

## Disadvantaged strategy statement

This statement details our school's use of disadvantaged funding (and recovery premium for the 2025-26 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our disadvantaged 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	Richard Hale School
Number of students in school	894 (not including 6th form)
Proportion (%) of disadvantaged eligible students	9.65%
Academic year/years that our current disadvantaged strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed (Yearly)	September 2026
Statement authorised by	Ian Hawkins
Inclusion lead	Sarah Morris
Governor / Trustee lead	Lisa Massey

### Funding overview

Detail	Amount
Disadvantaged funding allocation this academic year	£ 96,505
Disadvantaged funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 98,000

## Part A: Disadvantaged strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our disadvantaged strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or might be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
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1	<p><b>Attendance and Engagement</b></p> <p>Attendance of disadvantaged students is above national averages with the school improving attendance for PP students in the last three years. In 2024/25 disadvantaged student attendance was 91.7% which was above national average of 88.2%. This is a significant improvement from 2018/19 when PP attendance was below national averages. Persistent absence is significantly below national averages at 23% for disadvantaged students compared to 34.5% nationally. This area of attendance has significantly improved over the last 3 years from 40.3% to 23%.</p> <p>Whilst this is above national average of 88.2% it is below school attendance of 94.8% and so attendance of PP students to be in line with other students in the school is an ambition we continue to maintain.</p>
2	<p><b>Engagement</b></p> <p>A focus of our strategy for disadvantaged students is through extra-curricular involvement. Engagement with PP students is good but lower than the rest of the school, engagement in the house system is strong in the lower school and an area for us to continue to develop. Due to the number of students involved there are small numbers to bring the percentage to the same as the rest of the school, however it is an area we continue to focus on to enhance the engagement of disadvantaged students.</p>
3	<p><b>Achievement, Attainment and Progress</b></p> <p>When compared to national data, disadvantaged students at RHS perform in line with, or above, national averages, however there are gaps within the school that we continue to address. Progress measures will also need to be closely monitored when they return to use in 2027.</p>
4	<p><b>Behaviour and Attitudes</b></p> <p>Behaviour and attitudes for disadvantaged students is very good compared to disadvantaged students nationally, with suspensions being consistently below national averages.</p> <p>However, disadvantaged students are disproportionately represented in our internal behaviour systems so this remains an area of focus.</p>

5	<p><b>Mental Health and Wellbeing</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional difficulties for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment and extra-curricular opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p><b>Equipment and Readiness for Learning</b></p> <p>PP students often do not have the same access to learning equipment such as stationary, different sports kits required for clubs, or appropriate devices for home learning (e.g. access to a computer).</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
<p>To continue to ensure the attendance of students in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>To close the gap between whole school attendance and students in receipt of PP funding.</p> <p>Reduce proportion of students in receipt of pupil premium classed as persistent absentees so they are in line with their peers</p>
<p>To continue to ensure the outcomes for students in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all students in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Increase the progress for a key group of students in receipt of pupil premium in English and Maths in line with their identified baseline: see school Develop Plan for targets</p>

<p>To further reduce low level disruption in lessons, detentions and exclusions for students in receipt of pupil premium and build on positive attitudes in lessons through rewarding those who consistently meet the school's expectations.</p>	<p>Achievement and Behaviour records show parity between disadvantaged students and their peers.</p>
<p>To build on progress already made in creating a whole school approach to supporting mental health and wellbeing, with a particular focus on students in receipt of pupil premium.</p>	<p>Attendance, achievement and attainment of disadvantaged students in line with their peers.</p>

## Activity in this academic year

This details how we intend to spend our disadvantaged (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Payment of Associate Assistant Headteacher (Inclusion) in charge of Pupil Premium. Allocation of 0.25 of her annual salary (Equivalent of 1 day per week).</p> <p>Where pupil premium intersects with SEND, students can experience simplex difficulties. A new post has been created to support Inclusion through an Associate Assistant Headteacher role.</p>	<p>Leadership of a whole school approach to supporting disadvantaged students is key to the successful implementation of any plan, as this research supports;</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf</a></p> <p>Improving the experience of SEND pupils alongside disadvantaged students is an important part of our school approach, supported and informed by this research:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf</a></p>	<p>1,2,3 and 4</p>
<p>Payment of student welfare officer time and attendance officer. We have two welfare support officers who work from years 7 to 13, who work on welfare, support across year groups. This includes careers advice and guidance. Allocation 1 day each of their salaries for PP student work. (£19,000)</p>	<p>We will work on further embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training to develop and implement new procedures.</p> <p>EIF's report on adolescent mental health found good evidence that mental health 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>	<p>1 and 4</p>

Payment of attendance officer. Support for addressing attendance with PP students 1 day per week. (£9,000)	We will work on further embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2
All staff have knowledge of PP students and secure understanding of good practice and strategies	We will continue with this focus as identifying and tackling specific barriers for each PP student is one of the most powerful intents outlined in the Sutton Trust research.  <ol style="list-style-type: none"> <li>1. Student notes will highlight PP student barriers and strategies for each class</li> <li>2. Year 11 interventions started in October ahead of the Mock examinations.</li> <li>3. Revision and support sessions are run by Faculties, with under-performing PP students being targeted where progress is a concern.</li> <li>4. Weekly emails keep staff aware of updates and strategies to support disadvantaged students.</li> <li>5. PP books to be marked first to ensure feedback is most effective.</li> </ol>	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant time for support of PP students. 1/2 day of each TA salary allocated across 6 TA's (represent targeted support for % of SEND students) this includes literacy and SEMH support. £16000	One-to-one tuition has been shown to very effective in raising achievement and attainment for disadvantaged students:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2

<p>Focus on meeting each disadvantaged student's individual's needs for revision and catch up. Covers appointment of numeracy one-to-one tutor and implementation of literacy intervention. This will also include, revision classes, resources, mentoring, tuition and counselling where required. (£14000)</p> <p>SLT mentoring in yr 11 - PP progress concerns given priority.</p> <p>6th form mentors, PP progress concerns prioritised for sessions.</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:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 4</p>
<p>Improved progress of PP students in KS4 Maths.</p> <p>Sparx Maths intervention, targeted numeracy groups, and after school times table support sessions.</p>	<p>The Sutton Trust identified that even with syllabus and grading reforms, mathematics is still the core subject with a significant gap between PP and non-PP students.</p>	
<p>PP students have the same access to resources and opportunities as their peers</p>	<p>PP students may encounter difficulties in paying for required texts, equipment and opportunities that will supplement their educational experience.</p> <ul style="list-style-type: none"> <li>● Regular meetings of strategy teams, senior leaders and Lead for PP with Heads of Year to identify needs, both immediate and long term.</li> <li>● Purchases are made to enable students to perform at the same level of their peers without hindrance.</li> <li>● Funding is provided to attend plays, trips and motivational sessions to support aspirational practice.</li> </ul>	

	<p>This evidence relates particularly to arts participation (EEF) <a href="#">Arts participation   EEF</a> and references its intrinsic value, which should be considered beyond maths or English outcomes, and to improve academic attainment it is important to identify the link between the chosen enrichment activity/intervention and the outcomes you want to improve. The enrichment and curriculum linked trips and off-site visits are important in developing students’ cultural and social capital.</p>	
<p>Improved readiness of PP students to engage in learning</p>	<ol style="list-style-type: none"> <li>1. We provide basic equipment for learning (e.g. stationery and PE kits) to PP students in the knowledge that the absence of these basic tools has a considerable impact on outcomes for PP students. We will continue to do this for students who are not in a position to acquire these, and we will monitor their use across the academic year, through regular communication with Heads of Faculty.</li> <li>2. PP student needs will continue to be identified by Heads of Faculties and Heads of Year, early, and in so doing establish a positive and confident start to the academic year for these students. In-term entrants will be assessed on notice of their start date, and provision made to enable them to access everything they should, on entry.</li> <li>3. We provide Chromebooks to PP students who need to move to typing as their normal way of working, so that the family are not required to provide a device.</li> </ol>	
<p>Targeted advice and guidance to Year 9 PP students re curriculum choices at KS4.</p> <p>Study support session offered to parents of neurodiverse students or these with SEND, due to numbers being limited these will be</p>	<p>Recommendation 2 of the EEF guidance report <a href="#">‘Metacognition and Self-regulated Learning’</a> refers to the need to, “explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning”. We should ask, do pupils know ‘when’ and ‘how’ to use flashcards, or how to engage in ‘retrieval practice’? This is the stuff of metacognition and self-regulation.</p>	

<p>offered to PP first and funded for parents of PP students.</p> <p>On site revision and study support sessions for parents.</p> <p>Disadvantaged students are scheduled as a priority for SFYP careers interviews.</p>	<p>In <u>'Strengthening the Student Toolbox'</u>, Dunlosky finds that, "students believe ..relatively ineffective strategies are actually the most effective", possibly because we have not always focused enough "on training students how to go about learning the content and what skills will promote efficient studying". This is still relevant to the revision run-in. We can encourage students to draw from a range of revision strategies, ensuring that they can use them effectively and evaluate which ones work best for them.</p>	
<p>Accelerated reader</p>	<p>The Improving Literacy in Secondary Schools evidence report (EEF) highlights the importance of a focus on prioritising 'disciplinary literacy' across the curriculum providing explicit vocabulary instruction to help students access and use academic language The EEF toolkit evidences Reading comprehension strategies have a high impact, on average +7 months in the secondary phase</p>	

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing student and parental engagement through funding Music Tuition, providing Extra-curricular support and funding a Homework club</p>	<p>Participation in the Arts shows good evidence of increased engagement with academic study and some evidence of increased progress across the curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>The EEF have shown homework to be one of the low additional cost, high impact activities: Homework Some pupils may not have a quiet space for home learning – home learning can be supported (e.g. through providing homework clubs for pupils).<a href="#">Homework   EEF</a></p>	<p>1,2,3 and 4</p>
<p>Extra-Curricular involvement</p>	<p>Support for students and parents in engaging in the wider life of the school, building cultural capital and building</p>	<p>1,2, 3 and 4</p>

	aspirations alongside the careers programme and academic provision.	
The Brilliant Club to begin running annually for 14 x year 9&10 students, to raise aspirations. Cost = £2,583	Data from the Higher Education Access Tracker (HEAT) has shown that students who did The Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in maths and English at GCSE than students who scored similarly at Key Stage 2 within their schools  <a href="#">The Brilliant Club: New research shows a positive impact on GCSE attainment using HEAT KS4 Attainment Track data – HEAT</a>	

**Total budgeted cost: £98,000**

## Part B: Review of outcomes in the previous academic year

This details the impact that our activity had on disadvantaged students in the 2024-25 academic year.

<b>Disadvantaged strategy outcomes</b>	
<b>Use of PP funding</b>	<b>Impact</b>
<p>Payment of Deputy Headteacher (Inclusion) in charge of Pupil Premium. Allocation of 0.2 of his annual salary (Equivalent of 1 day per week).</p> <p>SLT Secondment of £1500 payment made for project to improve PP provision.</p>	<p>More senior leadership time has been allocated to focus on the outcomes and provision for disadvantaged students, this has included both short and long-term planning, managing discretionary activities budget, tracking and intervention with PP students, reporting to stakeholders, results have remained inconsistent. Further support was added through SLT secondment which focused on awareness and implementing PP champions across the school.</p> <p>Reviewed provision in 2025 and re-assigned to Associate Assistant Headteacher for Inclusion so that focus on all vulnerable groups and cross over of 64% with SEND was developed further.</p>
<p>Payment of SENCO. 50% of students who are PP at the school also have SEND and require further support. Allocation of 0.4 of her salary to support the needs of PP with SEND.</p>	<p>Targeted support in the department through the SENCO for disadvantaged students to meet their needs which are specifically SEND. These have been included in the Pupil Passports and a greater emphasis on disadvantaged provision and intervention for the SEND students. Effective provision in SEND provision has improved and supported disadvantaged students. By linking role with re-structure for Associate Assistant Headteacher, we believe this will continue to develop further.</p>
<p>Payment of Welfare Support Officer. Allocation of 0.5 of her salary to work with students and families of PP students.</p>	<p>Focused work on disadvantaged students and their families to ensure students are supported through the school. Family worker has good knowledge of the students and families and can support and intervene for improved outcomes and emotional support. This has led to a more robust use of the family worker, particularly in attendance as improving attendance is one of the key areas we believe will impact on outcomes for our disadvantaged students. Impact seen in family work to complement the work in school.</p>
<p>Teaching Assistant time for support of PP students. 1 day of each TA salary allocated.</p>	<p>1 to 1 work with disadvantaged students in intervention in KS3 and 4. Particularly used to focus on teaching of English, maths and science. This has led to improved support for disadvantaged students.</p>

Finance team support for Disadvantaged students	Allocation of funding to support the finance team in working with disadvantaged families in managing the accounts on Wisepay, working with departments in discretionary funding, managing budget with Deputy Headteacher with the aim to ensure disadvantaged students and families are supported with their financial requirements. A more supportive process is in place to manage the disadvantaged funding.
Administration support	Allocation of funding to support administration of work for disadvantaged students. This includes phone calls for parents on parent's evenings, attendance officer time chasing attendance of disadvantaged students, admin time in preparing reports and data for disadvantaged students for Heads of Year, Deputy Headteacher, Headteacher etc. This has enabled us to have greater contact with parents.
Purchasing of laptops and support with internet access for remote learning	Provision for IT equipment has enabled students to access online revision and Google Classroom to enhance progress. This facility enables us to ensure all disadvantaged students have appropriate equipment to meet their learning needs.
<b>Use of funding in discretionary activities</b>	<b>Intended Impact</b>
KS4 targeted intervention	Improved focus on meeting each disadvantaged student's individual's needs for revision. This includes, revision classes, resources, mentoring, tuition, counselling. Funding for revision courses at HertsforLearning and other opportunities.
Parental engagement	Fund events to improve further parental engagement in school, i.e. music tickets, sports fixtures, support in attending school events. Invitation and resources provided for Year 11 and 12 parents for revision technique workshops and mental health support for targeted parents. Greater engagement with the school and parents of disadvantaged students as seen in high attendance rate at parent's evenings.
Music Tuition	PP students supported in music tuition and instruments in order to engage with school, including remote provision where needed.
Extra-curricular support	Support for students who would struggle to be involved in extra-curricular activities in school. This includes music, drama and sport as well as extra-curricular visits (both curriculum and non-curriculum visits). Supported many students with this.
Homework club	Allocation of funds to help run homework club in SSC for PP students to improve their engagement and outcomes in their subjects.

Individual support	Support identified by Head of Year to support individual students, this could be with transport (including daily taxis to and from school), equipment, breakfast, learning resources etc.
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## Outcomes

The number of students in Year 11 identified as disadvantaged are set out below. As is clear from the data the cohorts are small and therefore the impact on student outcomes varies due to the size of the cohort.

Year	Key stage 4 (Year 11) attainment cohorts			
	A8 measures and English/maths	Science	Languages	Humanities
2025	15	14	5	14
2024	9	7	4	7
2023	15	15	5	13

The outcomes in 2025 are below. Due to the pandemic, there are no progress scores available in 2025 or 2026.

### Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	15	46.7%	43.5%	Close to average (non-sig)	72.7%	-26.0	Narrowing
2024	9	33.3%	43.4%	Below (non-sig)	72.8%	-39.4	Widening
2023	15	60.0%	43.4%	Above (non-sig)	72.8%	-12.8	Not available

As the results show, we have been around national averages over the last three years at grade 4 plus in English and maths. In 2024 this was below but not significant and due to the cohort size was the equivalent of one students results.

**Disadvantaged pupils - English and mathematics grade 5 plus**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	15	33.3%	25.6%	Close to average (non-sig)	52.8%	-19.5	Narrowing
2024	9	33.3%	25.8%	Close to average (non-sig)	53.1%	-19.8	Narrowing
2023	15	20.0%	25.2%	Close to average (non-sig)	52.4%	-32.4	Not available

The results at 5 plus for English and maths have been consistent at close to national averages. It is clear that the gap has narrowed in 2024 and 2025.

**Disadvantaged pupils - Overall A8**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	15	40.9	34.9	Above (non-sig)	50.3	-9.4	Narrowing
2024	9	35.9	34.6	Close to average (non-sig)	50.0	-14.1	Widening
2023	15	42.3	35.0	Above (sig+)	50.3	-8.0	Not available

Overall attainment 8 has been above national averages in 2 out of the last 3 years.

**Disadvantaged pupils - Overall P8 (Not available 2025 or 2026)**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	7	-0.78	-0.57	Close to average (non-sig)	0.16	-0.94	Widening
2023	15	-0.42	-0.57	Close to average (non-sig)	0.17	-0.59	Not applicable
2022	15	-0.08	-0.55	Above (non-sig)	0.15	-0.24	Not available

Overall progress up to 2024 has been in line with national averages, with a small cohort one individual student can impact significantly on the overall outcomes, which is why the variation in progress scores was significantly different in each of the years, but particularly in 2024 as the cohort size was 7.

In English and maths the attainment of students at grades 4 and 5 is close to national average in the individual subject areas over the last 3 years.

In science the outcomes for disadvantaged students have been largely consistent over the last 3 years.

#### Disadvantaged pupils - Science grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	14	64.3%	47.2%	Above (non-sig)	72.3%	-8.0	Widening
2024	7	71.4%	46.6%	Above (non-sig)	72.0%	-0.6	Narrowing
2023	15	66.7%	46.0%	Above (non-sig)	71.9%	-5.2	Not available

### Disadvantaged pupils - Science grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	14	35.7%	29.5%	Close to average (non-sig)	54.4%	-18.7	Widening
2024	7	42.9%	28.7%	Above (non-sig)	53.3%	-10.4	Narrowing
2023	15	33.3%	28.5%	Close to average (non-sig)	53.6%	-20.3	Not available

The results show disadvantages students have performed in line with national averages, although above national averages in all years.

### Disadvantaged pupils - Humanities grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	14	50.0%	44.7%	Close to average (non-sig)	69.5%	-19.5	Narrowing
2024	7	42.9%	43.9%	Close to average (non-sig)	68.9%	-26.0	Widening

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2023	13	46.2%	43.0%	Close to average (non-sig)	68.6%	-22.4	Not available

#### Disadvantaged pupils - Humanities grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	14	50.0 %	32.4%	Above (non-sig)	57.4%	-7.4	Narrowing
2024	7	28.6 %	31.6%	Close to average (non-sig)	56.5%	-27.9	Widening
2023	13	38.5 %	30.6%	Close to average (non-sig)	56.0%	-17.5	Not available

Student performance in humanities is close to national averages and above in 2025. In languages disadvantaged students have performed above national averages, but due to cohort size the ability to compare this to national averages is reduced. However, in 2025 100% of the students achieved 9 to 4 in a language and 60% 9 to 5. Whilst the number of students studying a language was small (5 in total) this was the equivalent of 70% of the cohort.

#### Disadvantaged pupils

	<b>2021 leavers (16 pupils in scope)</b>	<b>2022 leavers (16 pupils in scope)</b>	<b>2023 leavers (15 pupils in scope)</b>
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**Sustained education, employment or training**

Not available 81%	Not available 94%	Suppressed
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	2021 leavers (16 pupils in scope)	2022 leavers (16 pupils in scope)	2023 leavers (15 pupils in scope)
Any sustained education	Not available 81%	Not available 88%	Not available 93%
Sustained employment	Not available 0%	Not available 6%	Suppressed
Sustained apprenticeship	Not available 0%	Not available 0%	Suppressed
<b>Destination not sustained</b>	Suppressed	Not available 6%	Suppressed
<b>Activity not captured</b>	Suppressed	Not available 0%	Not available 0%

The above data shows the destination data for disadvantaged students at Richard Hale School. Over 90% of students continue into sustained education, demonstrating that the students are achieving grades and skills that enable them to progress to the next stage of their education. These figures are in line with the rest of the school.

### Intervention

We recognise that the biggest impact we can have for our disadvantaged students is in the classroom and for teachers to support them as effectively as they can. This has been linked with adaptive teaching as a whole school priority in 2025/26 to support the needs of our more vulnerable learners.

All disadvantaged students were identified and clear strategies employed. Each student was given a student passport with every subject identifying what interventions they would be employing with each individual student. These are shared with all staff.

We have created a board for disadvantaged students in the staffroom. This is updated after each data entry point. These strategies were employed in January and were used throughout the year for students in Year 11. Data is more focussed through our reporting systems to improve the identification of underachievement and as a result implement clear learning interventions through each key stage. This includes reading ages and CAT scores to support the information shared with teachers on identification of need for disadvantaged students.

These actions enabled all students to be identified and teachers to use well-considered strategies with them in every lesson. Although this raised the profile of disadvantaged students, we need to employ the strategies more consistently across the school throughout the year. In order to address this, we have built on the systems that have been introduced and an electronic version of a passport is now available for all disadvantaged students the same as our SEND students which gives students the chance to say what works for them and a list of consistent strategies for every teacher to employ in every lesson.

We provided revision books and monitored the attendance at revision sessions this year with a particular focus on PP students. Heads of Year also focus on the disadvantaged students providing clear advice and guidance.

### **Discretionary Bursary**

The discretionary bursary is used to support students in the 6<sup>th</sup> Form who may not have been able to continue at the school without this support.

We advertise the bursary to students in the 6<sup>th</sup> Form and it is promoted by the form tutors, Heads of Year and the 6<sup>th</sup> Form support officer.

Over the last year we have used the bursary to support the small number of students in order for them to continue in education. This has been used in the following ways:

- Bus fares/train fares and support with travel arrangements
- Materials required to support learning in their courses, i.e. text books/art materials/stationery/scientific calculators etc.
- Support for educational visits such as the biology field visit
- Revision materials
- Payment for UCAS applications
- Support for visits to universities or interviews.

The funding is used in line with the guidance and is targeted for the appropriate students. £1000 was used to support students who were eligible for the discretionary bursary last year. We continue to monitor and support the use of this with all eligible students.

### **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*

<b>Programme</b>	<b>Provider</b>
NA	

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### Service disadvantaged funding (optional)

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

Measure	Details
How did you spend your service disadvantaged allocation last academic year?	NA
What was the impact of that spending on service disadvantaged eligible students?	

## Further information (optional)

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

### **Additional activity**

Our disadvantaged strategy will be supplemented by additional activity that is not being funded by disadvantaged or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from the Governments' Senior Mental Health Lead funding, 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 disadvantaged 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 also used the EEF's Family of Schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.