



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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 | King Edward VI Handsworth Wood Girls' Academy |
| Number of pupils in school | 1064 (206 in sixth form) |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023 - 2026 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2024 and then yearly |
| Statement authorised by | K Takhar |
| Pupil premium lead | S Zaman |
| Governor / Trustee lead | S Haleema |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £417,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £417,900 |

Part A: Pupil premium strategy plan

Statement of Intent

King Edward VI Handsworth Wood Girls' Academy is an over-subscribed, fully comprehensive, inclusive community school.

The school's vision is '**To work together to achieve educational excellence and fulfil personal potential**' and our values are '**Scholarship, Character and Community**'. Whilst much of our work entails addressing the barriers disadvantage brings through pastoral care, safeguarding and inclusion, we are unapologetic in the rigour of our curriculum and our approach to teaching, which expects the best achievement from all our pupils regardless of their starting points.

Our aim is to ensure that all pupils are given equality of opportunity to achieve their full potential, spiritually, academically, socially, and culturally. The pupil premium funding is used to ensure this is the case for all students.

The current pupil premium strategy (2023-2026) aims to improve life chances of PP students by:

- Closing any gaps in progress and attainment
- Improve attendance and engagement in school
- Empower our pupils through the development of their confidence and voice
- Zero permanent exclusions
- Ensuring there is minimal impact of the covid-19 pandemic on our pupil premium students

This will be accomplished by quality first teaching in all classrooms, targeted intervention and the wrap around care and support we offer through our co-curricular offer and pastoral care.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Overcoming barriers in literacy & numeracy |
| 2 | Improving and enhancing every pupil's confidence and character |
| 3 | Access to a digital device for independent and blended learning |
| 4 | Families are less able to provide extra-curricular activities and cultural capital for their daughters as result of material deprivation |
| 5 | Due to multiple social and economic challenges (IDACI 2) pupils from disadvantaged backgrounds are more likely to experience behaviour, emotional/social difficulties, and poor attendance to school. |

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 progress and attainment for PP students | Minimising attainment 8 and progress 8 gap |
| Improved engagement in school | 97% Attendance and 98% punctuality |
| Improved behaviour and engagement in school | Zero Permanent Exclusions and increasing ratio of positive to negative logs |
| Ensure equality of access to enrichment opportunities | Engagement in enrichment by students eligible for PP is at least as high as other students |

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: £247,156

| Activity | Intended Impact | Evidence that supports this approach | Staff Lead | Challenge number(s) addressed |
|---|---|---|------------------|-------------------------------|
| Recruitment and retention of high- quality teaching staff, including Directors, specialist staffing in English and Maths to allow for intervention and smaller classes. | Improved quality of curriculum implementation and pastoral care and support. | <p>The most effective way of improving outcomes for disadvantaged pupils continues to be to expose them to high quality lessons in front of high-quality teachers.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p> <p>By budgeting for specialist staff in English & Maths to use for intervention and smaller classes we will work to support pupils who have shown lower levels of literacy and numeracy on entry.</p> <p>Our Directors co-ordinate and implement a raft of strategies and support to ensure high levels of progress and engagement.</p> | S Yates/K Takhar | 1, 2, 4, 5 |
| Investing in regular research- focused professional development for staff to ensure quality first teaching. | Improved quality of teaching, learning and outcomes for all students with particular focus on disadvantaged pupils. | To continue driving the improvement of our teaching and learning, we are committed to being a research- informed school. This includes the employment of a Teaching and Professional Learning Lead. All our staff PLC programmes are informed by and centre around the Dufour model and latest education research. Staff are actively encouraged to engage in discussions around progress, attainment and pedagogy with | S Yates/E Hatten | All |



time being allocated to do so in dedicated sessions and curriculum meeting time during the school day.

<https://educationendowmentfoundation.org.uk/support-for-schools/research-schools-network>

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

Budgeted cost: £133,728

| Activity | Intended Impact | Evidence that supports this approach | Staff Lead | Challenge number(s) addressed |
|--|---|---|----------------------------|-------------------------------|
| Reading interventions across KS3 for low-attaining students and research-informed reading support. | More students closer to their chronological reading age or functional reading age | Beginning in year 7, we are proactive in planning for and supporting our students with the lowest levels of literacy. Assessments are used to match students to appropriate forms of intervention, and these are monitored. This is owned by our senior leader with responsibility for SEND/EAL. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 | M Sahonta | 1 |
| Small group tutoring in English & Maths for KS4 for those at risk of underachieving. | Eliminate A8 and P8 for PP students and non-PP students. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: | N Mehmood/S Zaman/S Yousaf | 3/4 |
| | | Small group tuition Toolkit Strand Education Endowment Foundation EEF | | |



| | | | | |
|---|---|---|-----------|---------|
| Social and emotional resilience mentoring for targeted KS3 & 4 pupils | Improved confidence and engagement | We have successfully partnered with TTF for students supported by mentoring both in the classroom and in small, focused intervention groups for several years. https://www.thinkforthefuture.co.uk/behaviourmentoring | A Liaqat | 1, 2, 5 |
| | | Mentoring EEF (educationendowmentfoundation.org.uk) | | |
| All eligible pupils receive either an iPad or Chromebook | Students able to complete home-study and access a range of online platforms | The digital divide in England is well established and was magnified because of school closures and unequal access to dedicated devices to complete remote or independent learning. Our approach almost eradicates these barriers and inequalities. https://www.suttontrust.com/our-research/remoteteaching-the-digital-divide/ | N Mehmood | 1, 5 |
| Access Project | Students from Years 10, 11, 12 and 13 to be able to supported on a path towards top universities. | The Access Project has a history of impactful work with high ability disadvantaged students. Doubling their chances of attending a top university. In 21/22 only 8% of HWGA 6th form students progressed onto a top university. Our impact - The Access Project | S Zaman | 4, 5 |



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

Budgeted cost: £37,016

| Activity | Intended Impact | Evidence that supports this approach | Staff Lead | Challenge number(s) addressed |
|--|---|---|-------------------|-------------------------------|
| Attendance and welfare | 97% attendance | Embedding practices outlined in Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) through our on-site attendance and welfare team. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | K Takhar/D Morgan | 1, 3, 6 |
| Enrichment through clubs, societies, trips and experiences | All pupils to achieve the HWGA Pupil Pledge through engagement with a range of trips, visits and events. Includes peripatetic lessons | Research highlights that PP students have limited access to trips and activities outside of their home. There is also evidence that outdoor and adventure learning has a moderately positive impact on learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) | M Morgan | 2, 4, 6 |
| Careers advisor | Breadth of coverage of the Gatsby benchmarks | SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) 'Young people from poorer home are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. Careers education works best when it is personalised and targeted to individuals' needs from an early age'. | S Yousaf | 2, 4, 6 |

Total budgeted cost: £417,900

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 2023 to 2024 academic year.

- The Disadvantaged progress gap was smaller than it has been in any year and in some subjects disadvantaged students outperformed non-disadvantaged students.
- Disadvantaged students also outperformed disadvantaged students (Nationally). (See FFT Appendix)
- The attendance gap grew slightly narrower, with a gap of 1.6% between disadvantaged and non-disadvantaged students compared to 1.7% last year.

| FSM6 | | | All | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------|-----|--------------|---------|---------|---------|---------|---------|---------|
| FSM6 | 436 | School | 91.8% | 94.3% | 91.9% | 91.2% | 88.6% | 91.3% |
| | | FFT National | 85.4% | 89.0% | 86.2% | 84.5% | 83.3% | 82.8% |
| | | Difference | +6.4% ● | +5.3% ● | +5.7% ● | +6.7% ● | +5.3% ● | +8.5% ● |
| Not FSM6 | | | All | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| Not FSM6 | 402 | School | 93.2% | 92.6% | 93.7% | 93.9% | 92.3% | 93.3% |
| | | FFT National | 92.8% | 94.6% | 93.3% | 92.4% | 92.1% | 91.3% |
| | | Difference | +0.4% | -2.0% ● | +0.4% | +1.4% ● | +0.2% | +2.0% ● |

- The punctuality gap has been drastically narrowed from for all pupils. The figures for 23/24 are
- The attendance of disadvantaged students at extra-curricular clubs and engaging with wider-curricular opportunities continues to be in-line with non-disadvantaged peers.
- There were zero permanent exclusions in 2023-2024