

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Handsworth Grange Community Sports College
Number of pupils in school	913
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2024
Date this statement was published	November 2023
Dates on which it will be reviewed	April 2024 September 2024
Statement authorised by	Suzy Mattock
Pupil premium lead	Ben Wright
Governor / Trustee lead	Lucy McGann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,875
Recovery premium funding allocation this academic year	£100,464
Available SL Tutoring	£39,085
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	£373,543

Part A: Pupil premium strategy plan

Statement of intent

Context

Pupil Premium students continue to lag their peers in a number of areas. These include progress, attainment, attendance, behaviour and access to enrichment opportunities.

Prior to the pandemic Pupil Premium funds were used to help close the progress gaps between disadvantaged and non-disadvantaged groups. The school has successfully produced positive Progress 8 residuals for disadvantaged pupils, over a number of years. In 2019 exam results the Progress 8 score for this group was +0.12. This was the highest in the local authority. In 2023 unvalidated data shows that our Pupil Premium cohort underperformed compared to the last comparable exam series (2019). The latest validated data (from 2022) shows that PP students at Handsworth scored -0.3 on the Progress 8 measure compared with

This strategy covers use of Pupil Premium funds along with the Catch-up Premium. It uses the tiered approach recommended by the Education Endowment Foundation.

The school's mission is to provide 'exceptional education for every student, every day'. The Pupil Premium strategy is an integral part of this mission.

Key Principles

- Strategies supported by this fund must be used to target disadvantaged groups.
- We must use data to target pupils who are significantly underperforming (this includes, attendance data, behavioural data and the hard attainment data derived from formal trial exams).
- The strategies should not, only, look at boosting academic progress but also enrichment opportunities, careers and pastoral support (including attendance).
- Where possible the strategies should be measurable.
- Strategies should look to reduce specific barriers to progress (for instance the ability to work independently at home and reading).
- All decisions on interventions, to fund, should be evidence based – using the Education Endowment Foundation toolkit.

Ultimate Objectives

That we should strive, within our school, that disadvantaged pupils are not only given equal opportunities as their peers, but also achieve equal outcomes. Be that academic, enrichment, careers or pastoral. Our Pupil Premium strategy works to achieve this, by proactively ensuring that disadvantaged pupils are able to access all opportunities within the school, and providing enhanced intervention, when necessary, to ensure an equality of outcome, measurable in exam results, attendance and accessed opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Building the stock of cultural capital among disadvantaged groups. Disadvantaged groups need to be encouraged to take-up the opportunity of enrichment within the school. There needs to be equality of outcome, not just equality of opportunity, when accessing enrichment.
2	Independent working skills: and the equipment and environment to effectively work at home. Reducing barriers to independent work, at home and in school, for disadvantaged groups. Improving communication between teachers and home, in particular with reference to homework.
3	Levels of attendance among disadvantaged groups. The number of pupils persistently absent has been significantly increased (this is clear in school, trust, local authority and national data). Pupils have not been in school enough. This has disproportionately impacted disadvantaged groups (in particular SEND). This is, in addition to, a pre-existing attendance gap. The negative impact on attendance us becoming increasingly ingrained.
4	Progress and attainment. Disadvantaged and SEND gaps in progress and attainment continue to grow – both at Handsworth, across Sheffield and nationally. Clearly, barriers to progress and attainment remain for these two groups including deficiencies in the skills that allow pupils to succeed in exams (resilience, confidence, independence).
5	Literacy and oracy. Reading ages are lower among disadvantaged groups. Data suggests that this has become more pronounced over the past three years. This presents a significant barrier to progress in disadvantaged groups (particularly pupils with English as an additional language).
6	Engagement in learning. Disadvantaged and SEND pupils score, on average, lower than other pupils in terms of attitude to learning. These gaps grow as pupils progress through the year groups.

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7.	Aspiration. Disadvantaged pupils do not always have the skills and knowledge to aspire to certain careers and post-sixteen pathways. This can be particularly acute with some of our high prior attaining pupils.

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
Progress – disadvantaged pupils	Disadvantaged pupils achieve a positive Progress 8 score, consistently.
Progress – SEND	Both SEND-E and SEND-K progress on at least the rate seen nationally.
Attendance – disadvantaged pupils	Above the national average (if national average not available use local authority data as a benchmark). Closing of the gap between disadvantaged and non-disadvantaged pupils.
Attendance - SEND	Above the national average (if national average not available use local authority data as a benchmark). Closing of the gap between SEND and non-SEND pupils.
Reading age	The gap between the reading ages of disadvantaged and non-disadvantaged pupils closes over their time in secondary school.
Access to, and uptake of, enrichment opportunities	Enrichment opportunities are accessed by disadvantaged groups, in the same

	proportion as their numbers in the school population.
Access to, and uptake of, careers opportunities	Careers opportunities are accessed by disadvantaged groups, in the same proportion as their numbers in the school population.
Destination data	NEET data – No greater than 4%. Pupils going on to study A-levels – proportionally the same between disadvantaged and non-disadvantaged pupils.

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: £266,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation. Part of quality first teaching.	Very high impact with a very low cost.	2, 4, 5, 6
Reading comprehension strategies. Part of quality first teaching.	Very high impact with a low cost.	2, 4, 5
Phonics	High impact based on very low cost based on extensive evidence.	5
Home learning (including the provision of equipment to allow effective learning at home for all pupils). Part of quality first teaching.	Very high impact for very low cost.	2, 4, 5
Feedback. Part of quality first teaching.	Very high impact for very low cost.	2, 4, 5
Collaborative learning approaches (TLGs).	High impact based on very low cost.	2, 4, 5
SEND focussed staff CPD. Both trust wide and in-school.		1, 2, 3, 4, 5, 6
Primary school specialists teaching on the bespoke yellow pathway.	In-school evidence suggests a very high impact.	2, 5
Staff CPD – collaborative learning approaches	High impact based on very low cost based on moderate evidence.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £100,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured academic interventions	Small group tuition – moderate impact for low cost (our own internal analysis of this supports its use).	4
National Tutoring Programme	Small group tuition – moderate impact for low cost (our own internal analysis of this supports its use). One-to-one tuition – high impact for moderate cost.	4
School led tutoring	Small group tuition – moderate impact for low cost (our own internal analysis of this supports its use).	4
Academic support (enhance academic mentoring in KS 3 and 4 along with voluntary mentoring scheme in Year 11)	Although mentoring is a low impact intervention (for moderate cost) we have adapted our programme so that it is more targeted and focused. Part of this provision includes one-to-one tuition (see above).	2
A wide variety of SEND academic interventions (for example catch-up literacy, lexia).	Most follow EEF evidence to maximise impact.	5
Peer Tutoring (specifically in maths).	High impact for very low cost, based on extensive evidence.	2

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

Budgeted cost: £6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral intervention (Think for the Future)	Moderate impact based on low cost.	3, 6, 7
Attendance interventions (for example one-to-one mentoring and small group mentoring, competitions)		3
Enrichment Co-ordinator (with particular reference to disadvantaged groups).	Moderate impact for very low cost.	1, 6
Careers Co-ordinator (with particular reference to disadvantaged groups). Aspiration intervention.	Unclear impact based on very low cost.	1, 6, 7
A wide variety of SEND pastoral interventions (resilience, social communication).	Moderate impact for very low cost.	6
Summer Schools	Moderate impact based on moderate cost.	6
Arts Participation (through the ArtsMark programme).	Moderate impact for very low cost.	1
Parental engagement.	Moderate impact for very low cost.	2, 3, 4, 6
Physical activity (sport-based enrichment)	Low impact for very low cost based on moderate impact.	1, 6

Total budgeted cost: £373,543

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 2022 to 2023 academic year.

Unvalidated Year 11 Attainment and Progress – 2022/23

GCSE 2023	School	Disad	Non-Dis	SEND	Non SEND	EAL	Non EAL
Number of Pupils	199	75	124	39	160	61	138
Attainment 8	4.15	3.55	4.51	2.44	4.57	4.41	4.04
Average KS2	17.30	15.73	18.18	10.18	19.12	18.29	16.92
Average Attitude	3.47	3.18	3.65	3.26	3.55	3.32	3.53
% 4+ English	62%	44%	65%	18%	66%	61%	55%
% 5+ English	49%	29%	45%	8%	47%	43%	38%
% 4+ Maths	59%	44%	67%	21%	68%	61%	57%
% 5+ Maths	34%	35%	51%	15%	52%	44%	45%
% 4+ En and Ma	52%	40%	59%	10%	62%	54%	51%
% 5+ En and Ma	30%	20%	12%	3%	36%	33%	28%
% 7+ En and Ma	6%	3%	2%	3%	7%	11%	4%
% 2 Science at 4+	54%	41%	62%	18%	63%	56%	54%
% 2 Science at 5+	33%	27%	37%	3%	41%	41%	30%
% Ebacc Entered	18%	12%	22%	3%	22%	18%	18%
% 4+ EBacc	12%	8%	14%	3%	14%	13%	11%
% 5+ EBacc	7%	1%	11%	0%	9%	10%	7%

Current Estimated Attainment and Progress – 2023/24

Y10 Data Collection 3	School	Disad	Non Disad	SEND	Non SEND	EAL	Non EAL
Number of Pupils	202	66	136	34	168	42	160
Attainment 8	4.28	3.35	4.73	2.27	4.69	4.69	4.18
Average KS2	18.88	16.78	19.81	12.10	20.16	18.32	19.03
Average Attitude	3.30	2.83	3.53	2.42	3.53	3.50	3.25
% 4+ English	78%	62%	85%	26%	88%	86%	76%
% 5+ English	50%	29%	61%	12%	58%	57%	49%
% 4+ Maths	64%	44%	74%	15%	74%	81%	59%
% 5+ Maths	41%	21%	51%	3%	49%	55%	38%
% 4+ En and Ma	61%	39%	72%	12%	71%	79%	57%
% 5+ En and Ma	36%	17%	45%	3%	42%	48%	33%
% 7+ En and Ma	7%	3%	10%	0%	9%	12%	6%

% 2 Science at 4+	59%	42%	68%	15%	68%	69%	57%
% 2 Science at 5+	33%	12%	43%	0%	40%	33%	33%
% Ebacc Entered	0.28	0.24	0.30	0.06	0.33	0.40	0.25
% 4+ EBacc	0.19	0.12	0.23	0.00	0.23	0.29	0.17
% 5+ EBacc	0.13	0.08	0.15	0.00	0.15	0.14	0.13

Attendance Summary

Academic Year	Secondary National 20/21	Secondary National 21/22	Sheffield Average 2022/23	21/22	22/23	23/24 HT1
% Attendance	94.5	91	89.9	89.5	87.7	91.1
Year 7	95.7	92.8	91.8	90.9	90.8	96.0
Year 8	94.8	91.5	90.7	89.3	90.7	89.3
Year 9	94.2	90.6	89.2	89.9	87.4	90.9
Year 10	93.9	90	88.8	89.7	89.1	89.4
Year 11	93.4	89.5	88.4	87.4	79.7	89.8
PP	90.3	86.8	84.6	85.0	81.7	85.5
SEND - E	86.1	86.3	73.7	73.2	71.7	79.0
SEND - K	91.7	87.3	84.1	79.3	80.4	84.6
Boys	94.6	91.4	90.2	89.3	88.3	91.5
Girls	94.4	90.6	89.5	89.7	86.9	90.7

Externally provided programmes

Programme	Provider
Behaviour and Resilience Mentoring Programme	Think for the Future
EAL Support	Flash Academy
Duke of Edinburgh	Duke of Edinburgh
Unravel	Unravel
Sparx Maths	Sparx Maths

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The school receives service pupil premium allocation for two students. We are currently reviewing how we allocate this funding but it does currently utilise additional pastoral mentoring.