

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 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 | Hampstead School |
| Number of pupils in school | 1328 |
| Proportion (%) of pupil premium eligible pupils | 55.36% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Matt Sadler, Headteacher |
| Pupil premium lead | 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 | £501,555 |
| Recovery premium funding allocation this academic year | £74,819 |
| 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 | £576,374 |

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 criteria; our intent is as ambitious and as relevant to our pupil premium cohort as it is to all other pupil groups.

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 pupils.

| 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 as well as oracy and grammar skills than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 our data shows that 75% of those arriving with below age-related expectations are disadvantaged. This compares with 49% of those arriving with at or above age-related expectations being disadvantaged in the current cohort.</p> <p>This is also an increase on previous years, current year 8 had 64% of those arriving with below age-related expectations are disadvantaged. This further indicates the impact of the pandemic on the literacy gaps for these students.</p> |

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| 2 | <p>Our assessments, observations and discussions with staff, students and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. We have also identified increasing identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem and lack of confidence to attempt and be resilient around tasks, with a 'fear of failure' mentality. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, this is across most subjects.</p> |
| 3 | <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. This results in poor behaviour for learning, and increasing need for a Trauma Informed Practice approach and the teaching of self-regulation strategies.</p> <p>Exclusion data for the year to date indicates that 61% of exclusions are of students who are disadvantaged, 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 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 63% of HPL also disadvantaged, are significantly below their targets across the Core Subjects.</p> <p>Middle Potential Learners attainment rates at the 4+/5+ levels has also indicated a gap, which is impacting their access and passport to further curriculum choice. 68% of MPLs who also disadvantaged, are significantly below their targets across the Core Subjects.</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 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**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| 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. To support this, a literacy coordinator will be appointed with responsibility for:</p> <ul style="list-style-type: none"> • Whole school strategies for improving reading and comprehension • Whole school strategies for developing oracy skills • Re-implementation of Listen Ear strategies • 3-5 Year plan |
| Improved wellbeing for disadvantaged students, with a comprehensive system of support and intervention available where appropriate. | <p>Data will demonstrate improved outcomes 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"> • Achievement support • School counsellor • Mentoring programmes, including the use of Intervention Mentors and Behaviour Mentors • Widening programme surrounding Youth Safety within the local community • The Hub • 3-5 Year plan |
| Improved classroom behaviour and self-regulatory skills among disadvantaged pupils across all subjects. | <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This will be supported by:</p> <ul style="list-style-type: none"> • PARS data on behaviour • Hub set up and provision delivery • Exclusion data • Use of Intervention Mentors • Behaviour mentoring programmes – COVID specific needs etc. |
| 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 by each group due to risk of reduced outcomes given changes to assessment system from the last 2 years.</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 attainment between disadvantaged and non-disadvantaged students.</p> |
| A comprehensive and diverse programme of enrichment and CEIAG opportunities will be embedded to increase | <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> |

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| <p>aspirations, especially for our disadvantaged students.</p> | <ul style="list-style-type: none">• Engagement with a wider range of positive role models, embedded through CEIAG in faculties and wider provision• 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">○ Educational visits○ Progression and career days○ STEAM activities |
|--|--|

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: £2,873 for Literacy Coordinator post and £3,000 (from a Teaching and Learning budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Teacher Learner Communities – using TOIL time</p> <p>Focussing on:</p> <ul style="list-style-type: none"> • Disciplinary Literacy • Activating hard thinking • Responsive teaching | <p>Teacher Learning Communities are groups of teachers who “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>Education Endowment Foundation EEF Project - Research learning communities</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Education Endowment Foundation Toolkit - Mastery-learning</p> <p>Education Endowment Foundation Toolkit - feedback</p> | <p>1, 3, 4</p> |
| <p>Recruitment of literacy coordinator</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</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>word-gap.pdf (oup.com.cn)</p> | <p>1, 4</p> |

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| | Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | |
| 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: Chartered College - Instructional coaching for school leaders | 1, 3, 4 |

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

Budgeted cost: £ 132,153

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Intervention Mentors – ex- Year 13 students employed to work in a variety of roles across the school, including supporting with tuition, and the Hub. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 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: Teaching Assistant Interventions - Education Endowment Foundation - Toolkit They can also be used to as an effective method to support low attaining pupils or those falling behind, both one-to-one: | 1, 3 |

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| | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Employment of Subject specific Teaching Assistants for English, Maths (funded by Richard Reeves Foundation), Science and Social Sciences, as well as an Academic Mentor in MFL to work with individual and small groups of students particularly those disadvantaged to close the attainment gap.</p> | <p>As above, we have recognised the impact that TAs can make when deployed effectively. As such, have recruited across the Core Subjects and Social Sciences and MFL to allow for effective intervention in each of these areas.</p> <p>Teaching Assistant Interventions - Education Endowment Foundation - Toolkit</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 3, 4 |
| <p>Home learning club run by the Intervention Mentors daily, to support with engagement in home learning and develop more independent learning skills.</p> | <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.</p> <p>Education Endowment Foundation - Toolkit - Homework</p> <p>This club also allows for the Intervention Mentors to work in small groups to benefit our disadvantaged students more:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2, 4, 5 |

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

Budgeted cost: £ 43,990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Recruitment of a Behaviour Mentor to support within the Hub | Both targeted interventions and universal approaches have positive overall effects. The recruitment of a new Behaviour Mentor allows | 2, 3 |

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| <p>and increase capacity allowing for mentors and the school counsellor to offer more tailored and individual support as required.</p> | <p>us to develop capacity in this area and also increase our provision.</p> <p>Education Endowment Foundation - Toolkit - Behaviour interventions</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</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>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> | <p>We need to teach students how to regulate their behaviour and emotions and how to think about their learning:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Social and emotional learning interventions seek to improve pupils' 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>Education Endowment Foundation - Toolkit - Social and emotional learning</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>2, 3</p> |

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|---|---|------|
| | Education Endowment Foundation - Toolkit - Mentoring | |
| Magic Breakfast Club | <p>Although the evidence for the Magic Breakfast is not conclusive in its impact, we recognise that the large percentage of disadvantaged students in our school necessitates this intervention:</p> <p>Education Endowment Foundation - Projects - Magic breakfast</p> | 2, 5 |
| 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>Education Endowment Foundation - Toolkit - Aspiration interventions</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Education Endowment Foundation - Toolkit - Arts participation</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>Education Endowment Foundation - Toolkit - School uniform</p> | |
| Contingency fund for acute issues. | 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. | All |

Total budgeted cost: £ 179,016

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. 62.6% of disadvantaged students achieved English/Maths 4+ compared with 68% of non-disadvantaged students. This gap is also evident at the English/Maths 5+ level and wider still at English/Maths 7+ with 15% of disadvantaged students achieving at this level compared with 22% 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 the pandemic demonstrates that this gap is now wider than before.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources, recorded lessons and teachers working hard to deliver 'live lessons', particularly to Years 11 and above, but many of our disadvantaged students were disproportionately affected by access to technology issues as well as challenging home circumstances that made it difficult for them to engage with this work productively.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan as well as investing in the development of their Cultural Capital and our Enrichment Programmes as a mechanism to raise aspirations.

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 | Manning's Tutors |
| | |

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 is not being directly funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils 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 pupil 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 pupils 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 pupils 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 pupils. 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 pupils.

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 pupils.