

# Pupil Premium Strategy Statement – King Edward VI Handsworth School for Girls 2023-2024

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1274
Proportion (%) of pupil premium eligible pupils	22% (175 students)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governors
Pupil premium lead	Clare Berry
Governor / Trustee lead	David Wheeldon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,125
Recovery premium funding allocation this academic year	£48,300
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£229,425

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make very good progress and achieve consistently high attainment across the curriculum. The focus of our Pupil Premium strategy is to ensure that disadvantaged students achieve this goal and make similar progress to non-disadvantaged students.

High quality teaching is at the heart of our approach, with a focus on assessment and feedback, literacy and oracy and developing character education through the curriculum. With a focus on these areas, it is the intention that the attainment of non-disadvantaged students will be sustained and improved alongside the progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and not assumptions about the impact of disadvantage. To ensure our aims are effective, we will ensure that:

- All students are challenged in the work that they are given.
- Early action is taken to intervene with students at the point that it is needed.
- Teachers and leaders take responsibility for the attainment and progress of disadvantaged students and have high expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of disadvantaged students is generally lower than their non-disadvantaged peers at GCSE in some subjects. In 2023 the Progress 8 measure for disadvantaged students is 0.39 and 0.63 for non-disadvantaged students. This is a progress gap of -0.24. This gap is well below the national progress gap of -0.45. The P8 for the cohort is 0.59 in 2023 (final calculations to be validated in March 2024).
2	Quality assurance, lesson observations and discussion with students indicate that increased opportunities are needed for students to respond to feedback.
3	Evidence from lesson observations, discussions with students, GCSE and GCE outcomes and NGRT and NGST standardised tests in 2023 (for reading and spelling) show that a whole school approach is needed to improve literacy in all subject areas.
4	Our CPOMS data, observations and discussions with students and their families have identified social and emotional issues for many students such as

	anxiety and low self-esteem. Several students have a diagnosis for mental health related issues. This is partly driven by the concern about lost learning, lack of social contact with their peers and home situations during the pandemic. Referrals for support in school and early help interventions are in place, with a number of students receiving pastoral and wellbeing interventions.
5	Equality of opportunity to the wider curriculum and careers advice and guidance.
6	Reduce barriers to learning by ensuring that students can access resources such as uniform, travel, IT and stationery.

### 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
Access to opportunities and support to address the social and emotional needs of students.	Analysis of CPOMs data shows support accessed in school.
Barriers to learning are removed for disadvantaged students.	Financial access to wider support strategies.
The progress gap between disadvantaged and non-disadvantaged at GCSE is reduced.	Analysis of Pupil Premium academic outcomes.
Access to the wider school curriculum and learning.	Analysis of Pupil Premium student participation in academic and extra-curricular opportunities.
Whole school focus on assessment and feedback	Analysis of Pupil Premium academic outcomes.

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to Student intervention coordinator salary for Year 10 & 11	The EEF Guide to the Pupil Premium (2023) states that intensive support—either one to one or as part of a small group—can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.	1

Contribution to salary of Operational Administrator (16-19 bursary and Pupil Premium)	EEF Teaching and Learning Toolkit (2022): Parental Engagement	1 & 5
Subscribe to digital resources to increase access to subject specific content	EEF 'Using Digital Technology to Improve Learning' guidance report (2022).	1, 2, 3 & 6
CPD to further develop teaching and learning, coaching and the school's professional pathways programme	'The EEF Guide to the Pupil Premium' (2023): Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.	1, 2, 3 4 & 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 10&11 Elevate Sessions	EEF Teaching and Learning Toolkit (2022): Social & Emotional Learning: "School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning."	1
The NGRT Reading and Spelling Age Analysis test for Years 7 and Y9.	EEF Teaching and Learning Toolkit (2022): Reading Comprehension Strategies	1 & 2
Pastoral and Mentoring Support	EEF Teaching and Learning Toolkit (2022) "Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour."	3 & 4
Contribution to salary of Learning Support Assistant	EEF Teaching and Learning Toolkit (2022): "Teaching assistants can provide a large positive impact on pupil outcomes."	1 & 3
Contribution to salary of Learning Mentor	EEF Teaching and Learning Toolkit (2022) "On average, one to one tutoring is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas."	1, 3 & 4
Academic and Pastoral intervention	EEF Teaching and Learning Toolkit (2022) "On average, one to one tutoring is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils who are identified as having low prior attainment or are struggling in particular areas."	1&4
Payment to teachers and school based tutors for delivery of	EEF Teaching and Learning Toolkit (2022):	1

additional small group support and intervention	“Small group tuition has an average impact of four months’ additional progress over the course of the year. “	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Individual support for PP students to mitigate disadvantage and allow access to all aspects of the curriculum by supporting purchase of uniform, laptops, music lessons, costs of trips and visits, travel to school, school stationary and books	EEF Teaching and Learning Toolkit (2022)	1 & 2
Discretionary fund to support extra-curricular activities for disadvantaged students	EEF Teaching and Learning Toolkit (2022)	6
Specific CEIAG support for disadvantaged students	EEF Careers education: International literature review Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults. Young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions.	5
Year 7 experience of a full orchestra to enhance cultural capital	EEF Teaching and Learning Toolkit (2022): “Arts participation approaches can have a positive impact on academic outcomes....and has wider benefits such as more positive attitudes to learning and increased well-being.”	1, 4 & 6
Enhance experience of Art And Drama outside of the curriculum for GCSE students.	EEF Teaching and Learning Toolkit (2022): Arts participation	1, 4 & 6
<i>Cultural experience in a different language through purchase of text based resources and Arts experience in a different language.</i>	EEF Teaching and Learning Toolkit (2022): Arts participation	1, 4 & 6

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of year progress statement 2023				
At least Expected progress %			Greater than Expected progress	
Year	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
7	97%	98%	11%	12%
8	97%	97%	10%	16%
9	98%	98%	11%	14%

  

Expected grade Summer 2023				
Year	Grade 7 and above %		Grade 8 and above %	
	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
10	57%	72%	27%	43%

  

GCSE Grade 2023				
Year	Grade 7 and above %		Grade 8 and above %	
	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
11	62%	67%	40%	45%

Year 7-9: Common assessment tasks are carried out throughout the academic year by each subject providing information for an end of year statement on a student's progress in that subject over the year.

Year 10 Common assessment tasks are carried out throughout the year by each subject, probing information for an "expected end of year 11 grade" to be created and summarised above.

2023 Provisional Performance table	School dis. pupils	Local authority 2022 (non-dis. pupils)	England 2022 (non-dis. pupils)
No. of pupils	26	7307	432831
P8 score & CI	0.24	0.27	0.15
A8 score	69.7	54.3	52.6
English & maths at grade 5+	100%	61%	57%
English & maths at grade 4+	100%	77%	76%
EBacc at grade 5+	60%	30%	24%
EBacc at grade 4+	70%	38%	31%

Entering EBacc	76.67%	53%	43%
EBacc Average Point Score (APS)	6.86	4.9	4.65
In education or employed for 2 terms after KS4 (2021 school leavers)	100%	94%	96%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Study skills and independent learning	Elevate