

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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	Hampstead School
Number of students in school	1329
Proportion (%) of pupil premium eligible students	50.83%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Matt Sadler, Headteacher
Pupil premium lead	Gloria Elliott, Deputy Head, Tamsin Morrell, Associate Senior Leader
Governor / Trustee lead	Hunter Danskin, Chair of the Governors Quality of Education Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£522,720
Recovery premium funding allocation this academic year	£144,072
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,600
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£699,392

## Part A: Pupil premium strategy plan

### Statement of intent

The Hampstead School curriculum – the total educational experience of our students – embodies our values. It fosters sophisticated critical thought and an understanding of the crucial importance of effort, within a safe, ambitious and inclusive environment. It enables learners to Think Big, Work Hard and Be Kind.

Like the community we serve, our curriculum is diverse and creative. It grows passionate, life-long learners, equipped with the skills, knowledge and confidence necessary to thrive in modern society. It provides our young people with the extracurricular opportunities, personalised guidance and necessary currency to make informed, aspirational choices about their futures.

Our curriculum celebrates what makes us different and what we have in common. An ever-developing understanding of equity, diversity and inclusion is complemented by universally high expectations; all of our students have an entitlement to an outstanding education, personalised to their needs and relevant to their context. We do not differentiate the aims, values or outcomes of our curriculum to any one group or criterion; our intent is as ambitious and as relevant to our pupil premium cohort as it is to all other student groups. We strive to ensure that all our vulnerable groups are placed at the heart of all we do.

Our curriculum is never finished. It grows and changes as we grow and change. It realises in students the belief that they can make a difference, and gives them the tools and the motivation to make the world a better place.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 teachers and students indicate that disadvantaged students generally have lower levels of reading comprehension skills than their peers. This affects their progress in all subjects.</p> <p>Over the past 2 years, our data shows increased numbers of students arriving with below age-related expectations are disadvantaged. This further indicates the impact of the pandemic on the literacy gaps for these students.</p>
2	<p>Our data indicates that the education and wellbeing of many of our disadvantaged students has been impacted by partial school closures to a</p>

	<p>greater extent than for other students. We have also identified increasing social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem and lack of confidence. These challenges particularly affect disadvantaged students, including their attainment and attendance; PP students are twice as likely to have attendance of below 92%. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, across most subjects.</p>
3	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. This results in poor behaviour for learning, and increasing need for a focus on values and ethos and routines.</p> <p>Exclusion data for the year to date indicates that 80% of exclusions are of students who are disadvantaged, compared with 20% non-PP, supporting the evidence that our disadvantaged students are less able to regulate their behaviour.</p>
4	<p>Our assessments and observations have indicated that there are a larger number of Higher Potential Learners (HPLs) at risk of underachievement in likely examination regime, this is particularly the case for our disadvantaged students.</p> <p>Our AG1 data shows that there is a gap between the grades obtained by our HPL and their targets based on FFT(D) and nearly all of our HPL who are also disadvantaged are below or significantly below their targets across the Core Subjects.</p> <p>Middle Potential Learners (MPLs) attainment rates at the 4+/5+ levels has also indicated a small gap between those achieving 5+ who are disadvantaged compared to non-disadvantaged, which is impacting their access and passport to further curriculum choice.</p>
5	<p>The pandemic has had a particularly detrimental impact on the development of Cultural Capital and Enrichment opportunities across the school. This has led to a decrease in aspirations especially in our disadvantaged cohort.</p> <p>This has indicated to us the need for further development of Careers Education, Information, Advice and Guidance (CEIAG) activities and opportunities to introduce our students to positive role models and a wider range of enrichment activities designed to promote their aspirations.</p>

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (Academic Year 2024-2025), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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Improved reading and comprehension among disadvantaged students across KS3.	<p>Data will show a closing of the gap in literacy between our disadvantaged and non-disadvantaged students. At leadership level, there will be a renewed focus on:</p> <ul style="list-style-type: none"> <li>• Whole school strategies for improving reading and comprehension</li> <li>• Reading for pleasure</li> <li>• 3-5 Year plan</li> </ul>
Improved wellbeing for disadvantaged students, with a comprehensive system of support and intervention available where appropriate.	<p>Data will demonstrate improved outcomes for those with wellbeing concerns, through close monitoring and tracking by Heads of Year.</p> <p>Increased provision of support through:</p> <ul style="list-style-type: none"> <li>• Achievement support</li> <li>• School counsellor</li> <li>• Increased provision for Mental Health</li> <li>• Mentoring programmes, including the use of Intervention Mentors and the Hub team</li> <li>• Pupil Premium Champion</li> <li>• Widening focus on attendance linked to safeguarding for this group of students.</li> <li>• Hub set up and provision delivery, uniform provision and student welfare.</li> <li>• 3-5 Year plan</li> </ul>
Improved classroom behaviour and self-regulatory skills among disadvantaged students across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This will be supported by:</p> <ul style="list-style-type: none"> <li>• PARS data on behaviour is meaningful and used to inform preventative interventions</li> <li>• The Hub – our new Student Welfare centre, incorporating a wider variety of referrals, including internal exclusion and a place for respite and investigation – use of off-site directives and other strategies as alternatives to exclusions.</li> <li>• Exclusion data suggests a reduction in the PP students receiving exclusions</li> <li>• Use of Intervention Mentors</li> <li>• Behaviour mentoring programmes etc.</li> </ul>
Improved and sustained attainment by HPLs in line with target grades by the end of KS4 MPLs achieving to allow progression	<p>Positive contribution to P8 and A8 by each group, due to the risk of reduced outcomes for these students given changes to assessment system from the last 2 years, which provided additional support to these groups.</p> <p>This will be demonstrated by 2024/25 cohort in light of other interventions in place to support their progress.</p> <p>Increased number of HPLs and MPLs achieving their target grades, and demonstration of closing the gap of</p>

	attainment between disadvantaged and non-disadvantaged students.
A comprehensive and diverse programme of enrichment and CEIAG opportunities will be embedded within faculties to increase aspirations, especially for our disadvantaged students.	<p>By the end of our current plan in 2024/25, all students will have had multiple opportunities to engage with different enrichment and CEIAG opportunities, to include:</p> <ul style="list-style-type: none"> <li>• Engagement with a wide range of positive role models, embedded through CEIAG in faculties and wider provision</li> <li>• Programme of enrichment embedded across all faculties with targeting of disadvantaged students where appropriate to engage with as many different opportunities as possible, including but not limited to: <ul style="list-style-type: none"> <li>○ Educational visits</li> <li>○ Off-timetable days</li> <li>○ STEAM activities</li> </ul> </li> </ul>

## 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: £191,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning Continuous CPD – using TOIL time, including staff briefing</p> <p>Focussing on:</p> <ul style="list-style-type: none"> <li>• Behaviour for learning</li> <li>• Routines</li> <li>• Inclusive questioning</li> <li>• Participation</li> <li>• Reading</li> <li>• Feedback</li> </ul>	<p>Teachers “continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice”. By keeping teachers informed of latest research and giving opportunities to reflect and develop their teaching strategies outcomes improve.</p> <p><a href="#">Education Endowment Foundation EEF Project - Research learning communities</a></p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Education Endowment Foundation Toolkit - Mastery-learning</a></p> <p><a href="#">Education Endowment Foundation Toolkit - feedback</a></p>	1, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English and therefore all other subjects:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4

Instructional Coaching We will fund professional development and instructional coaching focussed on each teacher's subject area.	Instructional coaching allows teachers to take more responsibility for developing their practice, and therefore they become stronger teachers leading to better outcomes for students:  <a href="#">Chartered College - Instructional coaching for school leaders</a>	1, 3, 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 377,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Mentors – employed to work in a variety of roles across the school, including supporting with tuition and restorative practice in the Hub.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Employment of a part time Bilingual Teaching Assistant to support with increasing number of EAL students arriving who are usually also disadvantaged students to help ease their transition into the UK Educational system and to learn English.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Recognising the needs of our students has allowed us to target the use of TAs:  <a href="#">Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</a>  They can also be used to as an effective method to support low attaining students or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:	1, 3

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Employment of Subject specific Teaching Assistants for Maths (funded by Richard Reeves Foundation), to work with individual and small groups of students particularly those disadvantaged to close the attainment gap. Use of NTP.	<p>As above, we have recognised the impact that TAs can make when deployed effectively and have recruited to allow for effective intervention in each of these areas.</p> <p><a href="#">Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3, 4
Home learning focus to support with engagement in home learning and develop more independent learning skills. To include use of Seneca Learning across faculties.	<p>Evidence suggests that homework has a positive impact on students learning, but that providing a space for students who may not be able to learn at home is key. This will be a whole school initiative at Senior Leadership level and will include emphasis on online platforms to support home learning.</p> <p><a href="#">Education Endowment Foundation - Toolkit - Homework</a></p> <p>This club also allows for the Intervention Mentors to work in small groups to benefit our disadvantaged students more:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4, 5

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

Budgeted cost: £ 129,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Hub lead to increase capacity allowing for mentors, ELSAs and the school counsellor to offer more tailored	Both targeted interventions and universal approaches have positive overall effects. The recruitment of a new Hub Lead allows us to develop capacity in this area and also increase our provision.	2, 3



and individual support as required. Use of external agencies to deal with specific mental health and wellbeing needs.	<p><a href="#">Education Endowment Foundation - Toolkit - Behaviour interventions</a></p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></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><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
Implementation of the Hub as a unit to support students in need to immediate respite as well as a more prolonged time to regulate and reflect of their behaviours. Also to learn how to develop their behaviours more positively through mentoring and more tailored support.	<p>We need to teach students how to regulate their behaviour and emotions and how to think about their learning:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Social and emotional learning interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning:</p> <p><a href="#">Education Endowment Foundation - Toolkit - Social and emotional learning</a></p> <p>Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. It does show some positive impact when used effectively over a prolonged period of time:</p> <p><a href="#">Education Endowment Foundation - Toolkit - Mentoring</a></p>	2, 3
Magic Breakfast Club	Although the evidence for the Magic Breakfast is not conclusive in its impact, we recognise	2, 5

	<p>that the large percentage of disadvantaged students in our school necessitates this intervention:</p> <p><a href="#">Education Endowment Foundation - Projects - Magic breakfast</a></p>	
Extra- Curricular enrichment activities to include visiting speakers and activities in class and outside of lesson time	<p>To meet their aspirations about careers, university, and further education, students often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="#">Education Endowment Foundation - Toolkit - Aspiration interventions</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="#">Education Endowment Foundation - Toolkit - Arts participation</a></p>	5
School uniform, equipment supplies, revision guides and other resources specifically for disadvantaged students, to include ICT equipment as needed	<p>We have allocated funding to support with the provision of specific resources in individual and group cases where it is deemed appropriate to ensure that no student is inadequately equipped due to disadvantage:</p> <p><a href="#">Education Endowment Foundation - Toolkit - School uniform</a></p>	
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 699,321**

## 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 students in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged students was lower than in previous years in key areas of the curriculum. 2022 GCSE Outcomes showed that 62.6% of disadvantaged students achieved English/Maths 4+ compared with 72.6% of non-disadvantaged students. This gap is also evident at the English/Maths 5+ level and wider still at English/Maths 7+ with 8.1% of disadvantaged students achieving at this level compared with 18.4% non-disadvantaged. This links to our current priority of improving attainment for our Higher Potential Learners.

Although in previous years this gap had been closing results from during the pandemic demonstrate that this gap is now wider than before.

Absence and issues with wellbeing continues to impact outcomes, and knowledge gaps. Continuous work on developing and adapting to this context, has in part mitigated some of these issues as evidenced by the sustaining of CAG/TAG outcomes in some subjects.

Improved use of data has led to a swifter response to low level behaviour issues, by the Hub Team, ensuring incidents do not escalate, leading to a reduction in students visiting the Hub for a sustained period of time.

The year so far has seen a significant reduction in the number of fixed term suspensions. This can be explained by:

- Ø Improved behaviour and a smaller number of serious incidents
- Ø Strengthening in-school provision (e.g. the Hub and the Base)
- Ø Use of off-site directives as an alternative to suspension

In absolute terms, vulnerable groups are now less likely to be affected by suspension. However, although numbers are very small, it is important to note that the current suspension figures reflect embedded school and national trends. The data suggests that boys, disadvantaged students, students with a Special Educational Need and Black Caribbean students are disproportionately likely to be suspended. The small numbers

we are dealing with may not be statistically significant, but we can draw from previous years to see a continuation of previous patterns.

Increased funding was given to Enrichment opportunities and further work continues this year to ensure we can measure the uptake of such opportunities, which may lead to the introduction of a new system.

## 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NIL
What was the impact of that spending on service pupil premium eligible pupils?	n/a

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activities that are not being directly funded by pupil premium or recovery premium. These will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We liaise regularly with Camden and our local schools to learn from their approaches.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.