



Hodge Hill Girls' School

Pupil Premium Strategy Statement 2021-22

Document Information	
Date document completed:	September 2021
Role of person completing review:	AHT – Raising Aspirations
Approved by:	FGB
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Additional notes:	

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	Hodge Hill Girls School
Number of pupils in school	750
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 with intention to continue identified strategies 2022-24 dependent on internal tracking data and August 2022 outcomes
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Miss C. Middlehurst (AHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,645
Recovery premium funding allocation this academic year	£46,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£107,282
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	£458,472

Part A: Pupil premium strategy plan

Statement of intent

Our objective is for our disadvantaged pupils to achieve progress and outcomes at least in line with all pupils. Our disadvantaged pupils and strategies expected to impact positively on both progress and attainment are the driving forces behind our whole-school approach to raising standards.

Challenges

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

Challenge number	Detail of challenge
1	Gap in progress between disadvantaged and all pupils.
2	Gap in attainment between disadvantaged and all pupils.
3	Some gaps in reading ages between disadvantaged and all pupils.
4	Aspirations within and beyond the curriculum for some of our disadvantaged pupils.
5	Gap between number of pupils achieving Grade 5+ in English and Maths.

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 exceed or equal progress of all pupils.	P8 of disadvantaged and all is at least equal in August 2022 and into 2022-2024.
Disadvantaged exceed or equal attainment of all pupils.	A8 of disadvantaged and all is at least equal in August 2022 and into 2022-2024.
No reading gaps between disadvantaged and all pupils.	Reading age assessments show that disadvantaged pupils and all are at least equal in summer 2022, and into 2022-2024.
No limits on aspirations and opportunities for all our pupils.	All pupils have equitable access to all learning opportunities, both within and beyond the classroom during 2021-22 and into 2022-24.
Percentage of pupils achieving Grade 5+ in English and Maths increases.	Outcome data for Grade 5+ in Eng/Ma August 2022 demonstrates increase, and continues to increase into 2022-24.

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT focusing on classroom culture and differentiation – CPD programme, coaching, subject-specific training support	EEF Toolkit – Feedback, Metacognition and Self-Regulation, Reading Comprehension Strategies, Maths Guidance 2019 school outcomes Internal tracking data	1, 2, 3, 4, 5
Development of assessment and feedback strategies including development of internal examination programme to support preparation for external exams	EEF Feedback COVID interrupted trial of new approaches in school and must be revisited	1, 2, 3, 4, 5
Development of home learning linked to curriculum teaching	EEF Toolkit - Homework	1, 2, 3, 4, 5
Subject-specific identified resources to support QFT and/or home learning linked to curriculum teaching including provision of online resources and books where identified.	School disadvantaged outcomes above national average; subject-specific identified resources have been a feature of our approach.	1, 2, 3, 4, 5

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>One-to-one tutoring for targeted HAP disadvantaged and others in Y9-11.</i>	EEF One to One Tutoring 2019 school outcomes Internal tracking data	1, 2, 5
<i>Literacy provision – Lexia, Library, differentiated resources, form time programmes, oracy, NAPS' support</i>	EEF - Literacy Reading age assessment data in school	3 with anticipated impact across 1, 2, 4 and 5
<i>Small group Maths' interventions in pupils' timetabled Maths' lessons</i>	EEF Small Group Tuition	1, 2, 5
<i>Specific individual needs – eg AP, laptop provision, assessments to support SEND, school counsellor, opportunities to access language GCSEs in languages not taught in school where relevant, response to needs of in-year admissions, flexibility maintained to respond to changing individual needs throughout the school year.</i>	EEF Behaviour Interventions EEF Teaching Assistant Interventions EEF Social and Emotional Learning	1, 2, 3, 4, 5
<i>School day extended for Y11 pupils Mon-Thurs.</i>	EEF Extended School Day	1, 2, 5

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

Budgeted cost: £ 81,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance including punctuality and management of admissions – eg Attendance and Welfare Office</i>	Attendance data shows some gaps between disadvantaged and non-disadvantaged learners. Punctuality data. Paper-based admissions' procedure has been very time-consuming.	1, 2, 3, 4, 5
<i>Parent and pupil workshops – eg Learning Performance, MADE, coffee morning</i>	EEF Parental Engagement EEF Metacognition and Self-Regulation Evaluation information from our work with Learning Performance and MADE previously. Outcome data for previous	1, 2, 3, 4, 5

	pupils involved; impossible to quantify.	
<i>Access to a wide range of curriculum enhancement programmes – eg Curriculum Enhancement programme, Learn to Work partnership, Aspirations' Day, STEAM Week, educational visits</i>	EEF Arts Participation EEF Extending School Day Internal evaluation information.	1, 2, 3, 4, 5

Total budgeted cost: £ 351, 290.

Flexibility will be maintained to respond to changing needs.

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.

Aim	Outcome
To diminish difference between disadvantaged and non-disadvantaged HAPS.	Not achieved. Average A8 gap has grown from 0.16 in 2020 to 0.77 in 2021.
To diminish difference between disadvantaged and non-disadvantaged LAPS.	Not achieved. Average A8 gap has grown from 0.37 in 2020 to 0.61 in 2021.
To increase number of pupils achieving 5+ in both English and Maths.	Achieved. 40.1% in 2020 and 40.4% in 2021.
To ensure that teaching staff are able to differentiate teaching based on accurate knowledge of reading ages.	Achieved. Reading age data now available to all teaching staff and pupils requiring additional support now receive this; average reading age improvement for all pupils in Y7-10 from Sept. 2020 to March 2021 was at least 7 months.
To ensure that teachers of Y7 have a recognised benchmark to support differentiation in the absence of KS2 data.	Achieved. GL Assessments used and this will be expanded in 2021-22 to include Maths, English, Science and PASS.
To ensure that the development of cultural capital is embedded within our QFT.	Partially achieved. Significant CPD emphasis on cognitive load to support pupils. Continued focus as part of wider curriculum enhancement for 2021-22.
To ensure that pupils are supported to acquire key curriculum content that would have ordinarily been covered from 20/3/2020 to end of summer term.	Provision achieved; impact virtually impossible to quantify. Provision in place for every pupil with resources sent home and assessments linked to these used to support pupils on return in September 2021. Not all pupils engaged in this process.
To target subject-specific priorities based on HoF/SL analysis.	Achieved. Funding provided for subject-specific priorities with flexibility retained to support throughout 2020-21.
To enable HAPS, particularly disadvantaged HAPS, to aspire to Russell Group universities or appropriate high-level apprenticeships with a full	Partially achieved. Provision has been in place – eg Careers' interviews, Aspirations' Day, programme of activities after completion of TAGS – but we are

understanding of post-16 and university opportunities.	unable to quantify impact.
To enable Alternative Provision attendance if relevant to supporting pupil need and aspirations.	Achieved.
All pupils in Year 10 are able to participate in Work Experience and receive high quality careers' advice.	Achieved. In very difficult circumstances, our Careers' Co-ordinator and Learn to Work organised a virtual work experience week.
Pupils receive additional support relevant to individual needs/circumstances.	Achieved. AP as needed, Lexia, laptop provision, KS4 textbook resource packs based on subjects studied for Y10, and resources in school ready to be distributed to new Y10s.
A range of additional opportunities within and beyond (as appropriate) the timetabled school day raise aspirations.	Partially achieved. Aspirations' Day held November 2020, and STEAM Week as a virtual offering March 2021. High profile use of school bulletin to promote opportunities. Y7 pupils all provided with 'You Are Awesome' books.

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
CAT and reading assessments	GL Assessments

Service pupil premium funding (optional)

We do not currently have any pupils eligible for service pupil premium funding.

Further information (optional)

We use the RADY programme to ensure our disadvantaged pupils have aspirational targets with the ambition that our disadvantaged pupils will at least equal the outcomes of all our pupils. Deliberate practice is employed in the classroom and beyond to ensure we have at least equal numbers of disadvantaged pupils in roles, and steps are implemented to address this if this is not the case.

There is a significant carry forward from last year as not all planned strategies were implemented due to COVID-19; PP spending in 2019-20 and 2020-21 was impacted by lockdowns and planned expenditure on staffing and a number of other projects expected to impact positively on pupil progress did not happen. It is anticipated that some of the carry forward will be used to supplement existing planned projects – eg tuition, response to individual needs, AP – where the need is identified.