

Haberdashers' Abraham Darby Pupil Premium Strategy

What is Pupil Premium?

Pupil Premium is additional funding provided to schools by national government. It has been awarded to schools to help them to 'narrow the gap' in performance that exists nationally between vulnerable pupils and their peers. The level of funding allocated to schools is based upon the number of students who:

- a) are currently eligible and registered for free school meals (FSM)
- b) have been registered for FSM within the last six years ('Ever6')
- c) are children whose parents were in the Armed Forces (Service Children) (now extended to include who were eligible for the Service child premium at any point in the last three years (known as 'Ever 4 Service Children').
- d) have been in local authority care for one day or more (LAC)
- e) have been adopted from care in England or who have left care under a Special Guardianship Order or a Residential Order (and this has been notified to the Academy) (Post LAC)

For each FSM and FSM Ever6 pupil the school receives £955 per academic year. For each LAC or Post LAC pupil the school receives up to £2345 and for each service child we receive £310.

Funding Allocation

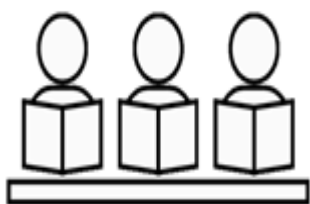
April 2021-March 2022

Our level of funding is approximately £317, 538 (NB: this can fluctuate during the year as a result of pupil mobility). Funding is based upon the financial year (April-March) and not on the academic year (Sept-July), as a result many of our strategies are ongoing. In 2020-2021 we received £299, 393.

It is for the Academy to decide how its Pupil Premium funding is spent, since we are best placed to assess what additional provision should be made for *our* pupils at a local level.

Pupil premium funding allocations, priorities and pupil performance are a standing Agenda item at Governors meetings (TLS committee).

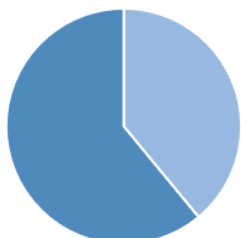
Our Pupil Premium Pupils: 2021-2022



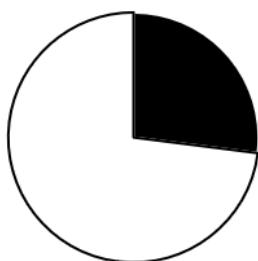
347 FSM/Ever 6 pupils

5 LAC/Post LAC pupils

5 Service Personnel Pupils



Approximately 38.5% of our pupils in Y7-Y11 are pupil premium pupils. Nationally the figure is 29%



Approximately 27.4% of our pupils in Y7-Y11 are eligible for FSM. Nationally the figure is 15.9% (secondary schools)



The Pupil Premium cohort is made up of 169 boys and 188 girls

Our Moral Compass and Intent

EQUITY: 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers

EXCELLENCE - In terms of providing an outstanding support package for disadvantaged pupils in need

Pupil Premium strategy statement: Haberdashers' Abraham Darby

School Overview

Metric	Data
Pupils in school	920 (Y7-Y11)
Proportion of disadvantaged pupils	38.5%
Pupil premium allocation this academic year [2021-2022]	£343 000
Funding Allocation in previous years	£331, 457 [19/20] (40.22%) £298,437 [20/21] (35.4%)
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	April 2019 v1 (reviewed/updated: 04/20 09/20 04/21 & 08/21)
Date of Next Review	July 2022
Statement authorised by	Lee Hadley
Pupil Premium Lead	Joe Edgar (04/19-08/21); Ed Knowles & Emmanuel Gyan-Bediako
Governor lead	TLS

Disadvantaged pupil performance overview

	2018-2019	2019-2020	2020-2021
Progress 8	-0.47 (-0.27 with 8 x outliers removed) +0.18 (FFT CVA)	CAG's Data not published	TAG's Data not published
Ebacc entry	27%	21%	tbc
Attainment 8	39.5	39.3	tbc
% Grade 4+ in English and Maths	44.9%	46.4%	tbc
% Grade 5+ in English and maths	20.3%	23.2%	tbc

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools (was 25/50 in EEF list and 25/55 DFE)	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
% Grade 5+ in English and Maths	Achieve average % grade 5+ English and Maths scores for similar schools	Sept 21

Attendance	Improve attendance to match national average for Non-Disadvantaged Reduce persistent absence to match national average for NPP	Sept 22
Behaviour & Conduct (Exclusions)	Reduce the number of PP repeat exclusions (short term goal) so it is in line with 'all Other' (long term goal)	Sept 20 Sept 21
Participation rates	Every disadvantaged pupil participates in at least one club or activity (short term) participation rates for disadvantaged pupils are proportionate to their numbers.	Sept 20

Teaching priorities

NB: Improving the quality of teaching helps raise standards for every pupil, but the benefits for disadvantaged pupils are greater

Measure	Activity
1 All departments to be fully staffed with well qualified subject specialists	<p>Recruitment and retention strategies in place to ensure our pupils have access to quality first teaching.</p> <p>Additional training provided for non-specialists, those teaching out of subject areas and NQTs</p> <p>Aut 2020- Sum 2021: We have appointed an Academic Mentor to work in the Maths department to assist with Catch Up and gap closure, as a result of Covid-19. [EEF small group tuition +4 months]</p> <p>Over the course of the year the Academic Mentor worked with 91 pupils, for varying amounts of time, depending upon gaps. 25/39 KS4 pupils saw an improvement in their CWA grade by at least one grade. 8/24 targeted Y11 pupils were converted to Levels 4 or 5 (previously CWA 1 or 2)</p>
2 Teachers keep up to date with developments in their subject areas/disciplines.	<p>All teaching staff are participating in regular subject specific CPD</p> <p>8 x after school twilight slots allocated over the course of 2019/2020 to develop content knowledge and pedagogical content knowledge. 7 x slots were completed during the 2020/2021 academic year.</p> <p>PIXL 'subject specific' conferences to be attended by subject leaders [Covid-19] – participation will be possible via webinar, meaning less time away from the classroom.</p> <p>Subscription to The National College webinar series - provides access to quality online CPD that can be accessed beyond the confines of the school day, keeping teachers in classrooms and minimising disruption to learning sequences.</p>
3 Teachers keep up to date with non-subject specific pedagogical developments	<p>Autumn term: 4 x themed teacher learning communities established to develop pedagogical knowledge. Teachers attend 3 x 90-minute training sessions with expert input followed up with peer observation and coaching. [19/20]</p> <p>Spring term: 5 x teacher workshop sessions – curtailed by Covid [2020]</p> <p>Spring – Summer Term 2020: Teachers took part in a plethora of online webinars and courses, which they fitted</p>

	<p>around their remote teaching responsibilities and the home schooling of their own children.</p> <p>All teaching staff are participating in a school wide CPD programme (Thinking Hard) [Mark Burns] [20/21]</p> <p>All SL/CL participating in Leading Learning CPD [Mark Burns] with the aim of improving team performance and developing increasing collaborative practice. Mastery Maths has been introduced (Aut 2021) which is based around teacher co-planning of lessons. The Mastery Team visited in June 2021 and were complimentary about the consistency in KS3 Maths.</p>
4 Lessons carefully planned to ensure all pupils are challenged and supported	<p>Positive discrimination to target priority pupils to enable them to plug gaps and catch up. Teachers use effective strategies to maximise time on task and deal with any resulting low-level disruption effectively.</p> <p>This was more difficult to achieve from March 2020 on as a result of Covid-19 related school closures.</p> <p>'Think Hard' activities are a feature of every lesson. We have reduced lessons to 60 minutes (previously 85 minutes) with a view to improving levels of concentration and application.</p> <p>Spring 2021: Staff CPD sessions geared towards Deeper Thinking, Modelling & Resilience. Some of our disadvantaged pupils found elements of the return to the classroom difficult, notably the ability to concentrate for extended periods and the ability to demonstrate resilience. Supporting pupils on a social and emotional level was paramount.</p>
5 P8 and A8 scores for disadvantaged pupils to be in line with national in all subjects. Priority areas: English, Maths and Geography	<p>At department level, identify what it is specifically that disadvantaged pupils struggle with/to do in these subjects. At classroom level, deploy a range of strategies to plug those gaps, including the '20 day' challenge.</p> <p>2020 GCSE results: pupils were awarded CAGs, unable to say whether performance is in line with national or not.</p> <p>2021 GCSE results: pupils were awarded TAGs, unable to comment upon whether performance is in line with national or not.</p> <p>2021-2022: Introduction of RADY programme, starting with new intake Y7 cohort.</p>
Barriers to learning these priorities address	raising aspirations; attitude to learning; closure of gaps resulting from poor attendance;
Projected spending	£105 000

Targeted academic support

Measure	Activity
1 Pupils to be able to read, write and speak impressively	<p>English Mastery introduced in Y7 (Sept 2019) In 2020 this includes Y8 and we are adopting this teaching approach with Y9 and KS4 [EEF Mastery +5 months]</p> <p>Accelerated Reader scheme extended to Y9 – this has been our reluctant to read cohort. Remote learning made getting opt in especially difficult</p>

Measure	Activity
	<p>'Impressive Vocabulary' focus in lessons – key words and impressive vocabulary are a feature of all lessons.</p> <p>Every lesson has either a 'read, speak or write impressively activity' – this was introduced in 2019/2020 and has been further embedded this year [2020-2021].</p>
<p>2 Literacy & Numeracy gaps in Y7 closed for those with < A.R.E so that reading ages, spelling ages and numeracy skills are in line with chronological age; KS2 'numeracy' gaps have been plugged</p>	<p>Literacy interventions (Miskin – 'Fresh Start Phonics') across KS3 for low attaining disadvantaged pupils &/or those joining with below A.R.E [2019/2020] [EEF Phonics +4 months]</p> <p>Numeracy interventions (Passport Maths) [2019/2020]</p> <p>Mastery Maths has been introduced (started September 2020). The 2020 Y7 English Mastery programme included a pre-unit, 'Ancient Tales' with the aim of closing/reducing gaps as a result of Y6 teaching being incomplete. Passport Maths to be discontinued, replaced by Mastery Maths [EEF Mastery +5 months]</p> <p>Autumn 2021 It became apparent that approx 12 x Y7 pupils had significant literacy and numeracy gaps. A bespoke nurture group was created. Following the same curriculum but at a slightly slower pace to allow for processing and over-learning, the group have gained in confidence and developed their social skills. This group will continue it this format into Y8.</p>
<p>3 Closing the gap: Make the Difference cohort Y11</p>	<p>21 x Y11 pupils at significant risk of not making expected progress across all subjects (given their KS2 starting points) were identified, assigned a personal mentor for 1-2-1 support; provided with additional revision materials and resources; prioritised for early Careers interviews. 15 improved their attendance over the course of the year, 10 of these pupils went on to gain positive progress 8 scores.</p> <p>Cap Gemini 1-2-1 mentoring sessions to boost aspiration and engagement with education [curtailed by Covid-19] [EEF mentoring +1 month]</p> <p>Session 6: additional lessons for Y11 Oct-Nov 2020; March -May 2021 [EEF after school programmes +2 months]</p> <p>60 x Y11 pupils targeted to receive 3:1 online tuition using My Tutor. Variable attendance. Those who stayed with the programme for the duration rated it as 4.7/5 for usefulness and confidence boosting. [April 2021] Comparing KS2 starting points and GCSE outcomes 43/60 made at least exp progress; (27 >exp). Given some of the CWA levels at the end of Y10/start of Y11 as a result of variable buy in to online learning and bubbles needing to isolate these were encouraging. [EEF small group tuition +4 months]</p> <p>Academic Year: 2021 – 2022: We are employing our own mentors – this reduces any technological barriers to learning and makes opt out more difficult. Our pupils respond better to face to face mentoring/revision sessions. We are also participating in the RADY programme, targeting the incoming Y7s. By applying 'uplift' to PP pupil 'target' grades we can ensure that they are not held back by any underperformance at KS2 and that they have more opportunity to push for top set places and maximise their potential for successful outcomes at KS4/KS5.</p>

Measure	Activity
4 Closing the gap: Make the Difference cohorts Y7-Y10	Homework club for those struggling with study skills and personal organisation [EEF small group tuition/Homework +4/+5 months] Most pupils only need to attend one series of homework club – there are very few repeat offenders. Y9 & Y10 pupils targeted for Aspire to HE programmes to raise post 16 aspirations – covid impacted 1-2-1 &/or small group peer coaching for those at significant risk of not making expected progress in multiple subjects [EEF small group/peer tutoring +4/+6 months]
Barriers to learning these priorities address	closure of gaps resulting from poor attendance; lack of routines &/or consistent modelling of exemplary behaviour; complex social, emotional, behavioural and psychological needs of pupils
Projected spending	£65 000

Wider strategies [ongoing]

Measure	Activity
1 Improve attendance of disadvantaged pupils so it matches that of 'other' pupils both in school and nationally	Full time EWO, Attendance Support Officer and Attendance analyst/First response. Daily interactions with parents/carers, pupils and other stakeholders with the aim of reducing the number of persistently absent disadvantaged pupils. [Covid-19 and viral infections massively impacted attendance]. Wherever possible regular contact was maintained with vulnerable families during Covid-19 closures. Some pupils attended school 2020/2021] Attendance for the Autumn term 2020 lower than previously for PP and NPP but when compared with data from FFT (1300 secondary schools) it is apparent that our PP attendance rate matches those of all pupils nationally. Awaiting national data (March – July 2021). Our Attendance Support Officer worked with 190 disadvantaged families during 2020-2021, making 690 home visits and 207 phone-calls. 82/190 pupils interacted with improved their attendance (approx. 43%, there was a 34% improvement rate in attendance of non disadvantaged pupils who were inreracted with). Both improvement rates are lower than in pre-covid times thus the data should be viewed with caution. NB We have an internal PP-NPP attendance gap that we are currently working at
2 Reducing the number of internal and fixed term exclusions, which is currently disproportionately higher for disadvantaged pupils	Very clear behaviour expectations shared with pupils. A system of rewards and consequences are aligned with this. House and pastoral support staff work closely with pupils and families to reduce the number of repeat offences. Some strategies include restorative practice; CBT, Anger Management and re-tracking. [EEF Behaviour Interventions +3 months] KS3 pupils struggling to cope socially, emotionally and/or behaviourally in a full programme of mainstream classes were supported in Mini School provision for 6 months then transitioned back into mainstream lessons pre-Covid.

Measure	Activity
	<p>Similarly, our KS4 pupils in ADAPT including a very small minority of pupils at risk of permanent exclusion benefit from a personalised education pathway to enable them to successfully make the next steps, post-16.</p> <p>Autumn 2020 on: Introduction of a revised behaviour for learning policy, based around the Paul Dix Five Pillars model. The aim is to empower staff to be more proactive about managing pupil behaviour and to help pupils to make the right choices in lessons. This started well but has been impeded by a term of lockdown. Post lock-down behaviour of a small minority is not where we would want it to be. There has been a spike in low level disruption. We have addressed this by monitoring behaviour data 'in real time' and visiting classrooms where we know key pupils are struggling to make the correct behaviour choices.</p> <p>Internal and fixed term exclusions since post lockdown are higher for all pupils, but disproportionately for PP pupils. To try to address this we will be appointing a PP Support Champion whose role will be to work closely with our repeat offenders with a view to helping them to make the right choices (start Sept 2021)</p>
<p>3 Ensure that disadvantaged pupil participation rates in in and out of class activities are at least proportionally equivalent to those of other pupils</p>	<p>Make sure all pupils but especially disadvantaged pupils are aware of opportunities available to them and where possible offer some assistance to ensure that so that they do not miss out as a result of financial hardship. Our Careers Team accompany disadvantaged pupils to college Open Days and will take them to their interviews to ensure that travel is not a barrier.</p> <p>Disadvantaged pupils remain less likely to put themselves forward for positions of responsibility e.g. prefects so we are actively encouraging them to apply #raising aspirations</p> <p>Covid impacted upon our ability to provide the normal level of extra-curricular activities. Some parents also preferred their children to return home after lessons ended. We will look to resume a fuller programme and encourage disadvantaged pupils to take part in at least one activity in the new academic year (2021-2022).</p>
<p>Barriers to learning these priorities address</p>	<p>closure of gaps resulting from poor attendance; lack of routines &/or consistent modelling of exemplary behaviour; complex social, emotional, behavioural and psychological needs of pupils; financial hardship</p>
<p>Projected spending</p>	<p>£163 000</p>

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	Ensure that enough time is made available for quality CPD	Time has been allocated to departments for 'Subject CPD' (once per half term). This is in addition to whole school driven CPD and ensures teams have time to focus on subject specific pedagogy
	Ensure NQTs and RQTs are 'classroom' ready as a result of significant periods of their training being spent in remote learning	Allocate time for NQTs and RQTs to observe colleagues within and beyond their departments
Targeted academic support	Ensuring that targeted Y11 pupils who signed up to 1:3 small group tutoring in Maths attend all sessions	<p>Arrange 2 x computer suites for pupil use</p> <p>Supply dongles, laptops and headphones for those working remotely</p> <p>Follow up phone calls with parents/carers and pupils following non-attendance of sessions</p>
Wider strategies	Engaging with hard to reach families	Regular telephone contact made with vulnerable, SEND and disadvantaged families during lockdown. TAs were assigned to families/pupils to assist with issues. Visits were made by our Attendance Support Officer who also delivered work and learning materials (paper, laptops, art supplies).
	Re-establishing expectations and culture upon return to the classroom post lockdown	Summer Term: re-introduction of PRIME (Mentor time); online assemblies; pre-school Auditorium and 'Mantra' routines for Y7

Area	Monitored by	Other Staff involved	Review schedule
Teaching	SLT; Subject Leaders; ITT Co-ordinator	N/A	ongoing
	VP – Performance; Subject Leaders	Teaching staff	termly
	VP – Performance; Subject Leaders		termly
	VP – T&L; Subject Leaders; VP – Behaviour/House Teams		Lesson drop ins – weekly Lesson observations - termly Behaviour data half termly
	SLT; Subject Leaders		half termly
Targeted support	1a. MID 1b. ADG 1c. CCC; Subject Leaders 1d. Subject Leaders; VP T&L	1a.Y7 Mastery team 1b. Y8 & Y9 Mentors; English staff 1c. Teaching staff 1d. Teaching staff	1a. termly inc visit from EM 1b. Half termly 1c. Half termly book looks undertaken separately by VP T&L and Subject Leaders 1d. Half termly book looks to see if intended curriculum has been enacted
	2a. VP T&L	2a. Literacy: KEA & NMF	termly
	2b. Subject Leader Maths	2b. PDM & NMF	termly
	3. VP T&L	3. SLT; House Team; Careers team; Attendance team; Mentors; Teaching staff	weekly effort, attendance & punctuality data check Teaching Staff – 20 day challenge
	4. VP T&L; House Team	4. DHOH; Sian Thomas (AspHE) – Left post 2020 – AspHE didn't replace	weekly data check re homework completion; half termly review
Wider strategies	1.VP T&L & VP Behaviour	EWO; Attendance Support Officer; SAB	Weekly attendance review termly analysis of impact of ASO interventions
	2. VP Behaviour; House teams	Behaviour & Inclusion Support team (DH; CH; JT); TT; LMM; Teaching staff	termly – trends in overall data
	3. AVP: Participation & House teams	All staff (teaching & non-teaching)	half termly