

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hadley Learning Community Secondary
Number of pupils in school	1200
1	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	Last review – December 2023
Statement authorised by	D.Roycroft
Pupil premium lead	P.Roberts
Governor / Trustee lead	L.Lenander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386,120
Recovery premium funding allocation this academic year	£21,937
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,000
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	£428,057

Part A: Pupil premium strategy plan

Statement of intent

At HLC we have significantly above the national average of disadvantaged students in our cohort. The socio-economic background of the local community means it is in the top 10% of deprived wards in the country with the pupil base being placed in the 4th quintile (more deprived) of all schools in terms of deprivation. Despite this, through the use of the Pupil Premium and Pupil Premium recovery funding, disadvantaged students at HLC make progress above national average. Our disadvantaged students are proud to be part of the HLC community and are ambitious and motivated to achieve the highest outcomes.

Our current pupil premium strategy is aimed at closing gaps in learning identified through our robust formative and summative assessments. We focus on reading and vocabulary development as these are key to unlocking access to the wider curriculum. There is also a focus on ensuring that our pupil premium students retain the core knowledge in their long-term memories through generative activities, retrieval practice that are delivered within coherently planned broad and balanced curriculums. Through ensuring all students know more about our subjects we advantage the least advantaged (David Didau).

Our baseline testing of the Year 7 cohort has shown that pupils, especially those recognised as receiving the Pupil Premium ever 6, have a lower numeracy age than reading age. HLC recognises the importance of being numerate in order to access learning, both in maths lessons and across the curriculum. This will be a priority for the coming year, in order to ensure improvement in this area. There is a need for a critical orientation that enables the use of mathematical information to make decisions and judgements, and to argue and challenge (Merrilyn Goos).

As a school we set ambitious attendance targets for our disadvantaged students and prioritise their wellbeing through targeted and wider support. We understand our families and the challenges that they face. It is by having this understanding we can ensure that funding is in place to support them when and where it is needed most.

Personal Development of all our students is at the heart of our school. We know that many of our students that are disadvantaged have not had the experiences and opportunities that others have been fortunate to have. We aim to ensure that no student is disadvantaged and look to target funding to support their personal development and enrichment opportunities. Through the arts, sports, STEM and curriculum we ensure that students have access to take part and experience all areas of their education and wider school life.

Key Principles:

At HLC we aim to ensure that no student is ‘disadvantaged’ by their socio-economic background. We aim to provide a comprehensive learning and pastoral system that ensures that all our students experience and thrive from our core values of belonging, respect, inspire, achieving and enjoying their lives at HLC. Knowledge-rich and coherently planned curriculums are delivered through evidence-informed quality first teaching; this is underpinned by rigorous formative assessment and targeted interventions to ensure that every student at HLC is challenged and supported to achieve their potential. We have a focus on the holistic child and see the personal development of our disadvantaged students as key to their overall success in life. We support our students to engage in selfless acts through our Project Hadley colours, develop their self-efficacy through contributing to our student parliament and widen their horizons through enrichment opportunities and engagement with post-16 education and universities. We recognise the complex challenges that many of our disadvantaged students face and therefore support them with robust pastoral systems that include first class safeguarding, an in-school mental health team and designated family support workers. We aim to ensure that all our children are proud of themselves and their place in HLC and their wider Hadley and Telford communities.

Challenges

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

Challenge number	Detail of challenge
1	Knowledge and application of tier 2 and 3 vocabulary identified through in-class quizzing and reading assessment Access Reading Test (Rising Stars) This is addressed through a whole school approach to developing vocabulary that includes use of talk partners, vocabulary that is mapped within curriculums and a 20 minute reading for pleasure session 4 days per week.
2	A significant number of disadvantaged students have reading ages below their chronological reading age. This is being addressed through a 20 minute reading for pleasure session 4 days per week and targeted reading interventions using Lexonik Advance and Leap.
3	Gaps in numeracy knowledge and skills of disadvantaged students, and other students, identified through numeracy assessment Access Mathematics Test (Rising Stars). Targeted interventions in place to close identified gaps in knowledge and skills, especially in the Year 7 cohort.
4	Gaps in core knowledge and skills of Disadvantaged students and other students, identified through summative assessments, hinge questions and formative assessment within lessons. Targeted interventions in place, with a focus on Core subjects, to close gaps in core knowledge / skills. Whole school homework strategy used to target core knowledge.
5	Due to COVID, attendance and levels of persistent absence of Disadvantaged students nationally and at HLC have been impacted. Whilst our attendance was

	above the national COVID attendance we are targeting Disadvantaged attendance to be above the disadvantaged national in 2022/23
6	We pride ourselves on the positive behaviours of our students. We look to further reduce the fixed term exclusions for Disadvantaged students each year between 2021-2024 and minimise permanent exclusion rates between 2021-2024.
7	Given the impact of COVID on the mental health and well-being of so many of our disadvantaged students we are targeting the support of these students and their families whilst ensuring outstanding safeguarding of all students. Disadvantaged students are identified as a sub-group for monitoring academically and pastorally. This allows us to provide early intervention for mental health and wellbeing via our mental health support waves and in-school interventions.
8	Promote the Personal Development of disadvantaged students through the HLC Project Hadley Colours, HLC Skills and Qualities and through the curriculum to ensure they have access to the best opportunities available. Personal Development is at the heart of the HLC values and is a priority for our Disadvantaged students.
9	During the COVID-19 pandemic we recognise that Disadvantaged students need support in identifying career pathways to make informed choices about their futures. We aim to reduce NEETs for Disadvantaged students to zero as we deliver high quality advice, information and guidance alongside real experiences of college and apprenticeships.

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
Disadvantaged students know and can use identified tier 2 and 3 vocabulary in their spoken and written work.	In-subject vocabulary hinge questions, quizzes and summative assessments demonstrate that disadvantaged students know and can use the identified tier 2 and 3 vocabulary within the curriculum.
Increase the number of disadvantaged students with reading ages in line their chronological age	Reading fluency scale will demonstrate that disadvantaged students' reading fluency and comprehension have increased to in line with their chronological age.
Gaps in numeracy knowledge for Disadvantaged students is closed. Instilling of a "HLC way" to improve numeracy on a cross-curricular basis and cross curricular nature of numeracy promoted.	Numeracy assessment demonstrate that pupil premium students' numeracy knowledge and skills have increased in line with age-related outcomes.
Disadvantaged students demonstrate they have retained the core knowledge in their long-term memories.	In-subject formative and summative assessments (hinge questions, quizzes etc) demonstrate that gaps in core knowledge have been closed.
Attendance of Disadvantaged students is above national average and levels of persistent absence is below national average.	Attendance of Disadvantaged students is above 92% and Persistent Absence is below 15%

<p>Behaviour incidences and exclusions of Disadvantaged students is reduced and remains below the national average for all students.</p>	<p>The percentage of Disadvantaged students with suspensions for 2021-24 is below national</p>
<p>Wellbeing and mental health of students is monitored and supported through our pastoral team and Personal, Social, Health, Citizenship and Economic teaching and learning.</p>	<p>Attendance of Disadvantaged students is above 92% and Persistent Absence is below 15%.</p> <p>Student voice will demonstrate that disadvantaged students feel supported with their wellbeing and mental health concerns.</p>
<p>Supporting the Personal Development of all Disadvantaged students through Project Hadley, HLC Skills and Qualities, extra-curricular activities and the HLC curriculum.</p>	<p>100% of Disadvantaged students engage with the HLC Project Hadley Colours.</p> <p>100% OF Disadvantaged students identify the HLC skills and qualities that they have achieved</p> <p>75% of Disadvantaged students taking part in personal development through extra-curriculum offers for example, arts, sports and STEM.</p>
<p>Disadvantaged students identify career and course pathways and make informed choices about their futures.</p>	<p>100% of Disadvantaged students have a sustained destination in 2022. No Disadvantaged students identified as NEET.</p> <p>100% of Disadvantaged students have high quality, regular IAG from Future Focus.</p> <p>100% of Disadvantaged students have high quality IAG in Year 7-11.</p> <p>100% of Disadvantaged students have an opportunity to visit a university in Year 9-10.</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: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All departments to be fully staffed with well qualified subject specialists. Additional staffing in core areas to support interventions and additional groups. (£80,000)	<p>Research: EEF</p> <p>Quality first teaching of early career staff is identified in the EEF research as an effective impact of PP funding spending.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending as recommended by the EEF research 2019</p>	1, 2, 3, 4, 6
Instructional coaching programme developed. 13 Instructional coaches appointed to support the coaching of all staff. Instructional Coaching is identified in all staff appraisal objectives. StepLab used to monitor instructional coaching process. (£8,000)	<p>Research: Jim Knight, Tom Sherrington, Chartered College of Teaching</p> <p>Students are disadvantaged by their gaps in knowledge because we understand things in the context of what we already know. This prevents them from being able to build complex schemata within their learning and lessons. Staff understand this cognitive science and are equipped with strategies that have been proven to support students in building robust schema for disadvantaged students.</p> <p>Instructional Coaching is the only form of CPD that reliably affects student achievement (Kraft et.al., 2018)</p>	1, 2, 3, 4, 6
Engagement with the ECF programme through Best Practice (full provider) and allocation of ECF leaders. (Fully funded by DfE)	<p>Research: Government led programme of CPD</p> <p>Nine ECTs 2022-23</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported throughout their training, is essential for a successful school and should rightly be the top priority for Pupil Premium spending as recommended by the EEF research 2019.</p>	1, 2, 3, 4, 6

	<p>The ECF states that it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. Given 30% of students are Disadvantaged, embedding high quality, evidence informed practice in ECT classrooms is essential.</p>	
<p>Whole school CPD/ resources to support vocabulary development. Purchase of Lexonik Leap and Lexonik Advance. Role of the Literacy Co-Ordinator (£5,000)</p>	<p>Research: Alex Quigley and Geoff Barton.</p> <p>EEF Teacher Toolkit demonstrates that Reading Comprehension Strategies equate to 6+ months impact on student attainment.</p> <p>As Alex Quigley says, 'Our pupils' success will be defined by their ability to read fluently and skilfully'.</p> <p>The National Literacy Trust states that 1 in 11 children and young people say they do not have a book of their own at home. This rises to 1 in 8 for disadvantaged children.</p> <p>The National Literacy Trust review (2020) of literacy at HLC states that 50% of students now enjoy reading 'a bit' as opposed to only 8.37% in 2019. Similarly, 13.5% of students' state that they do not enjoy reading in 2020 following the implementation of the Reading for Pleasure programme. However, this is a significant reduction from the pre-programme figure of 26.89% indicating that the dedicated reading sessions are having a positive impact on the students' enjoyment of reading. According to NLT, listening to narratives is becoming a preferred way of accessing texts for some students. However, the students enjoy reading both non-fiction and fiction.</p>	1
<p>Whole school CPD and resources to support development of generative practice. (£3,000)</p>	<p>Research: Fiorella and Mayar</p> <p>EEF cognitive science approaches report suggests that 'Schemas are structures that organise knowledge in the mind. When learning, the mind connects new information with pre-existing knowledge, skills, and concepts thereby developing existing schemas. Teachers often want to develop and refine learners' prior conceptions as opposed to teaching something entirely new. Approaches that compare, organise, and map concepts try to make schemas clear and visible and are thought to</p>	4,1

	support learners to organise and extend their ideas.’ Teachers therefore need to engage with generative strategies that ensure that students activate their prior knowledge using the ‘selection, organisation, integration model’.	
<p>Cluster Coached RADY programme. Appointment of Pupil Premium Intervention Lead role.</p> <p>(£5,000)</p>	<p>Research: RADY</p> <p>Implementing the RADY target approach – both the target uplift and the prior attainment adjustment, as well as ensuring the school’s tracking and monitoring system more accurately reflects any ‘live’ gaps.</p> <p>Telford And Wrekin Remote Coaching programme ensures 3.5 hours per half term of support from a coach. Access to the Professional Learning Programme (PLP) for 12 months.</p> <p>The Professional Learning Programme (PLP) is based around six recorded training modules released half termly throughout the academic year and available to all staff to access at their convenience. Access to a secure forum and additional Q&A session for the lead professional learner (LPL) in each school. Sessions will be delivered by expert trainers (and experienced school leaders) who have a wealth of knowledge on leadership and teaching of disadvantaged youngsters built up over more than six years of supporting schools across all phases in Raising the Attainment of Disadvantaged Youngsters (RADY).</p>	1,3,4,9
<p>Whole school homework strategy based on retrieval practice and embedding core knowledge into long-term memory. Creation of knowledge organisers and resources to support retrieval practice</p> <p>(£4,000)</p>	<p>Research: Kate Jones, Tom Sherrington, Dylan Williams</p> <p>As Dylan William states, ‘learning requires forgetting’.</p> <p>Retrieval practice is required for students to become proficient in retrieving knowledge; the more they practise retrieving specific knowledge, the easier and more secure it becomes.</p> <p>The knowledge gaps for disadvantaged students must be closed through reducing the forgetting curve with daily, weekly and monthly reviews. This will allow them to build robust schema.</p>	4

	<p>Knowledge gaps identified through formative and summative assessment are addressed through use of the homework policy at HLC. Disadvantaged students are given hard copies of the knowledge organisers to ensure that they are not disadvantaged by any lack of technology.</p> <p>The use of GCSE Pod and Seneca for both online homework and individual revision needs. These are referenced on schemes of learning and knowledge organisers where appropriate.</p>	
<p>CPD support from Tom Sherrington to hone and develop evidence-informed teaching and learning strategies. Whole staff CPD (6 sessions) (£8,000)</p>	<p>Research: EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>Working with Tom Sherrington to follow the EEF's putting evidence to work – a school's guide to implementation.</p>	1,2,3,4
<p>Further development of the Maths curriculum, including working with outside specialist support, focusing on creative writing and mapping skills. (£2,000)</p>	<p>Research: Craig Barton</p> <p>An external review of the Maths curriculum in 2022 has led to a thorough over hall of the curriculum and pedagogical approach. A team of instructional coaches, alongside external quality assurance and CPD from Craig Barton, is being used to further hone and embed these developments.</p>	1,2,3,4
<p>Further development of the recovery mathematics curriculum, including targeted numeracy interventions. Celebrating numeracy across the curriculum and its place in global society. (£2,000)</p>	<p>Research: Dave Tout - Increasingly research is showing that life and work in the 21st century is requiring higher levels of mathematics and numeracy of its citizens. Numeracy and mathematics are intrinsically connected and both are needed in our ever changing, globalised and technological world.</p> <p>Year 7 baseline testing shows a significantly lower numeracy scale score compared to literacy. The mathematics curriculum has been modified to increase the teaching of basic numeracy in key stage 3, along with further opportunities for cross curricular time. This will include NSPCC Number Day and specially written cross-curricular projects.</p>	3,4
<p>Identifying gaps in curriculum knowledge, skills and application through effective diagnostic testing and</p>	<p>Dylan William suggests that, from all the research and studies there have been, formative assessment practice encompassing effective feedback is our best bet for raising standards.</p>	4

<p>formative/ summative assessment. Use of standardised assessments in KS3.</p> <p>Craig Barton whole school CPD on use of whiteboards.</p> <p>Rising Stars assessment and GL Assessments for Year 7 and 8.</p> <p>(£15,000)</p>	<p>Tom Sherrington in 'Rosenshine's Principles in Action' states that, "one main purpose of weekly and monthly review is to ensure that previous learned material is not forgotten – to attenuate the natural rate of forgetting"</p> <p>Following COVID we have conducted KS3 numeracy and literacy testing for all students to identify gaps in knowledge and skills.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme in place to support students identified through diagnostic testing in core subjects.</p> <p>(£15,000)</p>	<p>Research: EEF</p> <p>The NTP programme aims to support teachers and schools in providing a sustained response to the Covid-19 pandemic and to provide a longer-term contribution to closing the attainment gap</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p> <p>In 2019-21 over 50 blocks of National Tutoring were delivered with Protocol education. Tutoring was in groups of 1:3 and in person.</p> <p>2022-23 was focused on staff delivering sessions after school and evenings</p> <p>2023-24 has driven the use of MyTutor</p> <p>Internal review of PP students included in the NTP identified that they felt they made good progress and felt more confident in lessons as the gaps in learning, due to COVID, were being closed.</p>	3,4,1
<p>Academic Mentor Programme to support students in core and EBacc curriculum areas</p> <p>(£30,000)</p>	<p>Research: EEF</p> <p>2 Academic mentors employed for 2021/2022/2023</p> <p><i>Graduates in Science and Humanities</i></p> <p>National Tutoring Programme (NTP) is the funding of Academic Mentors who will be embedded in schools, providing frequent and intensive support to pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p>	3,4,1

<p>Staffing of interventions in KS3/4 hub and nurture room to allow for targeted academic and pastoral interventions including ELSA support, mental health and wellbeing, nurture and academic support. (£10,000)</p>	<p>Research: EEF Engagement of students and positive behaviour reinforcement supports achievement of all students including disadvantaged students. EEF Toolkit +3 Months impact.</p>	<p>1,2,3,4,5,6,7,8,9</p>
<p>School Led Tutoring Sessions and staff tutoring Maths, English, Science, Geography, History and MFL (£23,000)</p>	<p>Research; We know that tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress. This is linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p>	<p>1,2,3,4</p>
<p>Ensuring access to targeted interventions sessions to support GCSE examinations. Including daily sessions and holiday sessions for Year 10/11 GCSE students. Remote Learning Interventions from 7-8pm for all subjects (£10,000)</p>	<p>Research: Internal Students have been out of education for over 6 months due to COVID19. The interventions will be targeted to ensure gaps in learning at GCSE have been closed and that disadvantaged students are prioritised as the gap between disadvantaged and other students nationally has widened due to COVID. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition in small groups (interventions) made 3+ months additional progress.</p>	<p>1,2,3,4</p>
<p>Access to technology and online resources to</p>	<p>Research: Internal Survey An internal survey has demonstrated that Disadvantaged students are less likely to have access</p>	<p>1,2,3,4,9</p>

<p>support independent learning for disadvantaged students. Provide PP students with additional home learning educational resources £10,000</p>	<p>to devices to support home learning. This includes access to Wi-Fi.</p> <p>Devices that allow Teams lessons will ensure that all students have access to remote learning.</p> <p>Government guidance states that, schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote learning.</p>	
<p>Enrolment of disadvantaged students on the Scholars programme 'Brilliant Club' to support high aspirations. (£3,000)</p>	<p>Research: Aspire to HE</p> <p>Aspire to HE has identified that HLC has a high proportion of students are NCOP. Telford is below the national average for students accessing university education.</p>	9
<p>Year 7 curriculum support – additional numeracy and literacy interventions and curriculum support staff (£25,000)</p>	<p>Research:</p> <p>Students are disadvantaged by their gaps in knowledge because we understand things in the context of what we already know. This prevents them from being able to build complex schemata within their learning and lessons.</p> <p>By scaffolding the curriculum in Year 7 students are able to build the complex schemata and access more of the wider curriculum in Year 8-11.</p>	1,2,3,4
<p>“Bidding pot” - subjects bid for extra funding for targeted interventions (£25,000)</p>	<p>Research:</p> <p>As the year progresses, subject leaders/ECs/SSMs will become aware of individualised needs of students. A “bidding pot” will be available to meet the targeted needs of individual students, with a request for funding to promote equity amongst all students. This could include (but is not exclusive to) individual revision needs, uniform needs, extra resources, payments towards educational visits.</p>	1,2,3,4,5,6,7,8,9

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

Budgeted cost: £ 153,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional EWO to support improving attendance and reducing persistent absence (£25,000)	<p>Research: EEF</p> <p>Attendance for disadvantaged students is below 'other' students, In 2019 the gap closed as a result of the EWO working closely with families and individuals. By increasing the capacity of the EWO team we will reach more families and improve attendance.</p>	5,6,7
Increasing the availability and access to a school counsellor to 1.5 days to support students mental health and wellbeing. (£10,000)	<p>Research: EEF</p> <p>Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students.</p> <p>EEF Toolkit Impact +4 Months for Emotional and Social Support</p>	5,6,7
Appointment of behavioural mentor for Year 7 to support targeted students to reduce overall fixed exclusions of disadvantaged students. Specific training to support the role with PP students. (£10,000)	<p>Research: EEF</p> <p>Engagement of students and positive behaviour reinforcement supports achievement of all students including disadvantaged students.</p> <p>EEF Toolkit +3 Months impact. (Ended in 2022)</p>	6,7,8
Appointment of 5 Ethos Champions – one per year group to support the positive culture and ethos of their own year group. (£10,000)	<p>Research: EEF</p> <p>Engagement of students and positive ethos and culture reinforcement supports achievement of all students including disadvantaged students.</p> <p>EEF Toolkit +3 Months impact.</p>	5,6,7,8,9
Recruitment of additional Student Support Manager to ensure consistent behaviour strategies are applied throughout each year group (£25,000)	<p>Research: EEF</p> <p>Parental feedback identified the importance of having a member of staff that is able to support students that is not a teaching member of staff.</p> <p>Engagement of students and positive behaviour reinforcement supports achievement of all students including disadvantaged students.</p>	5,6,7,8,9

	EEF Toolkit +3 Months impact.	
Mental Health and Wellbeing lead supporting students throughout form programme. (£5,000)	Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students. EEF Toolkit Impact +4 Months for Emotional and Social Support	7
Wellbeing and Mental Health workshops and programmes and surgeries for all students and staff. (£2,000)	Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students. EEF Toolkit Impact +4 Months for Emotional and Social Support	7
Appointment of Family Liaison Officer for home school links. (£25,000)	Research: There may be new barriers to success in school for PP students, such as reduced attendance, adaptations to school routines which may affect the behaviour of some pupils. Equally many pupils will thrive as regular routines are (re) established and school leaders focus on social and emotional needs of students .EEF Toolkit.	5,6,7
Appointment of a remote learning mentor for families (£6,000)	Research: Focus on high- quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. Support for families using a mentor will ensure no PP students are disadvantaged. EEF Toolkit. (Ended 2023)	5,7,8,9
ELSA training for staff to support the emotional literacy of PP students (£3,000)	Research: EEF Increase in Mental Health illness within school over past 3 years. This has been evidenced in disadvantaged students and other students.	6,7,

	<p>EEF Toolkit Impact +4 Months for Emotional and Social Support</p> <p>Internal evidence from reports by ELSA trained staff have indicated that students accessing the intervention have made measurable progress in curriculum areas.</p>	
<p>Development of internal wellbeing programmes including supporting staff to deliver Arthog Outreach programmes for PP students. (£10,000)</p>	<p>Research: EEF Enriching education has intrinsic benefits and there is evidence that enrichment approaches can directly impact on student outcomes.</p>	5,6,7,8,9
<p>Telford College mentor appointed to support transition of students from Secondary to post 16. (£10,000)</p>	<p>Research: Gatsby Benchmarks</p> <p>All students have access to unbiased careers guidance. The more informed students are about their options, the more likely they are to engage in their new course options.</p>	5,9
<p>HLC breakfast club (£5,000)</p>	<p>Research: Maslow's hierarchy of needs.</p> <p>All students have access to a nutritious breakfast. Food is a basic need (level 1 of the hierarchy), without which self-actualisation cannot happen (level 5).</p>	5,6
<p>HLC homework club (£5,000)</p>	<p>Research: Very often, pupil premium students have more limited access to the correct technology and resources to complete their homework and independent studies. A staffed room will assist students and provide a conducive environment to independent learning.</p>	1,3,4,6
<p>Year 10 and 11 mentoring programme (£2,000)</p>	<p>Research: This will provide an approachable role model for students to discuss academic, wellbeing and pastoral concerns. It will be future focussed and positively done to inspire HLC students to achieve beyond their potential.</p>	5,6,7,8,9

Total budgeted cost: £ 436,000

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 2022 to 2023 academic year.

Aim	Impact
Close the P8 disadvantaged gender gap	<p>The A8 of disadvantaged students is 37.45. Progress 8 (-0.4 calculated using 2019 comparisons 0.14).</p> <p>Disadvantaged females A8: 43.65</p> <p>Disadvantaged males A8: 33.7</p> <p>Disadvantaged females P8: -0.12</p> <p>Disadvantaged males P8: -0.68</p>
Increase the outcomes (5+ English and Maths) for disadvantaged students.	<p>Disadvantaged 5+ Maths: 35.8%</p> <p>Disadvantaged 5+ English: 41.5%</p> <p>Disadvantaged English and Maths 5+: 28.3%</p> <p>All 5+ Maths: 40.3%</p> <p>All 5+ English: 51.3%</p> <p>All 5+ Maths and English: 36.6%</p> <p>Teacher Assessed Grades are robust and demonstrate an upward trend of outcomes for Pupil Premium students.</p>
Improve the attendance and wellbeing of disadvantaged students	<p>The attendance of disadvantaged students has fallen due to COVID impact however monitoring is showing that there is an upward trend of attendance for disadvantaged students from September 2021. The attendance and punctuality of the students following the COVID lockdown closure is higher than the reported national averages.</p> <p>The growth of the EWO team has meant greater capacity to challenge poor attendance and return to the target of 96% for all students. In addition to a newly appointed EWO the educational mentors are in place to support students not in school.</p> <p>The new attendance and safety policy has been implemented (available on HLC website). This ensures the wellbeing and safety of all students by risk assessing all 'red' vulnerable students.</p>

Develop and embed a pastoral system based on the principles of positive restorative practice to reduce exclusions of disadvantaged students	No Pupil Premium students have been permanently excluded in over 10 years. Below national average exclusions in 2019/20, 2020/2021 and 2022/2023 for all students, including disadvantaged.
100% disadvantaged participation in the HLC citizens curriculum.	Project Hadley Colours, HLC Parliament and HLC Skills and Qualities are embedded. Tracking and monitoring of vulnerable groups of students demonstrates that the target of 80% of PP students attending extra curricular activities is being achieved.
Reduction of disadvantaged NEETS supported by an effective careers programme	Currently, given available data we are targeting 100% Gatsby benchmarks achieved and a reduction in NEETS to below national.
<p>Summer School 2023-24</p> <ul style="list-style-type: none"> • Summer School planned for the new intake of students – free to PP students • Summer Camp activity – subsidised for PP students to support transition 	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	MyTutor
SEMH projects	Smash Life
Academic Mentor Programme	MyTutor
Scholars Programme' Brilliant Club'	Scholars Programme
Birmingham Conservatoire PP engagement project	B.C. enrichment programmes funded by HLC
DofE	Arthog Outreach
SEMH projects	Bright Stars
SEMH projects	Cross Bar

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The intake for Hadley Learning Community from service families is 2%, or 23 students. The transition process is crucial in getting young people into school and immersed in the culture as quickly as possible. Identifying a mentor in the form of another service child, who understands the pressure of moving around schools, goes a long way to building friendships and confidence for the new student.</p> <p>The school uses money received from the SPP to help employ a dedicated member of staff (KP) with responsibility for oversight of the personal and academic development of service children. This adult mentor understands the demands placed on working parents in the armed forces, as well as the implications for the children and works with heads of departments, ethos champions and SSMS to track the progress, attendance, commitment to learning and pastoral welfare of this group of young people. The mentor, having previously been in the armed forces and a service child, understands that school routines are helpful when dealing with separation and worry, but some days are just too challenging and so it is important to have support in school for those tough days.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The use of funding to target intervention where a service child's progress or commitment to learning has fallen short of expectation has also been used to good effect.</p> <p>Students comment that having an interested adult mentor, who understands the demands placed on service families, has helped them to feel less isolated, especially when one of their parents is on deployment, and has helped them to build strong friendship groups</p>

	<p>to support them with their attendance during difficult times.</p> <p>The school is looking to create a 'student voice' group for the support of service children and young people. It will help students with service family links with the practical aspects of contact, and we deal with such demands and strains on a bespoke basis.</p> <p>As a result of the work that has been done, there has been a change in attitude towards service children in the wider academy community through an increased understanding of their life experiences as forces children. We provide revision guides, study skills support and recreational activities. Further value has been added as a result of receiving the SPP: the extra-curricular sporting and arts opportunities further enable our service students to become fully absorbed into academy life.</p>
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Further information (optional)

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

- Trust PP meetings for sharing good practice/monitor and quality assure
- PP review by Learning Community Trust to quality assure provision.
- Monitoring and tracking of PP involvement in clubs and activities.
- Data tracking system using SISRA for earlier academic intervention
- Targeted attendance tracking – PP priority for phone call when unauthorised absence.
- Year 7 PP Parent support sessions planned for 2023
- Target appointments made by PP parents for parents' evenings – extra phone calls/texts.
- Planned seating location of PP students in classroom.
- Rewards policy to support all learners including disadvantaged.