

## 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	Handsworth Grange Community Sports College
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	33.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2023
Date this statement was published	November 2021
Date on which it will be reviewed	April 2021
Statement authorised by	Nick Parker
Pupil premium lead	Ben Wright
Governor / Trustee lead	Amthal Karim

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,570
Recovery premium funding allocation this academic year	£46,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£422,260

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

Pupils have been impacted by the ongoing public health situation. This situation has led to partial closures (collapsed bubbles), periods of isolation and nationwide lockdowns. This has impacted, not only pupils' academic progress, but also their attendance, wellbeing and their access to enrichment opportunities. This impact has been disproportionately felt in disadvantaged groups.

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 the last full set of exam results the Progress 8 score for this group was +0.12. This was the highest in the local authority.

This strategy covers use of Pupil Premium funds along with the Covid 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 pupils who have been disproportionately impacted by current circumstances.
- We must use data to target pupils who have been negatively impacted the most (this includes attitude to learning data collected through national lockdowns, 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 at home and oracy).
- 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, for disadvantaged groups.
3	Levels of attendance among disadvantaged groups. The number of pupils persistently absent has been severely impacted, during the public health situation, over the past 18 months (this is clear in school, trust, local authority and national data). Pupils have not been in school enough, outside of the lockdown situation. This has disproportionately impacted disadvantaged groups (in particular SEND). This is, in addition to, a pre-existing attendance gap.
4	Pupils in their GCSE years have been impacted by the public health situation in an immediate manner. This situation has been caused to partial closures (collapsed bubbles), periods of isolation and nationwide lockdowns. This has impacted, not only pupils' academic progress, but also their wellbeing and their access to enrichment opportunities. This is particularly acute for these pupils as they are in their GCSE years. Disadvantaged groups have been disproportionately impacted (in particular SEND and low ability pupils).
5	Literacy and oracy. Reading ages are lower among disadvantaged groups. Data suggests that this has become more pronounced over the past two years. This presents a significant barrier to progress in disadvantaged groups (particularly pupils with english as an additional language). Reading test data shows a disproportionate impact, on disadvantaged groups, by school closures.
6	Engagement in learning. School closures during lockdown periods appears to have impacted how well a minority of pupils (disproportionately SEND and disadvantaged) engage with school and their learning.
7.	Aspiration. Disadvantaged pupils do not always have the skills and knowledge to convert their aspirations into reality.

## 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 has closed to at least pre-pandemic levels.
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: £365,570

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
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
Staff CPD.		1, 2, 3, 4, 5, 6
Primary school specialists.	In-school evidence suggests a very high impact.	2, 5

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

Budgeted cost: £28,345

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	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: £28,345

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 mentoring and workshops)		3
Oracy (Voice 21)	Very high impact with a low cost.	4, 5
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).	Insufficient evidence for aspiration interventions – although it is a very low cost.	1, 6, 7
Funding work experience, in Year 10, for all disadvantaged pupils.	Insufficient evidence for aspiration interventions – although it is a very low cost.	1
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

**Total budgeted cost: £422,260**

## 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.

#### **Current Estimated Grades – Year 11**

The school's current estimated grades for this year's Year 11s generate a provisional Progress 8 score of +0.34. This is in comparison to Handsworth's last full exam series where the school recorded a validated Progress 8 score of +0.34. The estimated Progress 8 score for disadvantaged pupils is +0.07 which is not significantly different from the 2019 residual of +0.14. All SEND estimated Progress 8 is -0.34 in comparison to the 2019 residual of -0.4.

#### **Reading Test Data – Years 7 – 10**

There is a very significant gap between disadvantaged and non-disadvantaged pupils. This is present in all year groups, but is much more pronounced in Years 8 and 9. There is a small gap between EAL and non-EAL pupils. This gap is very pronounced in Year 8 and present in Year 9, this gap is reversed in Years 7 and 10.

According to the latest data, on average within the school, pupils are above their chronological age in reading. This positive picture is very pronounced in Year 7. In other year groups it is similar to the chronological age. The latest reading tests were conducted in September/October 2021. The data suggests that there has been some impact, on reading ages, during school lockdown closures. This impact is most pronounced among disadvantaged and low ability pupils.

#### **Attendance**

Whole school attendance is currently tracking at approximately 93%, in the first half-term of 2021/22. Although this is considerably below previous attendance levels, in the context of national and local authority data it is above average (the pandemic has had a large impact on attendance: in school, nationally and at a local authority level). Disadvantaged pupils are currently tracking at 90.3% in the same period – this is above the local authority average (the only available comparative data). EHCP and SEN support attendance is below the local authority average at 87.6% and 82.2% respectively. This is a priority for the school.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Voice 21 Oracy School	Voice 21
National Tutoring Programme	Pearson, TLC Live
Behaviour and Resilience Mentoring Programme	Think for the Future
Respect Too	Sheffield Sharks
EAL Support	Flash Academy
Duke of Edinburgh	Duke of Edinburgh