

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	King Edward VI Handsworth Wood Girls' Academy
Number of pupils in school	1004 (194 in Sixth Form)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Q Riaz
Pupil premium lead	K Takhar
Governor / Trustee lead	S Haleema

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,495
Recovery premium funding allocation this academic year	£48,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£419,780

Part A: Pupil premium strategy plan

Statement of intent

King Edward VI Handsworth Wood Girls' Academy is an over-subscribed, fully comprehensive, inclusive community school.

The school's vision is **'To work together to achieve educational excellence and fulfil personal potential'** and our values are **'Scholarship, Character and Community'**. Whilst much of our work entails addressing the barriers disadvantage brings through pastoral care, safeguarding and inclusion, we are unapologetic in the rigour of our curriculum and our approach to teaching, which expects the best achievement from all our pupils regardless of their starting points.

Our aim is to ensure that all pupils are given equality of opportunity to achieve their full potential, spiritually, academically, socially, and culturally. The pupil premium funding is used to ensure this is the case for all students.

The current pupil premium strategy (2021-2022) aims to improve life chances of PP students by:

- Closing any gaps in progress and attainment
- Improve attendance and engagement in school
- Empower our pupils through the development of their confidence and voice
- Zero permanent exclusions
- Ensuring there is minimal impact of the covid-19 pandemic on our pupil premium students

This will be accomplished by quality first teaching in all classrooms, targeted intervention and the wrap around care and support we offer through our co-curricular offer and pastoral care.

Challenges

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

Challenge number	Detail of challenge
1	Overcoming barriers in literacy & numeracy
2	Improving and enhancing every pupil's confidence and character.
3	Access to a device for independent and directed learning. Our pupil Premium spend ensures every student receives either an iPad (KS3) or Chromebook (KS4)
4	Families are less able to provide extra-curricular activities and cultural capital for their daughters as result of material deprivation.
5	Due to multiple challenges pupils from disadvantaged backgrounds are more likely to experience behaviour, emotional/social difficulties, and poor attendance to 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
Improved progress and attainment for PP students	Minimising attainment 8 and progress 8 gap
Improved engagement in school	97% Attendance and 98% punctuality
Improved behaviour and engagement in school	Zero Permanent Exclusions

Ensure the gap between pupil premium and non-pupil premium students does not increase as a direct result of the disruption caused by the Covid-19 pandemic	Ensure a small internal gap with non-eligible students, which has emerged is minimised and eventually closed.
Ensure equality of access to enrichment opportunities	Engagement in enrichment by students eligible for PP is at least as high as other students

Activity in this 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 (for example, CPD, recruitment and retention)

Budgeted cost: £260,630

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
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<p>Recruitment and retention of high-quality teaching staff, including directors, specialist staffing in English and Maths to allow for intervention and smaller classes.</p>	<p>Improved quality of curriculum implementation and pastoral care and support.</p>	<p>The most effective way of improving outcomes for disadvantaged pupils continues to be to expose them to high quality lessons in front of high-quality teachers.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p> <p>By budgeting for specialist staff in English & Maths to use for intervention and smaller classes we will work to support pupils who have shown lower levels of literacy and numeracy on entry.</p> <p>Our directors co-ordinate and implement a raft of strategies and support to ensure high levels of progress and engagement.</p>	<p>S Yates/K Takhar</p>	<p>1, 2, 4, 5</p>
<p>Investing in regular research-focused professional development for staff to ensure quality first teaching.</p>	<p>Improved quality of teaching, learning and outcomes for all students with particular focus on disadvantaged pupils.</p>	<p>To continue driving the improvement of our teaching and learning, we are committed to being a research-informed school. This includes the employment of a Teaching and Professional Learning Lead. All our staff PLC programmes are informed by and centre around the latest education research and staff are actively encouraged to engage in discussions on this, with time being allocated to do so in dedicated sessions and meeting time during the school day.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/research-schools-network</p> <p>Effective Professional Development EEF</p>	<p>S Yates/R Kanona</p>	<p>All</p>

		(educationendowmentfoundation.org.uk)		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £123,100

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
Reading interventions across KS3 for low-attaining students and research-informed reading support.	More students closer to their chronological reading age or functional reading age	Beginning in year 7, we are proactive in planning for and supporting our students with the lowest levels of literacy. Assessments are used to match students to appropriate forms of intervention, and these are monitored. This is owned by our senior leader with responsibility for literacy and SEND. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	S Saeed	1
Small group tutoring in English & Maths for KS4 for those at risk of underachieving	Improved A8 and P8 and no PP gap	Tuition targeted at specific needs and knowledge gaps can be an effective method to support those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	S Yates	3/4

		Small group tuition Toolkit Strand Education Endowment Foundation EEF		
Social and emotional resilience mentoring for targeted KS3 & 4 pupils	Improved confidence and engagement	We have successfully partnered with TTF for students supported by mentoring both in the classroom and in small, focused intervention groups for several years. https://www.thinkforthefuture.co.uk/behaviourmentoring Mentoring EEF (educationendowmentfoundation.org.uk)	K Takhar	1, 2, 5
All eligible pupils receive either an iPad or Chromebook	Students able to complete home-study and access a range of online platforms	The digital divide in England is well established and was magnified because of school closures and unequal access to dedicated devices to complete remote or independent learning. Our approach almost eradicates these barriers and inequalities. https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/	K Ali	1, 5

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

Budgeted cost: £36,050

Activity	Intended Impact	Evidence that supports this approach	Staff Lead	Challenge number(s) addressed
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Enrichment programme	Exposure to a plethora of trips, visits and events that increase cultural capital and confidence.	Research highlights that PP students have limited access to enrichment activities.	M Morgan	2, 4, 6
Attendance and welfare	97% attendance	Embedding practices outlined in Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) through our on-site attendance and welfare team. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	K Takhar/D Morgan	1, 3, 6
Trips and Visits	All pupils to achieve the HWGA Pupil Pledge through engagement with a range of trips, visits and events	Research highlights that PP students have limited access to trips and activities outside of their home. There is also evidence that outdoor and adventure learning has a moderately positive impact on learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	M Morgan	2, 4, 6
Careers advisor	Breadth of coverage of the Gatsby benchmarks	SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) 'Young people from poorer home are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Careers education works best when it is personalised and targeted to individuals' needs from an early age'.	S Yousaf	2, 4, 6

Total budgeted cost: £419,780

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- The Disadvantaged progress gap was smaller than it has been in any year and in some subjects disadvantaged students outperformed non-disadvantaged students.
- Disadvantaged students also outperformed non-disadvantaged students (Nationally).
- The attendance gap grew slightly wider because of the impact of the pandemic, but overall, the gap has narrowed compared with 3 years ago.
- The attendance of disadvantaged students at extra-curricular clubs and engaging with wider-curricular opportunities was in-line with non-disadvantaged peers.