



Pupil premium strategy statement – Haberdashers' Adams

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1090 (726 in years 7-11)
Proportion (%) of pupil premium eligible pupils	5.8% (Plus 4.7 % service premium)
Academic year/years that our current pupil premium strategy plan covers	2024/25 – 2026/27
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Daniel Biggins
Pupil premium lead	Esther Moss
Governor / Trustee lead	Colin Watt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,153 £60,560 (with service premium)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£60560

Part A: Pupil premium strategy plan

Statement of intent

At Haberdashers' Adams, we believe that disadvantage outside of school should not equate to disadvantage within it. Our ambition is that disadvantaged pupils achieve highly, participate fully in school life, and leave us with outcomes comparable to their non-disadvantaged peers.

Given the relatively small number of pupil premium pupils within a highly academic grammar school context, we are particularly mindful of the need to remove barriers discreetly, avoid stigma, and provide support that is aspirational rather than deficit based. Our strategy therefore combines targeted financial support, bespoke academic and pastoral interventions, and adjustments to whole school practice to ensure equity of access, opportunity and outcome.

Our approach is underpinned by two core principles:

1. **Careful and evidence informed allocation of funding** to areas of greatest need and impact.
2. **Intelligent adaptation of school systems and expectations** so that disadvantage does not limit access to learning, enrichment or wider school life.

Challenges

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

Challenge number	Detail of challenge
1	Access to equipment and aids to learning, especially given that a great deal of learning and support for learning takes place online and is reliant on technology.
2	Access to quiet workspaces at home where students can work without disruption.
3	Reduced access to academic support from family members. Many disadvantaged pupils are first generation grammar school students, and some families are unfamiliar with the academic demands of selective education
4	Pride – given that our disadvantaged population is very low, a stigma exists from some pupils who are very keen to let others know that they are no “different” to them.
5	Low levels of TA support and withdrawal groups in school – it is not the norm in this school for classes and individuals to have TA support in or out of classrooms. This ties in with point 4.

6	Transport and distance – given that the school does not have a designated catchment area, some pupils are unable to participate in the wider life of the school as they are reliant on school buses for transport, which restricts them to activities that take place during the school day.
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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 pupils make excellent academic progress	Disadvantaged pupils are in the top quartile of their year group for progress 8.
Disadvantaged pupils secure strong outcomes in English and Maths	100% of disadvantaged pupils secure grade 5 or above at GCSE
Disadvantaged pupils attend well	Disadvantaged pupils attend at 96% or above
Disadvantaged pupils engage well with school	All disadvantaged pupils to be part of at least one, regular non-curriculum activity
Disadvantaged pupils behave excellently	Suspension rates of disadvantaged pupils is in line with or below non-disadvantaged pupils

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

Budgeted cost: £ 739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All departments to be fully staffed with well qualified subject specialists –</i>	Recruitment and retention strategies in place to ensure our pupils have access to quality first teaching. The evidence from the	1, 3, 4, 5

<i>recruitment to prioritise above all skills in teaching and learning.</i>	Education Endowment Foundation 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) is that quality teaching is the most important lever that schools have to improve outcomes for pupils.	
<i>Teaching staff to have high-quality CPD and access to individual training. This is through PD days from external specialists, twilight sessions and internal CPD.</i>	The evidence from the Education Endowment Foundation 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) is that quality teaching is the most important lever that schools have to improve outcomes for pupils.	1, 3, 4, 5
<i>Pupils to have greater access to revision materials and strategies both for in school and outside of it.</i>	Many studies, most notably that of Prof. John Dunlosky in 2013 conclude that effective revision techniques lead to improved outcomes.	1, 3, 5, 6

Targeted academic support

Budgeted cost: £ 18,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Bespoke literacy interventions for disadvantaged pupils</i>	The Education Endowment Foundation have found in their research that “As students progress through an increasingly specialised secondary school curriculum, there is a growing need to ensure that students are trained to access the academic language and conventions of different subjects.” EEF, 2018	1, 2, 3, 5
<i>In and out-of classroom support provided to assist the teaching in the classroom. This is through out nonteaching support staff.</i>	The evidence from Best Practice Network is that “there is emerging evidence that TAs can provide noticeable improvements to pupil attainment.” TA_Guidance_Report_Interactive.pdf (bestpracticenet.co.uk)	3, 4, 5

<p><i>Bespoke interventions e.g. LSAT support, BSAT support, EAL mentoring, PP mentoring (all PP pupils), skills builders, ELSA, confidence boosters.</i></p>	<p>The Education Endowment Foundation supports the view that individual and bespoke support tailored to an individual's needs will be a support to academic success: "Individualised instruction can be an effective approach to increasing pupil attainment." https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</p>	<p>2, 3, 4, 5</p>
<p><i>Mentoring and revision activities (by subject)</i></p>	<p>As above</p>	<p>2, 3, 4, 5</p>

Wider strategies

Budgeted cost: £ [41,002]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School opportunities funding programme. This allows for the purchase of equipment, uniform, study aids, transport, trips, music lessons and other opportunities that require funding.</i></p>	<p>Sage journals https://journals.sagepub.com/doi/full/10.1177/1469787418808988 show that there is a positive impact on academic outcomes and wellbeing by pupils being involved in wider aspects of school life.</p>	<p>All</p>
<p><i>Inclusion Officer and TA (PP) employment, mentoring and activities</i></p>	<p>UNISEF (Inclusive education UNICEF) believe that an inclusive education "is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive"</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Attendance Officer and EWO employment and related activities</i></p>	<p>Gov.uk conclude from their studies on the links between attendance and academic success is that those who attend best receive higher outcomes. https://explore-education-statistics.service.gov.uk/findstatistics/the-link-between-absence-and-attainment-at-ks2-andks4</p>	<p>All</p>

Total budgeted cost: £ [60,560]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All 8 Pupil Premium students completed a full suite of GCSEs, with 6 students achieving 10 GCSEs and 2 students achieving 9 GCSEs. Across the cohort, a total of 77 GCSE grades were awarded, ranging from grade 4 to grade 9. Of these, 27 grades were at 7–9, 66 were at 5+, and all 77 were at grade 4 or above, meaning 100% of entries resulted in a standard pass or better.

Whole-school attendance was strong at 94.8%, with disadvantaged pupils slightly higher at 95.1%. In Year 11, attendance for disadvantaged pupils was particularly strong, sitting 8.9 percentage points above the national average at the Easter break.

There were two suspensions for PP pupils in the last academic year. The suspension rate is 2.78% compared to the school rate of 2.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

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

How our service pupil premium allocation was spent last academic year

A continued strategic focus has been placed on supporting Service Premium pupils over the past 12 months. In addition to access to funding for opportunities and ongoing 1:1 pastoral mentoring, a structured programme of activities has again been delivered this year. This has brought Service children together as a distinct group, enabling them to build connections with peers who share similar experiences while engaging in a range of enriching activities.

This academic year, pupils have taken part in:

- Activity day at Harper Adams University
- Arthog experience days
- Walk up The Wrekin
- Visit to Hoo Zoo
- Trip to Ironbridge
- Canoeing trip

Alongside this, further investment has been secured to enhance provision, with the social space at the Longford Pavilion now developed into a hybrid teaching space. This is being used to support outdoor education mornings led by the Service Premium/Pupil Premium lead, further strengthening both academic and pastoral provision for these pupils.

The impact of that spending on service pupil premium eligible pupils

The strategy has made a strong impact, with strong attendance at the activity days and a strong group-dynamic. This has been so successful that non-SP students have asked whether they can participate.

Attendance for SP pupils is very strong – 96.6%.

Behaviour is also excellent with no suspensions reported for 2023/2024 or 2024/2025.

Further information

In addition to the funded strategies described in this document, the school also supports disadvantaged pupils in other ways. For example, through quality-first teaching, disadvantaged students benefit through:

- targeted questioning
- additional verbal and written feedback
- targeted live marking during lessons
- strategic seating plans

The school also ensures that it avoids the “soft bigotry of low expectations” (Teachertoolkit.co.uk, 2019) with all of our students and have high ambitions and aspirations for all.

The school ensures that disadvantaged pupils are also provided with enriching experiences that build both their social and cultural capital, in the following ways:

- Ensuring all disadvantaged pupils have opportunities to develop their leadership skills
- Providing pupils with the opportunity to develop skills in travel, languages and in networking through for example trips to Haberdashers’ Hall in the City of London.
- By ensuring that all disadvantaged pupils have the opportunity to represent their school in many areas.
- For ensuring that all pupils learn to play an instrument during year 7.
- Providing ample opportunities to learn and develop new skills in (potentially) previously unexplored areas – such as rugby, cricket, athletics, hill-walking, map reading, combined-cadet forces, debating etc.