

## 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 £1035 per academic year. For each LAC or Post LAC pupil the school receives up to £2530 and for each service child we receive £335.

### Funding Allocation

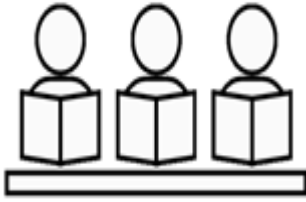
April 2023-March 2024

Our level of funding is approximately £383, 468 (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 2022-2023 we received £334, 900.

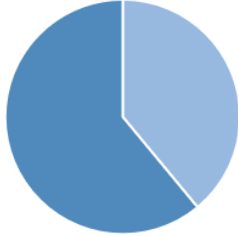
It is for the Academy to decide how its Pupil Premium funding is spent, since we are best placed to assess what additional provision should be made for *our* pupils at a local level.

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

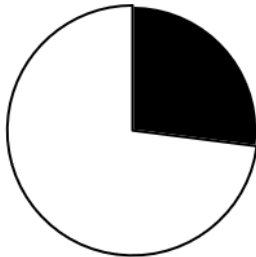
## Our Pupil Premium Pupils: 2023-2024



294 FSM/ 347 Ever 6 pupils  
9 LAC/Post LAC pupils  
3 Service Personnel Pupils



Approximately 40.3% of our pupils in Y7-Y11 are pupil premium pupils. Nationally the figure is 29%



Approximately 38% of our pupils in Y7-Y11 are eligible for FSM. Nationally the figure is 23.8% (all schools) 22.7% (secondary schools)



The Pupil Premium cohort is made up of 170 boys and 177 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

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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.

## Pupil Premium strategy statement: Haberdashers’ Abraham Darby

### School Overview

Detail	Data
Number of pupils in school	921 (Y7-Y11) 1090 (inc VI Form)
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Joe Edgar, Principal
Pupil premium lead	Ed Knowles Assistant Vice Principal
Recovery premium lead	Joe Edgar Principal
Governor / Trustee lead	James Penney

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,468
Recovery premium funding allocation this academic year	£95,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium (carried forward)	£0
<b>Total budget for this academic year</b>	<b>£478,688</b>

## **Part A: Pupil Premium strategy plan**

### **Statement of intent**

We want the same outcomes for our disadvantaged pupils as we do all our pupils: to leave the Academy, as confident, calm, caring and employable individuals who are fully prepared for life and who can contribute to their communities. Whilst in our care we will present pupils with as many opportunities as possible to experience life beyond the classroom and the local community.

Our intention is that all pupils make good progress and achieve well across all areas of the curriculum, and particularly in English, Maths, Science and Humanities.

The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and how we can support them. All the activities outlined within this statement will enable us to support all pupils, regardless of their background or aptitude.

High-quality teaching is at the heart of our approach, if pupils are routinely exposed to high quality teaching, then it should follow that a significant number of learning gaps can be closed at source, before they have chance to take root. We will be focusing on areas in which disadvantaged pupils require the most support. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. For some pupils, targeted support beyond the classroom will be needed to close the gaps, this might take the form of additional tuition or more widely, help beyond the classroom to mitigate socio-economic, environmental and wellbeing.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of

disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge	Detail of challenge
1	Gaps in knowledge that may have appeared as a result of remote learning (March – July 2020; Jan-Mar 2021 (approx. 5% of our pupils)). These are sometimes not readily apparent until revisited as part of our spiral and interleaved curriculum.
2	On entry to Y7 (2023 starters) only 65% of our pupils have met the national standard in Maths, compared with 73% nationally. 33/89 pupils who joined us without having met age related expectations for Maths are from disadvantaged backgrounds and 31/94 from non-disadvantaged backgrounds.
3	On entry to Y7 (2023 starters) only 62% of our pupils have met the national standard in Reading, compared with 73% nationally. 70/183 had not met age related expectations for Reading (41 disadvantaged; 29 non-disadvantaged). Furthermore, 65/183 pupils have reading ages that are 2+ years below their chronological ages.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased.
6	Behaviour, attitude to learning and concentration levels of some of our disadvantaged pupils has deteriorated following the extended periods away from school.
7	Our post Covid attendance data indicates that attendance among disadvantaged pupils is, on average 5-11% lower than for non-disadvantaged pupils and the gap we had been successfully closing pre-Covid is now widening.

<b>8</b>	Post lockdown, a significant number of pupils appear to be less aspirational and more ambivalent about future education and careers pathways.
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### Intended outcomes

<b>Aim</b>	<b>Target</b>	<b>Target date*</b>
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools (was 25/50 in EEF list and 25/55 DFE) [NB differential impacts of Covid on schools]	Sept 2024
Attainment 8	Achieve national average for attainment for all pupils	Sept 2024
% Grade 5+ in English and Maths	Achieve average % grade 5+ English and Maths scores for similar schools [NB differential impacts of Covid on schools]	Sept 2024
Attendance	Improve attendance to match national average for Non-Disadvantaged Reduce persistent absence to match national average for NPP [NB differential impacts of Covid on schools]	Sept 2024
Behaviour & Conduct (Exclusions)	Reduce the number of disadvantaged pupil repeat exclusions so it is in line with 'all Other'	Sept 2024
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 2024

## Activity in the 2023 2024 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

Budgeted cost: **£41, 500 (R) + £48, 000 (PP)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>All departments to be fully staffed with well qualified subject specialists</b></p> <p>Recruitment and retention strategies in place to ensure our pupils have access to quality first teaching (all departments staffed with well qualified subject specialists)</p> <p>Additional training provided for non-specialists, those teaching out of subject areas and for our ECTs</p>	<p>It is recognised that high quality teaching is the most important factor when it comes to improving attainment outcomes for disadvantaged learners.</p> <p><a href="#">[EEF Moving forwards, Making a difference]</a></p> <p>We have added additional staffing to Maths and English, so that pupils benefit from smaller class sizes.</p> <p><a href="#">Reducing class size</a> [EEF Toolkit] +2 months</p>	<p>1-3</p>
<p><b>The 'Five-a-day approach'</b> to ensure high quality teaching is routine in all classrooms</p> <ol style="list-style-type: none"> <li>1. Explicit Instruction</li> <li>2. Cognitive &amp; Metacognitive strategies</li> <li>3. Scaffolding</li> <li>4. Flexible grouping</li> <li>5. Using technology</li> </ol> <p>Teachers are kept up to date with non-subject specific pedagogical developments. We will be using the WalkThrus series (1-3) and National College CPD programme. We are in the process of training 2 x Instructional Coaches to work with teachers</p> <p>Walk Thrus Subscription package Walk Thrus – copies of books</p>	<p><a href="#">[EEF Moving forwards, Making a difference]</a></p> <p><a href="#">OFSTED EIF Research 180045 'Effective Teaching'</a></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p><a href="#">Metacognition and self-regulation</a> [EEF Toolkit] +7 months</p>	<p>1-4</p>
<p><b>Use of diagnostic assessment</b></p> <p>This provides opportunities to reflect on pupils' thinking, strengths and areas for development. Strategies include hinge questions; low stakes knowledge recall and pre-topic quizzing to determine baseline</p>	<p><a href="#">[EEF Moving forwards, Making a difference]</a></p>	

<p>knowledge. Teachers may use this information to adjust the level of challenge, re-teach concepts, adjust curriculum content, provide feedback for pupils to address their own areas for improvement or to decide which pupils may need additional targeted support</p> <p>Subscription to the Seneca Premium platform to facilitate low stakes testing and closing of knowledge gaps. These tests are automatically marked and provide instant feedback. Teachers can use the analytics to re-teach or address misconceptions, meaning gaps are addressed and hopefully closed in a shorter time frame.</p>		<p>1, 2</p>
<p><b>Teachers keep up to date with developments in their subject areas/disciplines</b></p> <p>&gt;All teaching staff are participating in regular subject specific CPD in order to keep up to date with developments in their subject areas/disciplines</p> <p>&gt;We have a cohort of teachers on a range of NPQ CPD programmes</p> <p>&gt;3 x after school twilight slots were allocated over the course of 2022/2023 to develop content knowledge and pedagogical content knowledge using the '+1' principle</p> <p>&gt;Continued subscription to the National College CPD Programme - 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> <p>&gt;Ark Mastery curriculum training available for Maths, English &amp; Science teachers.</p> <p>&gt;Focus upon metacognition for 2023/2024</p>	<p><a href="#">OFSTED EIF Research 180045 'Effective Teaching'</a></p> <p><a href="#">[EEF Moving forwards, Making a difference]</a></p> <p><b>'Effective CPD'</b></p>	<p>1</p>
<p><b>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance</b></p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources.</p> <p>We will continue to roll out Maths Mastery.</p> <p>We will use White Rose Maths to enhance our KS3 Mastery curriculum offer so that less able pupils can become more fluent.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	<p>2</p>



	<a href="#">KS2-KS3 Improving Maths Guidance (2017)</a>	
<p><b>Improving Literacy</b> in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We are paid members of Voice 21 to develop students' spoken language skills which will improve academic outcomes, wellbeing and confidence. This aims to close the oracy gap between disadvantaged and non-disadvantaged pupils.</p> <p>We will fund release of our LAC co-ordinator to have quality time to work with departmental colleagues</p> <p>We have extended English Mastery into Y9 and are adopting the principles at KS4</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English as well as Humanities subjects</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Voice 21 Research and Impact <a href="#">Why Oracy Matters - Voice 21</a></p>	<b>3</b>

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

Budgeted cost: **£64,909 (R) + £88, 700 (PP)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Programmes</b></p> <p>Adopting a targeted frequency focused reading intervention for disadvantaged pupils who need additional help to comprehend texts, address vocabulary gaps and reading speed.</p>	<p><a href="#">Reading comprehension strategies</a> can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: [EEF toolkit]</p>	<b>3</b>

<p>&gt;<u>Reading Buddies</u> – paired reading with a Sixth Form Student</p> <p>&gt;Reading Role Models – teacher reading to a small selection of pupils</p> <p>&gt;<u>Reading Plus</u> – purchased a three year membership for a bespoke intervention programme that addresses frequency reading gaps.</p> <p>&gt;<u>Scholastic Book Fayre</u> – two per year. Every Disadvantaged pupil is given a £10 book voucher to purchase a book of their choice. Encourages a love of reading.</p>	<p>+4 months</p> <p><a href="#">What results can be expected with Reading Plus?   Reading Solutions</a> (<a href="http://readingsolutionsuk.co.uk">readingsolutionsuk.co.uk</a>) prepares KS3 students for the more complex KS4 texts by improving reading fluency, stamina, and comprehension.</p>	
<p><b>Phonics</b> Training for key personnel to deliver Ruth Miskin Read, Write, Inc during PRIME slots.</p>	<p><a href="#">Phonics</a> [EEF] +5 months</p>	<p><b>3</b></p>
<p><b>Catch Up/Recovery</b> Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>&gt;Maths tutoring &gt;English tutoring &gt;KS3 Thrive Provision English &amp; Maths Intervention</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition</a> [EEF Toolkit] +5 months</p> <p>and in small groups: <a href="#">small group tuition</a> [EEF Toolkit] +4 months</p>	<p><b>1-3</b></p>
<p><b>Raising Attainment with Disadvantaged Youngsters</b> Link with Local Authority PP Partner</p> <p>Department Pledge agreed with all Departments.</p> <p>Raising Attainment Plans produced by teachers to prioritise and address key PP pupils</p>	<p>Meeting with local authority to discuss provision.</p> <p>Academy wide pledge completed.</p> <p>Increase in progress gap from –0.68 to –0.81 reflects national picture and ongoing need to prioritise PP pupils.</p>	<p><b>1-2</b></p>
<p><b>Pupil Premium Gap Closing team</b></p> <p>1 x Members of SLT with specific responsibility for co-ordinating &amp; measuring impact of strategies deployed to close the gaps</p> <p>4 x DHOHAs tracking gaps and intervening</p>	<p><a href="#">small group tuition</a> [EEF Toolkit] +4 months <a href="#">Homework</a> [EEF Toolkit ]+5 months</p>	<p><b>1-2</b></p>

<p>&gt;Homework club for those struggling with study skills and personal organisation</p>	<p>Approximately 500 pieces of additional homework/revision periods completed over course of year.</p>	
<p><b>Closing the gap: Making the difference with Y11:</b></p> <p>&gt;Y11 pupils at significant risk of not making expected progress across all subjects (given their KS2 starting points) have been identified, provided with additional revision materials and resources and prioritised for early Careers interviews.</p> <p>&gt;Session 6: additional lessons for Y11 Aut 2023 onwards</p> <p>&gt;Y11 Science &amp; Maths mentor team allows a short, sharp daily focus upon knowledge recall &amp; application</p>	<p><a href="#">Extending school time</a> [EEF Toolkit] +3 months</p> <p>Barriers to learning identified and acted upon by DHOHA team.</p>	<p><b>1-2</b></p>

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£14,000 (R) + £77,450 (PP)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>An attendance/support officer will be employed full time to improve attendance</p> <p>Attendance analysis/First Response</p> <p>Work with the Local Authority Attendance Officer (termly meetings)</p> <p><i>Daily interactions with parents/carers, pupils and other stakeholders with the aim of reducing the number of persistently absent disadvantaged pupils.</i></p>	<p>The <a href="#">DfE guidance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p><b>7</b></p>
<p><b>Reducing the number of internal and fixed term exclusions, which is currently disproportionately higher for disadvantaged pupils</b></p> <p>&gt;Very clear behaviour expectations shared with pupils.</p>		

<p>&gt;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.</p> <p>&gt;KS3/4 Thrive provision – pupils struggling to cope socially, emotionally and/or behaviourally are ‘needs’ assessed and if necessary assigned to Thrive for up to 6 weeks to help them get back on track</p> <p>&gt;KS4 ADAPT – provision for those at risk of permanent exclusion</p>	<p><a href="#">Behaviour Interventions</a> [EEF] +4 months</p>	<p><b>6</b></p>
<p><b>Future careers and aspirations</b> and ensuring pupils leave us with sustained and sustainable education and training pathways (Priority = Y11).</p> <p>&gt;Whole school careers programme in place in line with Gatsby Benchmarks and PAL legislation.</p> <p>&gt;Level of risk of NEET formulated with school and LA input in Y10 to ensure focus into Y11 to support positive post 16 participation.</p> <p>&gt;By end of Y11 all students have had at least 1 IAG meeting with L6 Adviser</p> <p>&gt;LA Future Focus advisor in addition to HAD Adviser to support High risk NEET students</p> <p>&gt;Interim Activity Participation Nov 2023</p> <p>91.6% Settled outcome, NEETs Actively seeking 5.6% and 2.2% Not Active due to medical constraints.</p> <p>&gt;Work Experience successfully re-introduced in 2021-2022 for Y10 and Y12. 120 x Y10 pupils went out to a work experience placement (Summer 2023)</p> <p>100 x Y13 pupils went out or completed virtual work experience (Autumn 2023)</p>	<p><a href="#">The importance of reducing NEETs</a></p>	<p><b>8</b></p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p><b>All</b></p>

**Total budgeted cost: £120, 409 [R] + £214,150 [PP] = £334, 559**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Disadvantaged pupil performance overview and measurable impact

	2018-2019	2019-2020	2021-2022	2022-2023
Progress 8	-0.47 (-0.27 with 8 x outliers removed) +0.18 (FFT CVA) CAG's Data not published	CAG's Data not published	-1.03	-1.49
Ebacc Entry	27%	21%	13%	0%
% Grade 4+ in English and Maths	44.9%	46.4%	46.7%	26.7%
% Grade 5+ in English and Maths	20.3%	23.2%	26.7%	15%

#### Teaching

Activity	Measurable Impact
<b>RADY</b>	As part of the equalisation process, we uplifted the initial rankings of our 68 Y7 disadvantaged pupils, based upon their KS2 test scores and entry tests. Tracking their progress over the course of the year, 52 pupils (76%) had further improved their rankings, showing that they had made greater progress, relative to both their own starting points and those of others. Of the six who were uplifted to the 'N' band, two were able to maintain their places. We will continue this process with our new intake of Y7.

#### Targeted Support

Activity	Measurable Impact
<b>Employment of Academic Mentors and tutors</b>	In 2022-2023 248 pupils (110PP, 138 NPP) benefited from working with either an <i>Academic Mentor</i> in Maths &/or <i>additional tutoring</i> in Maths &/or English. These pupils spoke of their increased confidence in

	<p>Maths and English and could see improvements in their knowledge and subsequent test scores. Being able to work at a more appropriate speed and having extra time to consolidate as well as more teacher support and intervention were seen as significant wins.</p> <p>Y11:</p> <ul style="list-style-type: none"> <li>&gt;Of the 4 disadvantaged pupils who worked with an English tutor 2 achieved grades that equated to better-than-expected progress, whilst 2 were within a few marks of their target levels.</li> <li>&gt;Of the 23 disadvantaged pupils who worked with a Maths tutor 5 achieved grades that equated to better-than-expected progress, 10 achieved grades that equated to expected progress and 8 were within a few marks of their target levels.</li> <li>&gt;Of the 31 disadvantaged pupils who worked with a Maths Academic Mentor 7 achieved a grade that equated to better-than-expected progress, 14 achieved grades that equated to expected progress and 12 missed their target levels by one grade.</li> </ul>
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### Wider Strategies

<b>Activity</b>	<b>Measurable Impact</b>
<b>Attendance</b>	Attendance of disadvantaged pupils for the year was 83.60%. This was 7.5% lower than non-disadvantaged pupils at the Academy and below national average for all pupils.
<b>Future Focus aspirations</b>	91.6% of our Y11s have settled outcomes (Telford and Wrekin average 97.1%), was 97.2% in 2022/2023. We have 14 NEETs 10 'actively seeking' and 4 'not active'.