Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	1253
Percentage of FSM6 students in school	33%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	D.Roycroft (Principal)
Pupil premium lead	M.Farley (Vice Principal)
Governor / Trustee lead	L Lenander (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£406,768
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	£406,768

Part A: Pupil premium strategy plan

Statement of intent

At HLC, our ambition is to ensure that no pupil is restricted by disadvantage and that all students—regardless of background—can belong, respect, inspire, succeed and enjoy their education. Our context demonstrates significant levels of need: 32.29% of students are FSM6, 19.15% receive SEN support, 3.29% hold an EHCP and 30.10% speak English as an additional language. The school serves an area categorised as well above average in deprivation, within the lowest 5% nationally for income and the lowest 10% for employment and health. These factors shape both the scale of our responsibility and the ambition of our strategy.

Our intent is to eliminate the attainment and progress gap between disadvantaged and non-disadvantaged students. Disadvantaged pupils at HLC currently make progress broadly in line with national FSM6 averages, and we are committed to deepening and sustaining this progress. Our strategy directs Pupil Premium funding towards evidence-informed approaches that remove barriers to learning, promote strong attendance and wellbeing, and ensure equal access to all aspects of school life.

Quality First Teaching sits at the core of our approach. Our knowledge-rich, coherently sequenced curriculum—delivered through evidence-informed practice—prioritises reading, vocabulary and numeracy as gateways to the wider curriculum. Diagnostic assessment guides targeted intervention, ensuring that misconceptions and gaps are addressed quickly and effectively. We recognise that many pupils, particularly those eligible for Pupil Premium, enter with low numeracy ages, and numeracy development therefore remains a strategic priority.

We focus on the whole child. Our pastoral and safeguarding systems, in-school mental health team and dedicated family support workers ensure that disadvantaged pupils are safe, supported and able to engage fully with learning. We set ambitious attendance targets and work proactively with families to reduce barriers created by socio-economic pressures.

We also understand that disadvantage often restricts access to enrichment and cultural capital. Therefore, we invest in opportunities across the arts, sports, STEM, leadership and wider personal development. Through programmes such as Project Hadley Colours and Student Parliament, we strengthen pupils' character, confidence and sense of belonging.

Our values guide every aspect of our strategy.

- Belong – Creating a supportive community where every pupil feels included.
- Respect – Ensuring fairness, dignity and high expectations for all.
- Inspire – Motivating pupils through aspirational teaching and rich experiences.
- Succeed – Removing barriers so every learner can achieve their potential.
- Enjoy – Enabling students to access, participate in and enjoy all aspects of school life.

Through this strategy, we aim not only to close gaps but to create conditions where disadvantaged pupils thrive academically, personally and socially. By ensuring that all students know more, experience more and believe more in themselves, we continue to advantage the least advantaged and equip every learner for future success.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in key subjects – The overall attainment of our disadvantaged pupils is generally lower than that of their peers. For example, internal assessments (especially in maths and science) indicate that many disadvantaged students struggle with multi-step problem solving and apply prior knowledge less securely. On entry to Year 7, a larger proportion of disadvantaged pupils arrive below age-related expectations in core subjects compared to non-disadvantaged pupils, reflecting a national trend of an early attainment gap [educatione...ion.org.uk]. Without intervention, this gap tends to widen during their time at our school (and nationally, disadvantaged pupils finish secondary school almost 19 months behind their peers on average.
2	Attainment gap in Maths - The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last 3 years indicate that 36.4% of our disadvantaged pupils arrive below age-related expectations compared to 18.5% of their peers. Subsequent internal and external assessments show that this gap is 19.8% (5+EM) during pupils' time at our school. The gap widens by 1.9%
3	Literacy skills (reading and vocabulary) – Assessments, observations, and discussions with pupils indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. Many have a more limited vocabulary and weaker oral reading fluency, which impacts their understanding across all subjects. On entry to Year 7, a significant number of our disadvantaged pupils have reading ages below chronological age or below expected Key Stage 2 levels. This gap in literacy persists through schooling unless addressed. (Nationally, 83% of schools cite literacy challenges as a key barrier for disadvantaged learners [educatione...ion.org.uk], and limited literacy underpins wider attainment gaps.)
4	Metacognitive and self-regulation skills – Our observations and lesson monitoring suggest that many lower attaining disadvantaged pupils lack effective metacognitive strategies for learning. When faced with challenging tasks, they often struggle to plan, monitor, and evaluate their approach. For instance, in subjects like maths and science, these pupils have difficulty checking their answers or

	adjusting their methods when stuck. They are less likely to use "learning to learn" techniques independently – a pattern also noted in research, which indicates disadvantaged students are less likely to deploy metacognitive strategies without explicit teaching. This gap in self-regulation means they don't always know how to help themselves progress, which hinders their achievement across the curriculum.
5	Attendance and punctuality – Our attendance data over recent years show that disadvantaged pupils attend less regularly than others. The average attendance for disadvantaged pupils has been consistently a few percentage points lower than for non-disadvantaged pupils. Moreover, a disproportionately high number of our disadvantaged students fall into the "persistently absent" category (attendance below 90%). Absenteeism is negatively impacting these pupils' progress and attainment across subjects. This challenge is in line with national trends – for instance, schools commonly highlight attendance as a major issue for disadvantaged learners (78% of schools in one analysis) [educatione...ion.org.uk]. In our context, persistent absenteeism often correlates with other factors like family difficulties or mental health, compounding the barrier. Improving attendance is therefore critical to raising achievement for these pupils. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils. 30.5% of disadvantaged pupils have been 'persistently absent' compared to 16.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Social, emotional and mental health (SEMH) and wellbeing – Through wellbeing surveys, behaviour logs, and conversations with pupils and families, we have identified a range of social and emotional challenges affecting many of our disadvantaged pupils. Issues such as anxiety, low self-esteem, bereavement or other trauma, and, in some cases, diagnosed mental health conditions (like depression) are more prevalent in this group. These challenges negatively impact pupils' concentration, behaviour, and academic performance. Teacher referrals for pastoral or counselling support are high: currently, a notable cohort of students require additional SEMH support (many of whom are disadvantaged). This reflects the fact that SEMH and wellbeing needs are frequently a key barrier for disadvantaged learners (cited by 74% of schools in a recent EEF survey) [educatione...ion.org.uk]. If unaddressed, these issues can lead to disengagement from learning and lower attainment.

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 attainment for disadvantaged pupils across the curriculum, particularly in maths. Disadvantaged students will make strong progress from their starting points, narrowing any achievement gaps.	By 2027/28: - Disadvantaged pupils achieve an average Attainment 8 score of at least 45.9 (signifying good progress across 8 subjects). - The percentage of disadvantaged pupils

	achieving a Grade 5+ or above in GCSE Maths is raised by 10% from the current baseline, and the gap between disadvantaged and non-disadvantaged in Maths 5+ outcomes has reduced by 10%. - In internal assessments and GCSE results, disadvantaged pupils perform closer in line with their non-disadvantaged peers, indicating a closing attainment gap.
Improved reading comprehension and literacy skills among disadvantaged pupils at Key Stage 3. Pupils will develop stronger reading fluency and understanding, enabling them to access the full curriculum.	- Reading age tests and English assessments show an average improvement of 41 months reading age for disadvantaged pupils, outpacing the expected chronological improvement and narrowing the literacy gap with peers. - The disparity between disadvantaged and non-disadvantaged pupils in reading comprehension scores (e.g. in annual NGRT or internal reading exams) is reduced. - Teachers report greater engagement and comprehension from disadvantaged readers in class across subjects; work scrutiny shows improvements in vocabulary and understanding.
Enhanced metacognitive and self-regulatory skills among disadvantaged pupils. Pupils become more confident independent learners who can monitor and direct their own learning effectively.	- Teacher reports and classroom observations indicate that disadvantaged pupils are increasingly able to articulate their thinking, choose appropriate strategies for tasks, and self-correct or seek help when needed (e.g. more pupils using revision plans, checking work against success criteria, etc.). - Homework completion rates improve for disadvantaged pupils (closing the gap with other pupils), and the quality of independent work indicates better self-management and persistence. - By 2027/28, internal surveys show a higher proportion of disadvantaged students agreeing that they understand how to improve their work and feel in control of their learning (reflecting improved self-regulation).
Higher attendance rates for all pupils, particularly our disadvantaged pupils. All pupils attend school consistently, reducing learning lost to absence.	- By 2027/28, overall attendance for the school is 95% or above. The attendance gap between disadvantaged and non-disadvantaged pupils is reduced by 2 percentage points, moving closer to parity. - The persistent absence rate (percentage of pupils missing 10%+ of sessions) for disadvantaged pupils decreases to 20%, which is no more than 5% higher than the rate for other pupils. (In other words, the gap in persistent absence has been

	significantly narrowed, if not closed.) - Improved punctuality and fewer lessons missed due to lateness among disadvantaged students (monitored via daily logs), contributing to better continuity in learning.
Improved wellbeing and social-emotional skills for all pupils, including disadvantaged pupils. Pupils have higher resilience, confidence and satisfaction in school life	- Sustained high levels of reported wellbeing by 2027/28, as evidenced by: - Qualitative data from student voice forums, annual pupil surveys, and parent feedback, which show positive trends in how safe, happy and supported disadvantaged pupils feel. - A significant increase in participation in enrichment activities (clubs, trips, leadership roles) among disadvantaged pupils, indicating greater engagement and confidence (with participation rates rising to be at least proportionate to their representation in school). - Pastoral records show a reduction in the number of disadvantaged pupils requiring intensive wellbeing/mental health interventions over time (as preventative and early support has impact).

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: £*180,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the LCT Learning framework	The Education Endowment Foundation (EEF) consistently highlights that high-quality teaching is the most effective way to close the attainment gap for disadvantaged pupils. Their Guide to the Pupil Premium (2021, updated 2025) recommends prioritising investment in evidence-based teaching strategies before targeted or wider interventions. The Learning Community Trust's (LCT) structured lesson model—Remember, Learn, Practice, Review—operationalises many of the EEF's most impactful approaches and aligns closely with Rosenshine's Principles of Instruction. Each phase is underpinned by robust evidence: - Remember (Activating Prior Knowledge): Daily review and retrieval practice help pupils connect new learning to existing knowledge, improving retention and understanding. This is a low-cost, high-impact strategy supported by cognitive science and Rosenshine's first principle. - Learn (Explicit Instruction): Clear modelling and explanation are especially important for disadvantaged pupils who may lack background knowledge. This phase reflects the principles of mastery learning, which the EEF rates as having a moderate impact (+5 months), particularly when paired with feedback and support. - Practice (Guided Practice with Feedback): Formative assessment and feedback during this phase are rated by the EEF as high impact for very low cost (~+6 months). Feedback that is specific, actionable, and metacognitive in nature is especially beneficial for lower attainers. The LCT	1,2,3,4

	framework's emphasis on live feedback and responsive teaching mirrors the EEF's findings from its Embedding Formative Assessment trial. • Review (Independent Practice and Consolidation): Independent application of learning, followed by structured review, supports long-term retention. Rosenshine recommends aiming for 80% success before moving on. The LCT model includes exit tasks and review activities to check understanding and inform next steps. • Metacognitive Strategy Instruction: Teaching pupils how to plan, monitor, and evaluate their learning is one of the most cost-effective strategies identified by the EEF, with an average impact of +7 to +8 months. This is particularly effective for disadvantaged pupils and is embedded throughout the LCT framework. Metacognition and self-regulation | Teaching and Learning Toolkit | EEF	
Implementation of the LCT Learning framework (StepLab Instruction coaching)	StepLab's instructional coaching model is firmly grounded in evidence and aligns with the Education Endowment Foundation's (EEF) guidance on effective professional development. It incorporates all 14 "active ingredients" identified by the EEF—covering knowledge-building, motivation, technique development, and embedding practice—through structured cycles of goal-setting, modelling, rehearsal, feedback, and action planning. Research shows that approaches rich in these mechanisms have the greatest impact on teacher practice and pupil attainment. Instructional coaching, as implemented by StepLab, is one of the most effective forms of CPD: meta-analyses (e.g., Kraft et al., 2018) report found an effect size of approximately +0.49 on teachers' instructional skills/practices and about +0.18 on student achievement as a result of coaching interventions.	1,2,4
LCT Assessment policy	Extensive research underscores formative assessment and feedback as among the most effective instructional strategies. Pioneering work by Black & Wiliam (1998) demonstrated through comprehensive classroom studies that improving students' formative feedback can yield significant gains in learning. Dylan Wiliam's further experiments show that detailed, student-focused comments—without grades—produce better performance than marks alone. Meta-analyses, such as Karaman (2021), report large effects (d = 0.72+) for student-initiated feedback, with mixed	1,2,3,4,6

	approaches also yielding strong gains (d = 0.83), while UCL's 2022 trial (n = 140 schools) reported improvements in national exam attainment (d ≈ 0.09–0.11) and some narrowing of attainment gaps. The EEF guidance (2021) affirms that high-quality feedback—timely, task-focused, and self-regulatory—consistently delivers around +6 months of progress and featured Dylan Wiliam in its development. According to the Sutton Trust–EEF Toolkit (2014), feedback yields an average of +8 months impact and combining it with metacognitive strategies can double this (up to +8 months).	
Sparxs Homework (Metacognition)	Sparx Maths and Sparx Reader are innovative, data-driven platforms that provide personalised homework and reading programmes, helping students develop their meta-cognition, build confidence, improve attainment, and develop strong literacy and numeracy skills through consistent, engaging practice. Teaching metacognitive strategies is a highly evidence-based approach. The EEF's Teaching & Learning Toolkit identifies metacognition and self-regulation as "very high impact for very low cost", with an average of +7 months of additional progress [evidencefo...ing.org.au], [evidencefo...ing.org.au].	1,2,4
Sparxs Homework (Reading)	Sparx Reader are innovative, data-driven platforms that provide personalised homework and reading programmes, helping students develop their meta-cognition, build confidence, improve attainment, and develop strong literacy and numeracy skills through consistent, engaging practice Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,3

	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	
Literacy in Secondary Schools guidance.		
All departments to be fully staffed with subject specialists, Additional staffing in core areas to support interventions and additional groups.	Quality First Teaching of early career staff is identified in the EEF research as an effective impact of PP funding. 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 in 2019.	1,2,3,4
RADY CPD and appointment of Pupil Premium champions/ lead across all curriculum areas	RADY review of impact of Pupil Premium strategy and inclusion throughout all areas of leadership and teaching and learning.	1,2,3,4
Unstoppable Learning – Mathematics CPD	Implementation of Unstoppable Learning Mathematics CPD for the Maths department. Focusing on atomisation teaching strategy.	2

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik evidence-driven literacy intervention provider offering two core small-group programmes— Leap (diagnostic phonics) and Advance (metacognitive repetition, decoding, morphemic analysis	Leonix improves literacy outcomes by providing adaptive, evidence-based interventions that target reading comprehension, vocabulary development, and phonics skills. • National Literacy Trust (2022–25): Participants' average decoding scores rose from ~94.5 to 106.0, especially benefiting those below national norms, with 90%+ of staff reporting increased confidence. [literacytrust.org.uk] • Northumbria University (2015): Students gained an average of 27 months in reading age in 6–12 weeks. [lexonic.org] • TeacherToolkit (2024): Validated by Northumbria & NLT, Advance/Learn caused ~27 months progress over six weeks. [teachertoolkit.co.uk]	3

On-line platforms (EduLink, Tutt) We use online platforms to ensure that Pupil Premium students who are not accessing a full curriculum—whatever the reason—can continue to engage with high-quality learning resources, receive targeted support, and maintain progress, helping to close attainment gaps and promote equity.	A 2024 review across 18 studies (Nabiem Akpen et al.) highlighted that online learning environments boost student performance and engagement when they include interactive tools like forums, quizzes, multimedia, and frequent instructor-student contact. Additionally, meta-analytic evidence (Alshammary & Alhalafawy, 2023) shows a modest but positive effect size (g ≈ 0.28) for digital platforms compared to traditional instruction. Finally, broader EEF and Sutton Trust guidance notes that digital technology—including platforms enabling feedback and parent-school links—can yield an average 4–6 months of progress, especially when integrated with formative assessment strategies	1,2,4,5
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition	Teaching and Learning Toolkit	EEF Small group tuition	Teaching and Learning Toolkit	EEF	1, 2
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions	Teaching and Learning Toolkit	EEF	1
PETXi Maths interventions	600 hours of tutoring to support PP students to achieve a strong pass in Maths (Year 11) 5 days of targeted support in Maths for PP students to achieve a strong pass in Maths	2
Action Tutoring -EEF research project	Maths tutoring once a week for 20 weeks to support Year 7,10 and 11 students to close gaps in knowledge and skills.	2

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison Worker will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Increasing the availability and access to a school counsellor to 1.5 days to support students mental health and wellbeing	Increase in Mental Health illness within school over the past 3 years	6
Ethos Champions to support the positive culture and ethos of the school	Identification/ tracking and monitoring of students on 'at risk' register for achievement and behaviour and attendance	1,5,6
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5
Alternative provision	Sinclair et al. (2025) used nine years of English national data to show that non-mainstream settings can meet—but not surpass—expected benchmarks for pupils with special educational needs and highlighted the importance of careful placement decisions. Similarly, Wilkerson et al. (2016) observed that behaviour-focused alternative schools improved credit accumulation and reduced office referrals—even while engagement remained a challenge. Importantly, SEMH benefits are well-documented: qualitative UK studies report enhanced motivation, self-efficacy, and emotional wellbeing through health-supported AP curriculums (Paterson-Young & Denny, 2022; IFF/UCL, 2018).	5

Lyfta	Increased access to social stories and widening of students experiences of the global community.	6
Supporting students with cost of opportunities across the arts, sports, STEM, leadership and wider personal development. Through programmes such as Project Hadley Colours and Student Parliament.	Supporting PP students with opportunities across the arts, sports, STEM, leadership and wider personal development. Through programmes such as Project Hadley Colours and Student Parliament, strengthening pupils' character, confidence and sense of belonging. EEF research states that to support PP students you can subsidise or fully fund enrichment: museum trips, theatre visits, university outreach, residentials, sports, music lessons.	1,2,6
ELSA CPD	Internal data has identified that students accessing the intervention have made measurable progress in the curriculum and have closed gaps in learning	1,4,6
Telford College mentor appointed to support transition of students from Secondary to Post 16	Gatsby Benchmarks – Gold 97% of students have sustained places and have not been identified as NEETs. All students have unbiased careers guidance and the sustained placements at college are supported by the transition mentor from Telford College	1,5
HLC Homework Club and revision space	Very often, pupil premium students have more limited access to the correct technology and resources to complete their homework and independent students. A staffed room will assist students and provide a conducive environment to independent learning.	1,2
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.	1,2,3,4,5,6

Total budgeted cost: £ 410,000

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 2024 to 2025 academic year.

Aim	Impact
Close the attainment gap between disadvantaged and non- disadvantaged students	The A8 of disadvantaged students is 38.44 compared to 44.09
Increase the outcomes (5+ English and Maths) for disadvantaged students.	9-5 English and Maths: 28.0% / Disadvantaged 14.1% 9-4 English and Maths: 57.7% / Disadvantaged 42.3%
Improve the attendance and wellbeing of disadvantaged students	2024- 2025 Attendance all pupils: 93.5% 2025-2025 Attendance FSM6: 89.8%
Develop and embed a pastoral system based on the principles of positive restorative practice to reduce exclusions of disadvantaged students	Zero permanent exclusions Significantly below national suspensions for PP and all students
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	100% benchmarks. 96% of students in sustained education

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
Mentoring for PP students	Jon Egging Trust
Tutoring for PP students	Action Tutoring (EEF)/ PETXI
Scholars Programme' Brilliant Club'	Scholars Programme
Mentoring	St Giles Trust
Duke of Edinburgh Scheme	Arthog Outreach
SEMH projects	Bright Stars
SEMH projects	Smash Life
Academic Mentoring	Student Engagement Programme (T&W)

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?	The intake for Hadley Learning Community from service families is 1%, or 18 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. The school uses money received from the SPP to help employ a dedicated member of staff 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.
What was the impact of that spending on service pupil premium eligible pupils?	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. 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 to support them with their attendance during difficult times. 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. 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.

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.

Additional Information Supporting the Pupil Premium Strategy

- The following wider actions form part of our ongoing commitment to improving outcomes for disadvantaged pupils. These activities complement our funded pupil premium priorities but are not dependent on pupil premium or recovery premium allocations.

Quality Assurance and Strategic Oversight

- Participation in Trust-wide Pupil Premium meetings to share effective practice, monitor impact, and ensure consistent standards.
- External Pupil Premium review conducted by the Learning Community Trust to quality assure the quality of provision and inform future planning.

Monitoring and Tracking

- Systematic tracking of pupil premium students' engagement in clubs, enrichment, and wider school activities.
- Use of SISRA data systems to identify early academic concerns and enable timely intervention.
- Targeted attendance monitoring, with pupil premium pupils prioritised for follow-up calls regarding any unauthorised absence.

Family and Community Engagement

- Year 7 parent support sessions specifically targeted at families of pupil premium pupils to strengthen engagement and smooth transition.
- Proactive communication with pupil premium families regarding parents' evening, including targeted appointment scheduling and additional reminders via phone calls or texts.

In-Class Support and Climate for Learning

- Strategic seating plans designed to support the progress, engagement, and participation of pupil premium pupils.
- A whole-school rewards policy aimed at motivating and recognising the achievements of all learners, with particular focus on encouraging disadvantaged pupils.