

Pupil premium strategy statement

School overview

Metric	Data
School name	Hartismere School
Pupils in school	820 7-11 1026 7-13
Proportion of disadvantaged pupils	18.17% 7-11 15.30% 7-13
Pupil premium allocation this academic year	£155,115
Academic year or years covered by statement	2020-2021
Publish date	February 2021
Review date	February 2022
Statement authorised by	Mr Jim McAtear
Pupil premium coordinators	Katharine Barneveld Daisy Edwards Benjamin Lucas
Governor lead	Ian Portway

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.34
Ebacc entry	+0.8
Attainment 8	50
Percentage of Grade 5+ in English and maths	39%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve national average or above for progress 8 for all pupils	November 2022
Attainment 8	Achieve national average or above for attainment 8 for all pupils	November 2022
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	November 2022
Other	Improve disadvantaged students' attendance so that it is line with the average attendance of the rest of the cohort.	November 2022
Ebacc entry	Every pupil has the opportunity to study the subjects within the EBacc. The proportion of disadvantaged pupils taking the EBacc should be the same or greater than the full cohort.	November 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality of teaching Professional Development for newly appointed staff and development of focused videos to support CPD.
Priority 2	Establishing working groups to focus on researching and implementing strategies that promote high quality teaching e.g. metacognition and retrieval strategies.
Areas of focus	Ensuring all staff are aware of how to support students to make progress.
Projected spending	£65,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Dedicated seminars for disadvantaged students in English, Maths and Science.
Priority 2	Interventions for students who are at risk of not gaining 5+ English and Maths
Areas of focus	Targeted intervention to improve resilience and confidence and address misconceptions
Projected spending	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Enhancing parental engagement to support high levels of attendance, including a focus on attendance of live lessons.
Priority 2	Restructuring of wellbeing support system.
Areas of focus	Improving attendance and raising expectations and aspirations.
Projected spending	£45,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders

	Moving to online learning has posed issues in terms of engagement, accessibility and confidence	Forums for teachers to share best practice weekly and gain further support if needed
Targeted support	Planning to address misconceptions of students.	Use of data and communication between staff to identify areas of weakness for individual students. Use of online learning platforms such as Tassomai and MyMaths to support assessment and feedback in core subjects.
Wider strategies	Building awareness with families of the importance of good attendance	Use of Educational Welfare Officer, Head of Year and wellbeing team to support improving attendance

Review: last year's aims and outcomes

Tier	Review
Teaching priorities for current academic year	<ul style="list-style-type: none"> • Use of LSAs has been limited due to social distancing and is something we will therefore need to revisit in future. • Professional Development has continued and has been delivered remotely with a dedicated Google Classroom set up for all staff and trainees.
Targeted academic support for current academic year	<ul style="list-style-type: none"> • Teacher assessments demonstrated increased attainment. • Increased participation and confidence in both core lessons and intervention sessions for students involved. • Increased awareness and drive to progress to A Levels in more able pupils.
Wider strategies for current academic year	<ul style="list-style-type: none"> • Library lessons for KS3 were limited due to social distancing. This is something we will revisit when we are next able to. • In-person strategies to promote parental engagement have been limited, but effort has been made

	<p>to engage parents via SchoolCloud and phone calls home.</p> <ul style="list-style-type: none">● Laptop provision and workpacks organised for our disadvantaged students.
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