

Year 11	2023/2024			2024/2025		
	PP	Non-PP	Gap	PP	Non-PP	Gap
Number of Pupils	23	32		21	25	
Attainment 8 score	31.99 <span>↑</span> 5.28 from 2022/2023	41.79	9.8	30.9	42.7	11.8
Progress 8	-0.76 <span>↑</span> 0.25 from 2022/2023	-0.57	0.19			
Grade 7-9 in Eng & Ma	0%	6.30%	6.30%	0%	4%	4%
Achieving 9-7 Eng	0%	12.50%	12.50%	4.8%	20%	16%
Achieving 9-7 Math	0%	9.40%	9.40%	0%	8%	8%
Achieving 9-4 Eng & Ma	34.80%	53.10%	18.3%	38.1%	56%	17.9%
Achieving 9-4 Eng	39.10%	75%	35.9%	52%	64%	12%
Achieving 9-4 Maths	47.80%	62.50%	14.7%	48%	72%	24%

- English and Maths Grade 4 has increased by 3.3% from 34.8% to 38.1% and the gap to non-PP has been narrowed.
- Strong Basics (English and Maths 9-5) outcomes for PP students have risen from 4.3% achieving a grade 5 in 2023–24 to 10.5% in 2024–25
- Attainment 8 scores for students with both Special Educational Needs and Pupil Premium have increased from 26.5 to 40.4, representing a rise of +13.9 points (52% increase).
- PP students in English achieving a 9-4 has increased from 39.1% to 52% and the gap compared to non-PP has been significantly narrowed from 35.9% to 12%

## 2) Increase levels of Literacy

A new SLT lead for Literacy has been introduced in the year 24/25 to implement a Reading strategy to increase levels of reading ages at the school with PP students at the forefront of intervention with LSA-led ‘That Reading thing’ and 6th form mentor reading intervention.

Milestone Reading Tests and Tracking. Implementation of Literacy Intervention. Please see the Reading & Literacy Impact report.

Average Reading Age in Years (Summer/ Autumn 2024)									
	All	Boys	Girls	Non PP	PP	PP Boys	PP Girls	SEN	SEND & PP
Year 7	10.05	9.08	11.02	11	10	9.08	10.03	8.06	10.02
Year 8	10.06	11	10.01	10.04	9.6	9.8	9.3	10.08	9.1
Year 9	12.02	12.6	11.06	12.07	9.04	8.09	11.06	10.07	10.06
Year 10	13.05	13.1	13	12.9	13.10	13.08	11.08	12.05	10.11

Reading Age Summary						
	Wave 3 (reading age 6-7)			Wave 2 (reading age 8-10)		
Year	Total students	PP	SEN	Total students	PP	SEN
Year 7	5	2	4	13	9	7
Year 8	3	2	1	19	13	7
Year 9	1	1		11	6	7
Year 10	1			3	2	1

The data shows that a significant proportion of students join Harefield with reading ages below their actual age. Our student mobility data also shows that we have several students with limited English proficiency which can lead to a lack of parental understanding of how to support their children with reading. As a result, we have introduced a variety of strategies aimed at increasing students' reading ages.

**Positives:**

- PP students are identified and measures put in place to bring their reading age up to standard for curriculum access.

**Next steps:**

- Dedicated member of SLT initiating implementation of increasing literacy and reading age capabilities across the school with an emphasis on tracking PP students. Please see Literacy Reading Impact report and implementation plan for further details.
- Pupils utilise form time with articles from 'The Day'



## Form Time Schedule

Year 7	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7a SAJ	Weekly Presentations & Student Passports	Assembly	Numeracy	Literacy	Votes for School lesson
Year 7b BOM		Assembly	Numeracy	Literacy	Votes for School lesson
Year 8	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8a MOA	Weekly Presentations & Student Passports	Numeracy	Literacy	Assembly	Votes for School lesson
Year 8b BRJ		Numeracy	Literacy	Assembly	Votes for School lesson
Year 8c REJ		Numeracy	Literacy	Assembly	Votes for School lesson
Year 9	Monday	Tuesday	Wednesday	Thursday	Friday
Year 9a BOO	Weekly Presentations & Student Passports	Assembly	Numeracy	Literacy	Votes for School lesson
Year 9b EBC		Assembly	Numeracy	Literacy	Votes for School lesson
Year 10 & 11	Monday	Tuesday	Wednesday	Thursday	Friday
Year 10 SPI	Weekly Presentations & Student Passports	Numeracy	Assembly	Literacy	Votes for School lesson
Year 11 FIS/JEN/HAG/FAC	English Circle Room Miss Jellis	Revision Skills & Student Passport	Assembly	Maths Circle Room Mr Fish	Science Circle Room Mr Hague



### 3) Increase PP attendance

Attendance			
2023-2024 PP	2023-2024 Non-PP	2024-2025 PP	2024-2025 Non-PP
81%	87%	84.9%	88.6%
Gap 6%		Gap 3.7%	

The headline figures show an increase of 3.9% attendance for PP students. It is further pleasing that the gap from PP to Non-PP has decreased from 6% to 3.7%.

- Increase in attendance leads to less missed learning and better engagement in school.
- The gap has been narrowed between PP and non-PP as whole school attendance improves

### 4) Promote positive Behaviour

- **Reduce Exclusions** - 66% of fixed term exclusions have been from PP students, this is higher than proportional. However, this figure is lower than the previous year of 75%. There has been a significant reduction in the total number of suspension days issued, being at 50% reduction each half term. Across each half term this academic year, the total days of suspension have consistently been less than half of those recorded in the previous year. This reduction reflects a notable shift in the severity of incidents leading to suspension, with fewer high-level behaviours requiring extended time out of school.
- **Class Removals** - Similarly, 75% of class removals are from PP students. This represents a higher proportion than PP students. However, 35% of all removals this half term was attributable to just 10 students in Years 7 and 8, identified as persistent offenders. Interventions are being targeted at this small group to address underlying behavioural issues including Behaviour Support Plans and AIMs Mentoring.
- **Positive points** - PP students have outperformed their peers in positive behaviour points. These are given as merits in class, homework and attitude for learning. When we include negative behaviour points, this is also true. When after-school detentions, Ready To Learn break-time detentions, late to lessons and equipment points are included in Class Charts overall scores; then the average PP student had positive 123 points compared with non-PP students: 101. This shows the vast impact the behaviour policy is having on PP students. Staff were encouraged to identify their PP students in CPD and ensure merits are given for homework completion, full equipment and class contributions. It is pleasing to see so many merits awarded for following our Harefield Values. Students are awarded in assemblies and receive a certificate and badge to wear on their blazer.

	Year 7	Year 8	Year 9	Year 10
<b>Bronze &gt;100 merits</b>	50% PP	60%PP	30%PP	50% PP
<b>Silver &gt;200 merits</b>	50% PP	63%PP	50%PP	50% PP
<b>Gold &gt;300 merits</b>	20%PP	65%PP	20%PP	10%PP

5) Increased Readiness to Learn and support with resources

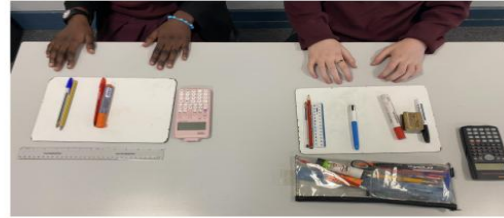
**Personal Budgets: All PP families are entitled to £100 in reimbursement**

£4052 has been spent on families for the following:

- Reimbursement of uniform and resources including PE kit
- Support towards trips
- Food ingredients
- Chromebook initiative
- Chromebook scheme implementation with Google Classroom in year 25/26. Ensuring that PP families are supported in eradicating the digital poverty gap through continued use of their personal budget.
- Parental engagement with financial support email through School's PP lead.
- All students to be given resource packs to include their 'Super 7' which is checked every morning during a form time equipment check. There has been a 90% reduction in Equipment Ready to Learn detentions

## Super 7

*Take out your Super 7 equipment silently and log last week's attendance in your passports please.*



**If you do not have the above items you will be set an RTL today & a message will go home**

6) Increase the aspirations and enrichment of PP students and the exposure to career opportunities

**Extra-Curricular clubs and Trips enrichment**

	<b>Title</b>	<b>Date</b>	<b>Number of students</b>	<b>Year Group(s)</b>	<b>% PP</b>	<b>% SEN</b>
<b>Trips Taken place</b>	Harefield Hospital	9/10/24	10	11		
	Northampton University	10/10/24	16	11	50%	19%
	Robotics	4/12/24	12	7-10	50%	42%
	Pantomime	13/12/24	50	7-8	42%	40%
	Forest School	8/1/25	45	7-9	58%	29%
	Geography Fieldwork	27/2/25	6	13	17%	N/A
	Geography Fieldwork	4/3/25	50	9	36%	20%
	Royal Holloway	5/3/25	40	11	55%	18%
<b>Trips Planned</b>	Science Museum	2/4/25	50	8	TBC	TBC
	Science rewards trip	23/5/25	15	11	TBC	TBC
	Harefield Rangers Lowlands	4/6/25	17	7-11	24%	29%
	Harefield Rangers River	18/6/24	17	7-11	24%	29%
	Harefield Rangers Bushcraft	30/6/25	17	7-11	24%	29%
	Year 11 Basketball Trip (Madrid)	19/7/25	11	11	36%	18%

## Extra Curricular & Music Lessons

Football  
Netball  
Basketball  
Trampoline  
Dance  
Drama  
Guitar  
Drums  
Piano  
Saxophone  
Violin  
Trumpet

Lego  
Warhammer  
Poetry  
Art  
Food  
DT  
Robotics  
Mindfulness



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Extra-curricular clubs and enrichment trips have a significant positive impact on Pupil Premium (PP) students by providing opportunities they may not otherwise access. These activities have helped develop cultural capital, build confidence, and foster a sense of belonging within the school community. Participation enhances social skills, resilience, and motivation, which can translate into improved classroom engagement and academic outcomes. Enrichment experiences broaden horizons, raise aspirations, and support the development of essential life skills. By reducing barriers to participation—such as cost through our personal budget scheme or access—schools can ensure that PP students benefit equally, promoting both personal growth and long-term educational success.

This year the percentage of PP students has regularly been higher than the proportional 45% PP students we have that have attended trips and enrichment programmes.


### Case Studies

**XX/XX Year 8 Warhammer ECA - “this is my favourite thing about school and helps me get to Friday, knowing that I can go to Warhammer club”**

This club has been paramount to ensuring their mental health, well-being and attendance is strong.

**XX Year 8 Science Museum trip - “I had never been into London before, but this trip was great. I would like to go on more trips like this.”**

## Careers Gatsby Benchmarks Autumn 2025:

Gatsby Benchmark	% achieved in latest evaluation 
GB1 - A stable careers programme	85%
GB2 - Learning from careers and labour market information	96%
GB3 - Addressing the needs of each young person	100%
GB4 - Linking curriculum learning to careers	94%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	95%
GB7 - Encounters with further education and higher education	83%
GB8 - Personal guidance	92%

### 7) Ensure High Quality Teaching and Learning through Staff CPD

PP students often face barriers that can lead to gaps in knowledge, confidence, and engagement. To address this, staff CPD at Harefield focuses on developing consistent, high-quality teaching practice, including:

- **Explicit instruction:** Breaking learning into manageable chunks benefits all learners, particularly those who may lack prior knowledge or confidence.

- **Modelling and scaffolding:** Helps PP students access challenging content with the right support.
- Frequent checks for understanding: Ensures no student, especially those less likely to self-advocate, is left behind.
- **Review and retrieval practice:** Builds long-term memory and confidence, closing knowledge gaps over time.

This professional development empowers staff to embed Rosenshine’s principles effectively, creating a classroom environment where PP students receive the structured, intentional instruction they need to succeed.

### **Strategic Actions Taken:**

To ensure CPD has tangible impact, the school has implemented specific strategies to focus teachers’ attention on PP learners:

- Seating plans: Staff are explicitly required to identify PP students on their seating plans. This makes disadvantaged students visible in day-to-day teaching decisions.
- Targeted questioning: Teachers are instructed to use directed, purposeful questioning to involve PP students in learning, building their confidence and engagement.
- Data-informed practice: Teachers use performance and progress data to adapt teaching and offer timely interventions.

These actions ensure that the school’s CPD is not only theoretically sound but also translates into classroom practice that is equitable and responsive.

### **Next Steps**

To further embed and refine this approach, Harefield is taking additional steps:

- **New Teaching and Learning Team:** A refreshed T&L team will support the consistent delivery of the framework, monitor impact, and share best practices across departments.
- **Potential Visit from Marc Rowland:** As a leading national expert on Pupil Premium and tackling disadvantage, a visit and review by Mark Rowland would provide invaluable external validation, challenge, and guidance to strengthen the school’s PP strategy.
- **By investing in CPD aligned to Rosenshine’s principles and The Harefield School Teaching Framework,** the school is creating a culture of excellence and inclusion. Making PP students visible through seating plans and target questioning ensures that staff are deliberately and consistently focused on closing the attainment gap. With a strengthened T&L team and the support of leading experts like Mark Rowland, the school is well-positioned to continue driving equity and excellence in outcomes for its most disadvantaged learners.

## 8) Wider Strategies:

### **Breakfast Club**

An average of 57 pupils have attended Breakfast Club every day from all years (7-13) where they receive a free breakfast at our 'Bagel Stop'. On average almost half of these pupils are Pupil Premium. *Data collected by the Government's National School Breakfast Club Programme for Harefield (which is above our 45% PP intake).* Over 90% of those eligible for free school meals use their free meal at lunch.

*Headline figure: 40% of pupils surveyed said that they would not have had breakfast if it wasn't for the Breakfast Club.*

What is most pleasing is that more than 50% of attendees are female which means that we have eliminated the stigma over female uptake for Breakfast Club. School attendance has improved this year which Breakfast Club will have been a contributory factor for. Our student survey has informed us that 34% of PP students do not have breakfast, compared with 21% of non-PP students.

### **Case study:**

- **XX Year 8 "Every morning I try and get here earlier so that I can get a bagel. It is too much of a rush in the morning to eat breakfast at home. I don't feel hungry in lessons when I have a bagel."**

### **Targeted Intervention:**

#### **Targeted academic support for pupils:**

Using leftover National Tutoring Programme funding from the previous academic year, 15 year 11 pupils received 10 hours of both Maths and English online tuition. Students who were chosen were on grades 2-3 for both English and Maths in Autumn 2024 data drop.

*Highlight figure: All 15 students have increased by at least one grade in both English and Maths having had this intervention in their Summer Outcome.*

This targeted intervention would have acted as a contributory factor to the students' grades increasing. It would also have helped eradicate the disadvantage and stigma for our PP families to pay for private tuition.

MyTutor feedback:

**4.4 / 5**

Pupil engagement

**83%** ⓘ

Positive pupil feedback

## Review of the Previous Academic Year (2023-24) First Year of Strategy

Year 11	PP	Non-PP	Gap	PP students minus 3 pupils educated off site
Number of Pupils	23	32		20
Attainment 8 score	31.99 ↑ 5.28	41.79	9.8	35.84
Progress 8	-0.76 ↑ 0.25	-0.57	0.19	-0.48
Grade 7-9 in Eng &Math	0%	6.30%	6.30%	0%
Achieving 9-7 Eng	0%	12.50%	12.50%	0%
Achieving 9-7 Math	0%	9.40%	9.40%	0%
Achieving 9-4 Eng &Math	34.80%	53.10%	18.3%	40%
Achieving 9-4 Eng	39.10%	75%	35.9%	45%
Achieving 9-4 Maths	47.80%	62.50%	14.7%	55%
Achieving Ebacc Standard	4.30%	9.40%	5.1%	5%
Achieving Ebacc Strong	0%	6.30%	6.3%	0%

Both Attainment 8 and Progress have increased from the previous year. Although there is a gap in Progress 8 of 0.19 between PP and Non-PP students, this has been significantly reduced compared to before this strategy was implemented where in the academic year prior; it was 0.44. Most pleasing is that; of the 20 PP students who were educated at Harefield, they outperformed their Non-PP peers with a Progress 8 score of -0.48 compared to -0.57.

Harefield's Pupil Premium strategy (September 2023) outlined 9 key whole-school initiatives that will lower the disadvantaged gap and support our pupils and families that qualify for Pupil Premium. The Impact of which is outlined below

<p>1) Improve the <b>attendance</b> rates of Pupil Premium students</p>	<p>1) PP attendance for the academic year was at 81% compared to Non PP of 87%. The aim is to close this gap entirely. Both fall below our school target of over 93% which will be a key priority in the next academic year through a dedicated attendance officer and SLT lead..</p>
<p>2) Promote positive <b>behaviour</b> and reduce exclusions among Pupil Premium students</p>	<p>2) All pupils have benefited from the School's behaviour policy. PP students have outperformed their peers in positive behaviour points. These are given as merits in class, homework and attitude for learning. When we include negative behaviour points, this is also true. When after-school detentions, Ready To Learn break-time detentions, late to lessons and equipment points are included in Class Charts overall scores; then the average PP student had positive 482 points compared with non PP students: 158. This shows the vast impact the behaviour policy is having on PP students. Staff were encouraged to identify their PP students in CPD and ensure merits were given for homework completion etc.</p>
<p>3) <b>CPD</b> - To enhance the skills and knowledge of our teaching staff to better support Pupil Premium students</p>	<p>3) Pupil Premium CPD session delivered on 20th February 2024 for strategies to support PP pupils in lessons and as form tutors. Our Teaching &amp; Learning framework and behaviour system sessions completed in CPD further supports all pupils but particularly those of a disadvantaged background (EEF evidence)</p>

<p>4) To enrich the learning experiences of Pupil Premium students through <i>extracurricular activities</i></p>	<p>4) Over 50% of pupils that have attended ECA are PP, which is a higher proportion of PP students at Harefield and therefore enriching their experiences that they may not have had the opportunity to participate in outside of school compared to non-PP students. Particularly that of access to tuition after school.</p>
<p>5) <b>Breakfast Club</b> – to ensure that Pupil Premium students have access to a healthy breakfast and appropriate <b>Free School Meals</b> support</p> <p>2023/2024 spend: £471</p>	<p>5) An average of 60 pupils have attended Breakfast Club every day from all years (7-13) where they receive a free breakfast. On average almost half of these pupils are Pupil Premium. <i>Data collected by the Government’s National School Breakfast Club Programme for Harefield.</i> Over 90% of those eligible for free school meals use their free meal at lunch. 40% of pupils surveyed said that they would not have had breakfast if it wasn’t for the Breakfast Club. The Breakfast Club has expanded and now includes access to the library for morning reading and a games club which involves chess. What is most pleasing is that more than 50% of attendees are female which means that we have eliminated the stigma over female uptake for Breakfast Club. School attendance has improved this year which Breakfast Club will have been a contributory factor for. Our student survey has informed us that 34% of PP students do not have breakfast, compared with 21% of non-PP students.</p>
<p>6) To provide targeted academic support to Pupil Premium students.</p> <p>2023/2024 spend: £13948</p>	<p>6) <b>The National Tutoring Programme School-led strand</b> Harefield Staff were remunerated for after school sessions when intervening with <i>targeted</i> groups of year 11 pupils in line with National Tutoring Guidelines of 1 : 6 sessions and school-led funding. Maths, English, Geography, Travel &amp; Tourism, History, Sociology and Business all</p>

	<p>participated. Current spend has reached our NTP allocation of £14,000. The majority of which has been spent on the School-led strand of the NTP on year 11 intervention.</p> <p>Published in the Summer 2024 census: 48 pupils in year 11 have received a total of 950 extra hours of tuition in 7 GCSE subjects. An average of 20 hours of tuition per pupil amounting to 200 teaching hours.</p> <p>What is most pleasing is that <b><i>of those that have had at least 10 hours of tuition across their subjects; the p8 score was -0.04</i></b> which shows the high impact these extra tuition sessions have had this year on year 11.</p> <p>All year 13 students received 4 hours of online tuition from NTP partner MyTutor for their respective A level subjects before their final exams.</p>
<p>7) To enhance basic <b><i>literacy and numeracy</i></b> skills of Pupil Premium students</p> <p>2023/2024 spend:</p> <p>Lexia: £6930</p> <p>Tutor-led Reading: £1350</p> <p>Votes for School: £2331</p> <p>NGRTs: £1317.50</p>	<p>7) <b><i>Form Time activities</i></b>: Structured form time sessions delivered by form tutors</p> <p>CPD given in October 2023 as to how to deliver sessions in line with Harefield T&amp;L framework</p> <p>Lexia training for year 7 &amp; 8 form tutors completed in CPD 21st May 2024</p> <p><b>Equipment Checks</b> introduced for Half Term 6. All pupils issued with ‘Super 6’ including a mini whiteboard, pens, rulers, pencils; which they must display at the start of each form time along with a Scientific calculator. Pupils are sanctioned with a Ready To Learn Detention if not</p>

equipped. 18 RTL detentions were issued in the first two weeks and since then there have been 0 in the Summer term. SLT & HoYs monitor equipment checks being done during form time and Learning Walks in lessons. Having all pupils equipped ensures teachers can use the Harefield Teaching & Learning Framework effectively in lessons. ***All students including PP students are fully equipped for lessons.***

**Raising the literacy levels and reading ages** to age expectations. (Baseline NGRTs in KS3 completed in April 2024. Will be reassessed in April 2025 to measure impact). Pupils below reading age are now in attendance of either reading catch up intervention with SEN department (SENDSCO) or EAL intervention with LSAs.

**Numeracy levels** raised in year 7 and 8 according to increase in scores for Numeracy activity each week.

Weekly retrieval practice for numeracy in year 9 & 10

**Lexia** (reading age and literacy comprehension programme) progress scores have increased literacy ability in year 7 & 8. KS3 pupils on their way to completing Lexia. All year 7 & 8 pupils averaged one and a half hours of Lexia intervention each week.

Intervention in the **Circle Room** for Maths, English and Science sessions for all year 11 pupils Wednesday-Friday, led by subject leads.

**Spelling Punctuation and Grammar** practice for years 9 & 10. Will increase marks in written subjects. CGP SPAG workbooks completed in years 9 & 10

	<p><b>Tutor-led reading</b> will increase reading ages and passion for reading. All forms have finished a reading book together</p> <p><b>Votes for Schools</b> topics in line with PSHE values and specifications.</p> <p><b>Assemblies</b> delivered by SLT and SENCO to further ensure Harefield expectations, routines and values are embedded.</p>
<p>8) <b>Personal Budgets</b> - To support families with financing school items</p> <p>2023/2024 spend: £4092</p>	<p>8) 50% of our Pupil Premium families have used their full personal budget. Families are entitled to £100 to remunerate uniform, resources or contribution to trips. We have spent over £4000 on this initiative to support our most at-need families.</p>
<p>9) High quality teaching and learning through staffing (<i>Senior Leadership Team</i>)</p>	<p>9) SLT Learning walks help to quality assure that all pupils are engaged in their learning. Harefield has staffed subjects in order to reduce cover lessons to an absolute minimum which further increases our outcomes for disadvantaged pupils.</p>

## Outcomes for disadvantaged pupils (before this strategy was implemented for comparison 2022/2023)

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

	<b>PP</b>	<b>Non-PP</b>	<b>Gap</b>
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%