

# Pupil premium strategy statement – Hanham Woods Academy

This statement details our school's use of pupil 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	843
Proportion (%) of pupil premium eligible pupils	17.2% (145)
Academic year/years that our current pupil premium strategy plan covers	Sept 2022-Sept 2026
Date this statement was published	1 <sup>st</sup> Oct 2022
Date on which it will be reviewed	1 <sup>st</sup> Oct 2024
Statement authorised by	Stephen O'Callaghan
Pupil premium lead	Rebecca Gardner
Governor / Trustee lead	John Bowman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium students to have the best chance of success as their peers. They will make progress in line with their peers both academic and personal progress. PP students are engaged in and enjoy learning at Hanham Woods Academy and are involved in extracurricular activities either in or outside of school to develop their character and personal development.

The various activities and strategies that have spending costs outlined below are to support all students who are vulnerable e.g. young carers, those with social workers or on our VYP list.

We believe that quality first teaching is essential for improving the outcomes of our students and know that this will reduce the attainment gap present for our PP and non-PP students currently. We have closely linked that the Assistant Principal for PP has also the responsibility for improving the quality of education. We also ensure that pastoral staff are trained to support PP students in various roles they have as well as providing priority for PP e.g. in attendance calls or priority for extracurricular activities. Other wider approaches to reduce the cultural capital gap between PP and non-PP e.g. funding for trips and experience, as well as physical gaps e.g. with uniform and computer access.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gap between PP and their peers is significant in many subjects at the school. Our data shows that Pupil Premium pupils continue to perform at a lower level than their non-Pupil Premium peers at the end of KS4, with a Progress 8 gap of $-0.91$ compared to non-PP $-0.09$ (revised 2024). Those who also have special educational needs have lower progress.
2	Literacy: Lower literacy levels of PP students impact on their outcomes, ability to access the curriculum and their enjoyment of learning.
3	Attendance:

	PP attendance is lower compared to peers
4	Poor social, emotional and mental health and lower ability to self-regulate: Behaviour data indicates that PP students are struggling to self-regulate and stick to school routines and expectations of behaviour. This has led to PP students being more likely to receive sanctions such as the Inclusion area. Pastoral teams have higher concerns around the mental health and wellbeing of PP students, particularly those with multiple ACES.
5	Student engagement in extra curricular activities and those that require funding are lower for PP students which lowers sense of belonging for these students.

## 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
Improved academic outcomes at KS4	PP students to achieve in line with non-PP peers in their exams.
Improved literacy levels of PP students	Use of NGRT testing and other literacy tests to identify students who need additional intervention as part of the literacy strategy of graduated support and receive this regularly. Improved literacy level so pupils are able to access the curriculum.
Increased PP attendance	Attendance of PP above 95%
Improve mental health and student ability to self-regulate	Pupils are not disproportionately receiving sanctions compared to their peers. Pupils voice indicates higher levels of self-esteem, wellbeing and enjoyment at school.
PP students are engaged in extracurricular activities to support future job applications and develop their character and improve their cultural capital	PP students all take part in at least one extracurricular activity Pupils have greater sense of belonging to school PP students able to access parts of the curriculum that require funding

## Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. Additional activities added to 2024 strategy are **in bold**.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,323

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Teacher CPD during next 3 years include: Revised T&amp;L policy and enactment including explicit instruction, modelling, means of participation.</p> <p><b>Improved literacy support as part of graduated approach of intervention including enactment of:</b></p> <ul style="list-style-type: none"> <li>• <b>Frayer model</b></li> <li>• <b>Oracy through turn-and-talk</b></li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=sen">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=sen</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a></p>	<p>1, 2</p>
<p>CPD for behaviour/ character curriculum to:</p> <ul style="list-style-type: none"> <li>• Ensure staff follow ready to learn system</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency">https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency</a></p>	<p>1, 4</p>

<p>s to improve consistency</p> <ul style="list-style-type: none"> <li>• Understand how to support and teach behaviours</li> </ul>		
<p>CPD for SEND to improve staff understanding of how to meet need in the classroom.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy interventions for weakest readers (added into revised strat</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1669233862">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1669233862</a></p>	<p>1, 2, 3</p>

<p><b>egy 2024 and choice of intervention to be informed by NGR T testing in 2024)</b></p>		
<p>CEIAG and extra curricular lead to have one-to-one meetings with PP students to improve aspirations and involvement in activities</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 5</p>
<p>GCSE food technology provision of sundries and for Young</p>	<p>Students able to take part in all GCSE Food practicals. Young Carers are able to spend time cooking food in company of others to build sense of belonging. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 3, 5</p>

Carers Club.		
Music lessons for PP students unable to take GCSE Music who have aspirations of music careers	Students are not able to take music GCSE due to subject closing (lack of uptake 2024) and this would be a gap of their cultural capital compared to peers who would be able to pay for music lessons. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
Revision guides and educational consumables	Support PP students to be in line with peers to have access to resources and equipment that is unaffordable.	1, 5

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

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Pastoral team training and prioritisation given for PP intervention such as	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	1, 3, 4

<p><b>home visits</b> and calls each morning. Form attendance policy using evidence from EEF.</p>		
<p>Supply uniform</p>	<p>Support PP students to be in line with peers to have access to uniform that is unaffordable so they will be comfortable to attend school. Although evidence is unclear, student voice indicates that being like peers is important for school attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	<p>3, 5</p>
<p>Trip subsidy to improve attendance during these events as well as ensuring PP students are not further disadvantaged</p>	<p>Broadening the wider curriculum for these students will build confidence and a sense of belonging in the school. They will have a greater understanding of the course the trips relate to and thus have the best opportunities to perform well in public examinations. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 43,523**



## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged pupils

PP student outcomes 2024 show gap of  $-0.82$  compared to non-PP peers, national gap for PP at  $-1.08$  P8. Subjects such as sociology, drama and health and social care show positive progress for PP students. Subjects such as English literature, computer science, DT food and DT product design have lowest P8 scores for PP students. Target for PP students to have outcomes the same as peers is not set to be met by end of strategy, although improvement seen in 2023 outcomes these have not been sustained in 2024. However current yr11 cohort of 2025 are more academic and PP students regularly attend school compared to previous cohort.

Strategy for literacy intervention now added into PP strategy from 2024 onwards due to ongoing concern of low literacy levels, the poorer outcomes in English literature for last two years (and outcomes in subjects overall) and additional funding providing a 'Literacy Lead' for the school.

Attendance has improved in term 1 of 2024/2025 to 87.2% PP compared to 2023/2024 84.5% close to national average of 85.4%. Attendance of non-PP higher than national average which also suggests on target to meet attendance targets. Additional funding for attendance officer role also made in 2024 to support and drive attendance policy in pastoral team and as a school and to provide support for families. Pastoral leaders are also carrying out home visits as part of PP strategy new for 2024.

## **Part B: Review of the previous academic year 2022-2023**

### **Outcomes for disadvantaged pupils**

PP student outcomes 2023 show gap of  $-0.71$  compared to non-PP peers, national gap for PP at  $-0.65$  P8 showing improvement from 2022  $-1.19$ . Subjects such as maths, further maths, chemistry, physics, health and social carer and sport show positive progress for PP students. Subjects such as English literature, computer science and French have lowest P8 scores for PP students. Target for PP students to have outcomes the same as peers is likely to be met by end of strategy as improvement made from 2022 to 2023, however current yr11 cohort have lower attendance for PP.

Attendance of PP end of 2022 at 83.4% lower than national average of 85.6%. Concern that attendance targets may not be met and review of attendance policy to be held in 2022 to add clarity for those involved in monitoring attendance and supporting families.