

Pupil premium strategy statement – Lady Hawkins’ School

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 for 2024-2027, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A Brace
Pupil premium lead	A Brace
Governor / Trustee lead	K Dinsdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 802
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£41,802

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We will target spending on the following areas:

1. High-quality teaching

This is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

2. Targeted intervention programmes

Targeted support using HLTAs and TAs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Literacy</i></p> <p>Lower than average levels of literacy skills, preventing pupils from making progress in all subjects.</p>
2	<p><i>Attendance</i></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 8-9% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p><i>Challenges with self-regulation</i></p> <p>A proportion of pupils in the Pupil Premium cohort demonstrate a lack of emotional resilience, self-regulation and poor self-efficacy. As a result, behaviour can be poor. Disadvantaged students are over-represented in sanctions data and under-represented in some rewards data, meaning a less positive school experience.</p>
4	<p><i>Wellbeing/emotional and self-confidence issues</i></p> <p>Our assessments, discussions and observations have identified social and emotional mental health and self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>
5	<p><i>Attainment</i></p> <p>Teaching and learning quality is improving, but inconsistency, and gaps in learning are not always diagnosed quickly enough. Teaching could be more responsive and assessment more effective. Disadvantaged students make less progress than non-disadvantaged students</p>

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
<p>Develop teaching and middle leadership so that all learners, and particularly those who are disadvantaged, benefit from improvements in quality first teaching, literacy and memory strategies.</p>	<p>Monitoring data (lesson visits, work scrutiny, student interviews) indicate that teaching is responsive and that teachers have a good understanding of the bespoke needs and barriers of our PP learners and how to overcome them in lessons.</p> <p>Evidence of consistent and regular formative assessment and student's acting on assessment in lessons/student work.</p> <p>Evidence of robust, standardised summative assessments in all subjects.</p>
<p>Improved reading ages of disadvantaged pupils.</p>	<p>Improved reading ages and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance gap will have narrowed between PP v Non-PP nationally.</p> <p>Attendance of PP students will have increased over time.</p> <p>The punctuality of individual students will improve, and all PP students will arrive on time to school.</p>
<p>High quality AP is in place to ensure personalised learning and provision. This should lead to improved student achievement, confidence and reduced behaviour incidents.</p>	<p>High quality AP in place and bespoke curriculum for individual students that need a personalised approach.</p> <p>Improved student outcomes at KS4.</p> <p>Students have successful reintegration back into mainstream education.</p> <p>Monitoring data suggest that learning and progress are effective for AP students.</p> <p>Reduced behaviour incidents.</p>
<p>Attendance of all PP students in line with the school average.</p>	<p>Attendance gap will have narrowed between PP v Non-PP.</p> <p>Attendance of PP students will improve over time</p>

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPDL programme that develops 'Quality First' teaching, so that all students and particularly this who are disadvantaged benefit from improvements in teaching.</p>	<p>The EEF key principles identify that 'good' teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.</p> <p>EEF research and evidence has shown that 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'</p>	<p>1,2,3,4,5</p>
<p>Contribution towards the deployment of an English HLTA to provide appropriate interventions with a particular focus on reading</p>	<p>EEF outline that vital role that learning assistants play in ensuring that all pupils are supported to achieve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 4,5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development for the reading lead who will then lead whole staff CPD</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>1, 4,5</p>
<p>Review and develop the alternative provision and curriculum at Key Stage 3, designing and implementing an alternative provision model at Key stage 4. Ensuring that</p>	<p>EEF toolkit shows a 4+ month improvement as a result of small group tuition.</p> <p>A study EEF also found that well-implemented alternative provision can</p>	<p>2,3,4,5</p>

personalised learning and provision leads to improved student achievement, confidence and reduced behaviour incidents for the most vulnerable students.	decrease exclusion rates by providing individualised support.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use standardised reading assessments.	Gain insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,4,5
Invest in digital platforms that will support the improvement of literacy and students having access to high quality homework tasks.	EEF teaching toolkit identifies that good quality homework can have +5 months impact on student outcomes. It also identifies that reading comprehension strategies can have very high impact (+6 months progress)	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with CLD Trust to support identified students who require	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:	3,4

<p>support with regulating their behaviour and emotions.</p>	<p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2
<p>Pastoral Support Centre – Support to students both emotionally and academically.</p> <ul style="list-style-type: none"> • Decrease in behaviour incidents. • Improved attendance • Improved self-esteem • Improved ability to manage anger. • Better social interactions • Decrease in anxiety 	<p>Targeted school-based intervention has led to improvements in wellbeing and mental health and improved student attainment.</p> <p>Behaviour interventions EEF</p>	2,3,4,5
<p>Revision/study material-purchase of KS4 revision guides for disadvantaged students.</p>	<p>Research shows that poverty influences students' attainment due to not being able to afford the resources they need to succeed.</p>	

Total budgeted cost: £44,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. The pupil premium cohort for 2022/23 was made up of 9

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.15. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 26.8. See [DfE guidance](#) for more information about KS4 performance measures. 44% of students achieved a standard pass in English and Maths.

For students and their families who are identified as needing specific mental health and wellbeing support, the Wellbeing and Emotions Support Team (WEST), commissioned counselling service (CLD) and the school nurse have been available as referred support. The formation of the Pastoral Support team has also supported students that need extra guidance. The team have developed good working relationships with outside agencies to support all the students in school.

Career interviews have been conducted across all KS4 students as well as Year 9 students prior to options selections. This enabled each pupil to receive support in choosing the most appropriate option for themselves in accordance with their current strength and career aspirations.

Absence among disadvantaged pupils was 7% higher than their peers in 2023/24 and persistent absence 9% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.