

# Pupil premium strategy statement – King Edward VI Handsworth School for Girls

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, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and 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	1,325 Y7-11 (959) 6 <sup>th</sup> Form (366)
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governors
Pupil premium lead	Steven Ramsey

Governor / Trustee lead	David Wheeldon
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£189,000

# Part A: Pupil premium strategy plan

## Statement of intent

As a selective school we recognise that our students have high prior attainment as entrants and understand that our disadvantaged students may face a range of challenges that prevent them from fully accessing the opportunities that a high-quality education offers them. 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, adaptive, responsive teaching for all is at the heart of our approach. The EEF evidence-research has proven this to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting our non-disadvantaged students too, ensuring our approach is fully inclusive. We consider the challenges faced by disadvantaged students, including those students with SEND and we are committed to narrowing any gap between our disadvantaged students and their peers, ensuring they are able to access all aspects of their school career.

Our approach will be responsive to common challenges and individualised needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage.

- There is high quality pastoral support for disadvantaged students.
- 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.
- There is financial support to mitigate disadvantage through providing for uniform, travel, stationery, music lessons, access to a laptop and funding to access school trips and extracurricular activities.
- To ensure all students receive high quality, inclusive and adaptive teaching and learning within the classroom through our universal offer.
- To ensure all staff maintain high expectations for all students;
- To ensure all staff can identify the needs of disadvantaged students and work collaboratively to support these students to make progress in line with their peers;
- To provide individual support for students who are not making expected progress in lessons;
- To remove barriers to access and learning caused by financial, family, and social disadvantage;
- To ensure attendance at school of disadvantaged students is at least in line with the school's expectations;
- To ensure students are supported in their social and emotional wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	Access to home learning and IT needs for learning. Based on IDACI over 50% of our students come from areas of the lowest income
2	We conscious that wider cultural experiences are sometimes limited or non-existent outside of school due to economic constraints. We aim to grow the participation of disadvantaged students in super-curricular and extra-curricular opportunities, and we will monitor this robustly.
3	Access to resources to ensure access to learning such as Uniform, travel, IT and Stationery.
4	Mitigating periods of absence resulting in gaps in knowledge and impact on academic outcomes.
5	Mitigating disadvantage from impacting on academic outcomes
6	Access to opportunities and support for social and emotional wellbeing.
7	Attendance data shows that disadvantaged students have a marginally lower attendance rate than their non-disadvantages peers. However, where there are levels of absence and persistent absence it is linked to school travel and transport.
8	Outreach work to promote social mobility means we have a reduced entry score requirement for PP students. This means that for some, not all, who join the school, those students with a reduced entry requirement have a gap in the skills, knowledge and understanding at the start of their school career.

## 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
<i>Full Access to up-to-date, fully functioning IT and associated learning programs.</i>	Student have access to IT. Track and monitor the requests for IT and associated learning application. Parental engagement with PP offer at school and awareness of school PP provision.
Disadvantaged students have full access to all aspects of education on offer at KEVIHGS and any economic barrier are removed.	A large proportion of PP funding is allocated to supporting student transport to school, uniform and equipment, school visits, music lessons and extracurricular opportunities to ensure equality of opportunity.

Increased participation by disadvantaged students in extra-curricular opportunities.	To reduce barriers of students accessing activities. Track and monitor participation of PP students. Evaluate the impact of these activities.
Inspired pupils with improved learning skills, narrowing gaps in academic knowledge and understanding.	Opportunities for students to attend school provided academic mentoring and tuition.  Academic interventions progress and success monitored.
Students have access to high quality teaching through our universal offer.	Monitor, review and evaluate the impact of teaching and learning within our school and continuously find ways of improving universal provision.  A CPD program that is focused on high quality teaching through research backed contextualised strategies and coaching.

## 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop teachers ongoing professional learning to ensure high quality teaching and learning for all.</i>	EEF Implementation of Professional development <a href="https://www.educationendowmentfoundation.org.uk/evidence-based-practice/effective-professional-development">Effective Professional Development   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  The EEF's Toolkit – Assessment and feedback can have significant progress.  Addressing Educational Disadvantage in School and Colleges: The Essex Way Marc Roland (2021)	2, 3 ,4, 5, 6, 8

	Overcoming Disadvantage in Education Stephen Gorard (2013)	
	Supporting Disadvantaged more able learners through pupil premium funding Christabel Shepherd, NACE Challenge and Curriculum Director.	
<i>Subscribe to digital resources to increase access to subject specific content</i>	EEF's 'Using Digital Technology to Improve Learning' . Timely assessment and feedback, access to high quality resources.	1,3, 4,6,8
<i>Recruitment of Family liaison officer, Students mentor, attendance officer and LSA.</i>	EEF: Research into impact of small group tuition and Making best use of Teaching Assistants	4, 6, 7, 8

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic tutoring through Elevate sessions for year 10 and 11</i>	In school data shows that students engage with session that support them in dealing with examination stress and revision	1,4,5,7
<i>Pastoral and mentoring support</i>	Mentoring EEF – “Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/</a> EEF social and emotional learning+ 2	1,4,5,6,7
<i>Alternate Wednesday revision classes for Year 10/11 disadvantaged students</i>	EEF: Extending school time ‘Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.’ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a>	1,4,5,7

<i>targeted and prioritised. Emphasis on modelling effective revision strategies.</i>	toolkit/extending-school-time <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<i>After School homework club for all years.</i>	<a href="#">Homework   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1,4,5,7
<i>Academic intervention – Students to be identified in Y10 and 11 supported by allocated member of staff.</i>	EEF: 1:1 and small-group tuition evidence of positive impact of such strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>	1,4,5,7
<i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND and Teaching assistant deployment interventions – Development of SEND Provision and Handsworth Teaching and Learning framework.</i>	<a href="#">EEF Special Educational Needs in mainstream schools.</a> <a href="#">Five-a-day-poster_1.1.pdf</a> <a href="https://d2tic4wvo1iusb.cloudfront.net">(d2tic4wvo1iusb.cloudfront.net)</a> <a href="#">EEF making the best of use of teaching assistants guidance report.</a>	5

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing all of our disadvantaged students with uniform, travel, equipment, trips, extra-curricular grants.</p>	<p>The King Edward’s Promise ensures that non-academic barriers to participation in school-life are removed so that all students, regardless of home background, have full access to the education on offer. KEVIHGS Pupil promise echoes the KE Foundation pupil promise.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/an-unequal-playing-field-report.pdf">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/research-to-understand-successful-approaches-to-supporting-the-most-academically-able-disadvantaged-pupils.pdf">Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</a></p>	<p>1, 2, 3, 4, 7 , 8</p>
<p><i>Extracurricular activities including sports, outdoor activities and arts and culture including music lessons and school trips.</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/outdoor-adventure-learning">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,6,7</p>
<p><i>Supporting pupils Social, emotional and behavioural needs – Partnership with Wellbeing crew,</i></p> <p><i>Staff positions such as Family Liaison Worker, attendance officer. Non-teaching pastoral leaders,</i></p>	<p><a href="https://www.educationendowmentfoundation.org.uk/understanding-the-use-of-attendance-family-liaison-officers">Understanding the use of Attendance &amp; Family Liaison Officers...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The Wellbeing Crew’s ‘Relax Kids’ programme is endorsed by Ofsted inspectors. Partnership working between the company and schools can help ‘outstanding’ emotional wellbeing, personal development and pastoral care</p> <p><a href="https://www.educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,6,7, 8</p>

**Total budgeted cost: £189,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of year progress statement 2024				
At least Expected progress %(in top 3 of 5 progress measures)		Greater than Expected progress. (Top measure of progress)		
Year	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
7	90%	91%	12	12
8	89%	88%	12%	13%
9	87%	89%	8%	15%

Expected grade Summer 2024				
Year	Grade 7 and above %		Grade 8 and above %	
	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
10	52%	67%	23%	34%

GCSE Grade 2024				
Year	Grade 7 and above %		Grade 8 and above %	
	Disadvantaged	Not disadvantaged	Disadvantaged	Not disadvantaged
11	71%	77%	45%	56%

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 here.

2023 Performance table (validated)	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	30 (28 for P8)		447552
P8 score & CI	0.39 (-0.14 to +0.91)	0.26 (+0.22 – 0.29)	0.17
A8 score	73.93	51.7	50.3
English & maths at grade 5+	100%	56.4%	52%
English & maths at grade 4+	100%	73.3%	73

EBacc at grade 5+	63%	23.5%	20%
EBacc at grade 4+	73%	33%	29%
Entering EBacc	80%	52.4%	43%
EBacc Average Point Score (APS)	6.93	4.62	4.44
In education or employed for 2 terms after KS4 (2021 school leavers)	SUPP (low numbers)	96%	96%

**Progress 8 Score:** Disadvantaged students at the school achieved a Progress 8 score of **0.39**, significantly higher than the local authority's score of **0.26** and the national average of **0.17**. This indicates that disadvantaged students are making better progress compared to their peers in similar contexts.

**Attainment 8 Score:** The Attainment 8 score for disadvantaged students is **73.93**, which is markedly higher than the local authority's score of **51.7** and the national average of **50.3**. This reflects that disadvantaged students are achieving higher grades overall in their subjects compared to their counterparts in the wider area and nationally.

While disadvantaged students demonstrate strong performance in certain areas, such as progress measures and attainment in English and Maths, there are notable gaps in grades and higher-level achievements compared to their non-disadvantaged peers.

#### Addressing Achievement Gaps in Year 10

- **Grade 7 and Above:**
- Disadvantaged: 52%
- Non-Disadvantaged: 67%
- **Grade 8 and Above:**
- Disadvantaged: 23%
- Non-Disadvantaged: 34%

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*