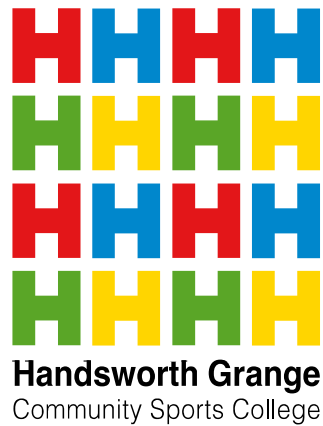


Handsworth Grange Community Sports College



Pupil Premium Strategy Statement 2019-22

Responsibility

Ben Wright

Last review date

September 2020

Next review date

September 2021

Approved by

Approved date

Contents

School context.....	3
Strategy aims for disadvantaged pupils.....	4
Teaching priorities for current academic year.....	5
Targeted academic support for current academic year.....	6
Wider strategies for current academic year.....	7
Monitoring and implementation.....	8
Review: last years' aims and outcomes.....	9

Pupil premium strategy statement

School overview

Metric	Data
School name	Handsworth Grange
Pupils in school	1030 (1020)
Proportion of disadvantaged pupils	34% (35%)
Pupil premium allocation this academic year	£315,150 (£351,657)
Academic year or years covered by statement	2020 - 21
Publish date	September 2019
Review date	September 2021
Statement authorised by	Nick Parker
Pupil premium lead	Ben Wright
Governor lead	

School Context				
School Name		Handsworth Grange School		
Number of students in school		2018 – 19: 1,006 2019 – 20: 1,020 2020 – 21: 1,030		
Number and % of disadvantaged students		348 (34%) 355 (35%)		
Pupil Premium allocation 2020 – 2021 (2019 – 20)		£315,150 (£351,657)		
2020-21 (2019 – 2020)	Number of Students	Number of Disadvantaged	% of Disadvantaged	Students Eligible of FSM
7	210 (206)	65 (64)	31% (31%)	49 (39)
8	207 (203)	64 (72)	31% (35%)	45 (45)
9	199 (201)	71 (75)	36% (37%)	52 (45)
10	202 (206)	75 (75)	37% (36%)	54 (52)
11	212 (204)	73 (69)	34% (34%)	57 (50)
School	1030 (1020)	348 (355)	34% (35%)	257 (231)

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.12
Ebacc entry	17%
Attainment 8	38.45

Percentage of Grade 5+ in English and maths	25%
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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<p>Positive Progress 8 score in line with or better than previous year..</p> <p>Progress 8 score above national average disadvantaged (-0.45).</p> <p>Closing the gap between non-disadvantaged and disadvantaged in the school.</p> <p>Disadvantaged pupils at Handsworth matching non-disadvantaged national.</p>	September 2021
Attainment 8	To close the attainment gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	September 2021
Percentage of grade 5+ in English and maths	To close the attainment gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	September 2021
Attendance	To close the attendance gap between disadvantaged and non-disadvantaged pupils and to aspire to the national average for all pupils.	September 2021
Ebacc entry	To close the entry gap between disadvantaged and non-disadvantaged pupils.	September 2021
Not in education, employment or training	<p>To close the gap between all pupils (96%) going on to sustained education, employment and training and disadvantaged pupils (92%) with an additional target of 94% (national average) for disadvantaged pupils.</p> <p>Increase the percentage of disadvantaged pupils going on to 6th form specifically, from 24% to 30%.</p>	September 2022

Teaching priorities for current academic year

Measure	Activity
<p>Consistency in classrooms; 'exceptional education for every student, every day'</p>	<p>Regular lesson observations and work scrutiny (by subject leaders) to ensure high quality teaching and learning.</p> <p>Regular learning walks by leadership to ensure consistency of lesson delivery.</p> <p>Whole school priority of vocabulary, comprehension and reading (VCR) with a particular focus on reading for pleasure. New VCR co-ordinator recruited to design and help implement the strategy.</p> <p>Improving the effectiveness of teaching from front due to the present public health crisis.</p> <p>Implementing live teaching to self-isolating due and increasing the ability of pupils to access it.</p>
<p>Employment of three specialist primary school teachers (in addition to £17,963 on a specialist closing the gap teaching assistant) who are tasked to close progress gaps during Years 7/8.</p>	<p>Teach special numeracy and literacy pathway in Key Stage 3 to effectively close key skills gaps.</p> <p>Organise maths and English catch-up. Including using the Covid catch-up fund.</p> <p>Contribute to vocabulary, comprehension and reading agenda within all areas of the school.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring high quality teaching and learning everyday so that all pupils (including disadvantaged) consistently progress significantly above the national average.</p> <p>Eliminating weak teaching which disproportionately impacts disadvantaged pupils.</p> <p>To ensure that gaps in learning are effectively tackled at the earliest possible opportunity at secondary school.</p> <p>Access to lessons while self-isolating (a particular issue with disadvantaged pupils).</p> <p>Some home environments not conducive to effective home learning.</p>
<p>Projected spending</p>	<p>£144,000</p>

Targeted academic support for current academic year

Measure	Activity
<p>Four teacher team of 'Pupil Premium Champions' to deliver targeted intervention and enrichment</p>	<p>Workshops for Year 11 disadvantaged pupils to encourage independent work and develop revision skills. Use of PiXL revision resources to facilitate independent work at home.</p> <p>Specific enrichment trips targeted at disadvantaged pupils to develop cultural capital and raise aspiration. (Covid situation has made this more difficult).</p> <p>Development of cultural capital resources targeted at disadvantaged pupils.</p> <p>Research based input from a 'Pupil Premium Champion' into the teaching and learning group to ensure that the needs of disadvantaged pupils are understood.</p> <p>Two of the Pupil Premium champions tasked specifically with helping pupils access home learning (video tutorials linked through from QR codes in planners).</p> <p>The same two PP champions have also worked extensively with teachers so that their online teaching more accessible.</p> <p>PP Champions academically mentoring disadvantaged Year 11s with particular focus on fostering independent learning skills.</p>
<p>Raising aspirations.</p>	<p>Career interviews and support available at key transition points (particularly Key Stage 4).</p> <p>Leadership conduct all Year 9 options interviews to increase aspirational messages to disadvantaged pupils.</p> <p>High ability day at Sheffield University to foster aspiration (along with maths and English delivered).</p> <p>Business Day for all Year 11 pupils (with targeted additional support for disadvantaged pupils).</p>
<p>Barriers to learning these priorities address</p>	<p>Lack of aspiration within the disadvantaged cohort.</p> <p>Lack of independent revision skills within the disadvantaged cohort.</p> <p>Lack of cultural capital within the disadvantaged cohort.</p> <p>Technological barriers due to home learning in present public health situation.</p>
<p>Projected spending</p>	<p>£18,075</p>

Wider strategies for current academic year

Measure	Activity
Curriculum review with clear intent and implementation development to close gaps over time:	<p>Sequenced schemes of work across each key stage, including retrieval and recall sections.</p> <p>Ensuring assessment matches intent and allows gaps in in knowledge to be identified and closed.</p> <p>Homework to encourage recall of learning.</p> <p>CPD, staffing and time to develop high quality curriculum.</p> <p>Vocabulary, reading and reading projects (including reading tests).</p> <p>Recovery curriculum following Covid lockdown.</p>
Effective use of data to prioritise the progress of disadvantaged pupils.	<p>Use of data to identify weaknesses with specific sub-cohorts (disadvantaged, SEND) with a view to developing specific strategies to address these weaknesses.</p> <p>Effective targeting of disadvantaged pupils who are not making expected progress at any given time – and then specific intervention strategies put in place to address these issues.</p> <p>Impact analysis of any intervention strategy to assess its effectiveness.</p> <p>Raising boys’ achievement projects.</p> <p>Projects targeted at high prior attainers.</p> <p>Use of home learning data in order to understand learning patterns and how they impact disadvantaged groups.</p> <p>Covid catch-up fund used to accelerate progress in disadvantaged groups through the National Tutor Programme.</p>
Barriers to learning these priorities address	<p>To ensure that all pupils are given a high and consistent level of teaching and learning.</p> <p>Lower levels of literacy for disadvantaged pupils.</p> <p>Where disadvantaged pupils do fall behind, the gaps are quickly identified and addressed.</p> <p>Lack of progress in the disadvantaged cohort can be more pronounced in specific sub-groups (such as high prior attainers).</p> <p>Lockdown and the necessary provision of home learning due to self-isolation threatens to increase gaps between non-disadvantaged and disadvantaged groups.</p>
Projected spending	£162,875

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Redesign of curriculum intent, implementation and impact.	<p>Support given to subject leaders in their evaluation of subject intent and implementation.</p> <p>Subject leaders given time to drive changes needed to the curriculum, including reviewing schemes of work and re-examining assessments and homework.</p> <p>Effective deployment of INSET dates, twilights and CPD sessions.</p> <p>Increasing use of subject specific CPD to increase relevance and impact.</p> <p>CPD offered to teaching staff in order to increase their capacity to provide good quality remote learning.</p>
Targeted support	Ensuring that after school interventions are efficiently organised and the attendance of disadvantaged pupils maximised.	<p>All subjects can offer after school intervention on a weekly rota that allows pupils access to additional focused times in all subjects.</p> <p>Targeted morning interventions with a priority given to disadvantaged pupils.</p> <p>Texts and phone calls to parents to encourage intervention attendance.</p> <p>Information sessions delivered to Year 11 parents.</p> <p>Roll-out of SIMS Parent App.</p> <p>Development of whole school mapping of intervention impact.</p>
Wider strategies	Engaging families facing most challenges to support student attendance, engagement and behaviour for learning.	<p>Launch of SIMS Parent App to improve communication channels between school and parents.</p> <p>Year 11 exam information evening for parents.</p> <p>Year 11 revision skills evening for parents.</p> <p>Development of the newsletter (through the PP Champions) to engage the community.</p> <p>Procurement of parents' evening platform to improve engagement.</p>

Review: last year's aims and outcomes

Aim	Outcome
Positive Progress 8 score. Progress 8 score above national average disadvantaged (-0.45). .	Progress 8 +0.12 for disadvantaged pupils in 2018 – 19.
To exceed the national average Attainment 8 score for disadvantaged pupils of 36.68. To aspire to the national average for all pupils of 50.3.	Attainment 8 score of 38.45 for disadvantaged pupils in 2018 – 19.
To close the attendance gap between disadvantaged and non-disadvantaged pupils. For disadvantaged pupils at Handsworth to achieve an attendance of 94.5% - equal to the national rate of attendance for all pupils.	Disadvantaged attendance rate 92.2% in 2018 – 19.