

Haberdashers' Abraham Darby Pupil Premium strategy

Pupil Premium Strategy Statement: Haberdashers' Abraham Darby

School Overview

Detail	Data
Number of pupils in school	914 (Y7-Y11) 1093 (inc VI Form)
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers.	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Joe Edgar, Principal
Pupil Premium Lead	Ed Knowles Assistant Vice Principal
Governor / Trustee lead	Mark Searles

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£443,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium (carried forward)	£0
Total budget for this academic year	£443,975

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, with the values of aspiration, respect and excellence 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. Our approach, as 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. 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 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	Outcomes for PP learners, including those with high prior attainment, remain below their peers. These have often come about because of attendance challenges causing gaps in learning.
2	On entry to Y7 (2025 starters) 74% of our pupils have met the national standard in Maths, compared with 73% nationally. 33/61 pupils who joined us without having met age related expectations for Maths are from disadvantaged backgrounds and 28 from non-disadvantaged backgrounds.
3	On entry to Y7 (2025 starters) only 68% of our pupils have met the national standard in Reading, compared with 75% nationally. 61/180 had not met age related expectations for Reading (36 disadvantaged; 25 non-disadvantaged). Furthermore, 47/180 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. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Behaviour, attitude to learning and concentration levels of some of our disadvantaged pupils has deteriorated following the extended periods away from school.
7	Attendance data indicates that attendance among disadvantaged pupils is, on average, 4% lower than for non-disadvantaged pupils.
8	Disadvantaged pupils appear to be less aspirational and more ambivalent about future education and careers pathways.

Intended outcomes

Aim	Target	Target date*
Progress 8	Achieve outcomes comparable to NPP students (or at least have taken steps to reduce the gap)	Sept 2026
Attainment 8	Achieve national average for attainment for NPP students (or at least have taken steps to reduce the gap)	Sept 2026
% Grade 5+ in English and Maths	Achieve average % grade 5+ English and Maths scores in line with NPP students (or at least have taken steps to reduce the gap)	Sept 2026
Attendance	Improve attendance to match national average for Non-Disadvantaged Reduce persistent absence to match national average for NPP (or at least have taken steps to reduce the gap)	Sept 2026
Behaviour & Conduct (Exclusions)	Reduce the number of disadvantaged pupil repeat exclusions so it is in line with 'all Other' (or at least have taken steps to reduce the gap)	Sept 2026
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 2026

Activity in the 2025 2026 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: **£146,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All departments to be fully staffed with well qualified subject specialists as much as possible.</i></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>It is recognised that high quality teaching is the most important factor when it comes to improving attainment outcomes for disadvantaged learners.</p> <p>[EEF Moving forwards, Making a difference]</p>	<p>1-3</p>

<p>Additional training provided for non-specialists, those teaching out of subject areas and for our ECTs.</p> <p>Ongoing whole – school CPD and professional learning at individual and department level, with learning walks to monitor quality of teaching and learning.</p> <p>PP in Action review completed to monitor quality of learning for sample of PP learners.</p>		
<p>'Whole school' guidance to ensure high quality teaching is routine in all classrooms</p> <ol style="list-style-type: none"> 1. Explicit Instruction 2. Cognitive & Metacognitive strategies 3. Questioning 4. Use of Assessment 5. Scaffolding 6. Flexible grouping 7. Using technology <p>Teachers are kept up to date with non-subject specific pedagogical developments. We will be using the WalkThrus.</p> <p>Walk Thrus Subscription package contained within STEPLab Walk Thrus – copies of books</p> <p>Internal assessments and subject line management to ensure that PP learners progress and challenges are discussed within each subject area.</p>	<p>[EEF Moving forwards, Making a difference]</p> <p>OFSTED EIF Research 180045 'Effective Teaching'</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation [EEF Toolkit] +7 months</p>	<p>1-4</p>
<p>Use of diagnostic assessment</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 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>Regular knowledge recall and use of Seneca 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>[EEF Moving forwards, Making a difference]</p> <p>Ensuring teachers are aware of relevant data for their classes allowing them to more effectively target teaching.</p> <p>Following the PP Pledge at department level considers the needs of all learners especially those from a disadvantaged background.</p>	<p>1, 2</p>

<p>Teachers keep up to date with developments in their subject areas/disciplines</p> <p>>All teaching staff are participating in regular subject specific professional learning in order to keep up to date with developments in their subject areas/disciplines</p> <p>>We have a cohort of teachers on a range of NPQ CPD programmes</p>	<p>OFSTED EIF Research 180045 'Effective Teaching'</p> <p>[EEF Moving forwards, Making a difference]</p> <p>'Effective professional learning offer'</p>	<p>1</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance</p> <p>We will continue to roll out Maths Mastery approaches.</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>We will work with MathsHub, looking at more effective ways to close gaps in KS3, including the 5-8 project.</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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</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>KS2-KS3 Improving Maths Guidance (2017)</p>	<p>2</p>
<p>Improving Literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools 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 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:</p> <p>Improving Literacy in Secondary Schools</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>word-gap.pdf (oup.com.cn)</p>	<p>3</p>

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

Budgeted cost: **£125,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Programmes 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>>Reading Buddies – paired reading with a Sixth Form Student</p> <p>>Reading Mentors – mentors reading to their mentees and discussing themes contained within the chosen texts</p> <p>>Scholastic Book Fayre – One 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>> Purchase of revision guides & past papers for all PP KS4 learners coordinated by the LRC staff.</p> <p>> Employment of a librarian -this helps foster love of reading, provides reading support, allows space for independent study outside core school hours.</p>	<p>Reading comprehension strategies 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] +4 months</p> <p>What results can be expected with Reading Plus? Reading Solutions (readingsolutionsuk.co.uk) prepares KS3 students for the more complex KS4 texts by improving reading fluency, stamina, and comprehension.</p>	<p>3</p>
<p>Phonics Training for key personnel to deliver Ruth Miskin Read, Write, Inc during PRIME slots.</p>	<p>Phonics [EEF] +5 months</p>	<p>3</p>
<p>Raising Attainment with Disadvantaged Youngsters Link with Local Authority PP Partner</p> <p>Department Pledge agreed with all Departments.</p> <p>Explicit reference to work with disadvantaged students on lesson context sheets</p>	<p>External training organised for February 2026.</p> <p>Academy wide pledge completed – rolled out in TOTAL meetings. All departments have signed up and working to support our PP learners throughout the year.</p>	<p>1-2</p>
<p>Raising Attainment Plans 1 x Members of SLT with specific responsibility for co-ordinating & measuring</p>	<p>small group tuition [EEF Toolkit] +4 months</p>	

<p>impact of strategies deployed to close the gaps.</p> <p>CL to oversee progress in each department.</p> <p>Monitoring to be completed in PP in Action review.</p>	<p>Homework [EEF Toolkit]+5 months</p>	<p>1-2</p>
<p>Closing the gap: Making the difference with Y11:</p> <p>>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>>Session 6: additional lessons for Y11 Spring 2026 onwards</p> <p>> Use of revision resources in Y11 mentor sessions to support learners in English, Maths and Science.</p> <p>> Use of AI to generate multiple choice and knowledge-based questions for units of work. Purchase of online software to identify when pupils miss lessons and to then provide 'catch up' work. CPD provided to teaching staff on how to create tasks that are curriculum specific to help students fill in gaps from their learning. Technology matches attendance gaps with knowledge overview information to create tasks to help fill gaps.</p>	<p>Extending school time [EEF Toolkit] +3 months</p> <p>Gaps in learner progress to be identified at classroom level.</p>	<p>1-2</p>



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

Budgeted cost: **£172,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing including AVP to monitor attendance across all year groups</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff benefit from training and release time to develop and implement new procedures.</p> <p>An attendance/support officer is employed full time to improve attendance</p> <p>Attendance analysis/First Response</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 DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>7</p>
<p>Reducing the number of internal and fixed term exclusions, which is currently disproportionately higher for disadvantaged pupils</p> <p>>Very clear behaviour expectations shared with pupils.</p> <p>>A system of rewards and consequences are aligned with this. Year team 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>>Employment of mental health practitioner to support pupils developing potential mental health challenges and intervening where possible.</p> <p>>KS3/4 Thrive provision – pupils struggling to cope socially, emotionally and/or behaviourally are 'needs' assessed and if necessary assigned to Thrive for between 6-12 weeks to help them get back on track</p> <p>>KS4 ADAPT – provision for those at risk of permanent exclusion</p>	<p>Behaviour Interventions [EEF] +4 months</p>	<p>6</p> <p>5</p> <p>5</p>
<p>Future careers and aspirations and ensuring pupils leave us with sustained and sustainable education and training pathways (Priority = Y11).</p>	<p>The importance of reducing NEETs</p>	<p>8</p>

<p>>Whole school careers programme in place in line with Gatsby Benchmarks and PAL legislation.</p> <p>>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>>By end of Y11 all students have had at least 1 IAG meeting with L6 Adviser (Most PP pupils received 4-6 meetings on average for 2024/2025)</p> <p>> LA Future Focus advisor in addition to HAD Adviser to support High risk NEET students</p> <p>> As at 1.11.25 our settled outcomes are 94% in provision (97.1% borough ave) and 6% in reengagement. At this point in 2024 our settled outcome was 96.5%</p> <p>>Work Experience successfully running for Y10 and Sixth Form. 80% of the Y10 cohort went out to a work experience placement Summer 2025 (86% of the NPP cohort completed work experience, compared with 72% of the PP cohort).</p> <p>100% of Sixth form pupils went out or completed virtual work experience (Autumn 2025) and/or completed the Capgemini project (Summer 2025)</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>All</p>

Total budgeted cost: £443,975

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil performance overview and measurable impact

	2018-2019	2022-2023	2023-2024	2024-2025
Progress 8	-0.47 (-0.27 with 8 x outliers removed) +0.18 (FFT CVA) CAG's Data not published	-1.37	-1.22	N/A
% Grade 4+ in English and Maths	44.9%	26.7%	42.9%	32.3%
% Grade 5+ in English and Maths	20.3%	15% Close to ave	26.8% Close to ave	19%

Targeted Support

Activity	Measurable Impact
Targeted Y11 intervention	Y11 Mentors: all English, Maths or Science specialists – allows for targeted intervention with pupils each morning Planned parents evening with a focus on revision strategies including health and wellbeing guidance for PP pupil families Session 6 to take place for Y11 pupils post-Christmas.

Wider Strategies

Activity	Measurable Impact
Attendance	2024-2025: FSM-6 88.1% National: 88.2% close to average PABs: 39% National: 34.5% close to average (sig+)
Future Focus aspirations	As at 1.11.25 our settled outcomes are 94% in provision (97.1% borough ave) and 6% in reengagement. At this point in 2024 our settled outcome was 96.5% 72% of Y10 PP pupils completed work experience