

Pupil premium strategy statement - Hodge Hill Girls School

Metric		Data		
Pupils in school		754		
Proportion of disadvantaged pupils		45%		
Pupil premium allocation this academic year		£327,565 approx.		
Academic year or years covered by statement		3 years Sept. 2020 – August 2023		
Publish date		September 2020		
Review date		September 2021 for review and consideration of changed priorities as appropriate.		
Statement authorised by				
Pupil premium lead		C. Middlehurst		
Governor lead				
August 2020 Outcomes CAGS not being published	HHGS All pupils	HHGS Disadvantaged	HHGS Non-disadvantaged	National non-disadvantaged
Progress 8				
Percentage Ebacc entry				
Attainment 8		CAGS not being used as performance measure for 2020		

Percentage of Grade 7+ in English and maths				
Percentage of Grade 5+ in English and maths				
Percentage of Grade 4+ in English and maths				

Three-year Trend Data

	School P8 Disadvantaged	School P8 Non-disadvantaged	School A8 Disadvantaged	School P8 Non-disadvantaged	National P8 non-disadvantaged	National A8 non-disadvantaged *
August 2018	0.08	0.26	44.2	49.92	0.13	50.1
August 2019	0.63	0.81	47.74	53.47	0.13	50.3
August 2020			CAGS not being used as performance measure for 2020			

- Source for national data:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf

OTHER DATA		
	Strengths	Weaknesses
Attendance data	Whole-school attendance 2/9/2019-13/3/2020 – 95.8% Non-PP/Non SEN/Non-FSM attendance 2/9/2019-13/3/2020 – 96.3%/96%/96.1%	PP/SEN/FSM attendance 2/9/2019-13/3/2020 – 94.6%, 92.7%, 96.1%
Behaviour data	50,101 positive points 2019-20	3385 negative points 2019-20
Safeguarding referrals	Tbc	tbc

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF SCHOOL
Disadvantaged	337	
HAPS Disadvantaged	84 not including new Y7	
MAPS Disadvantaged	89 not including new Y7	
LAPS Disadvantaged	98 not including new Y7	
SEN support Disadvantaged	41 not including new Y7	
EHC plan Disadvantaged	5 not including new Y7	
NAPS Disadvantaged	2 not including new Y7	

Strategy aims for disadvantaged pupils 2020-21

Aim	Target	Target set date	Review Date
Progress 8	1.57	Sept. 2020	Sept. 2021
Attainment 8	57.53	Sept. 2020	Sept. 2021
Percentage of Grade 5+ in English and maths	60.9%	Sept. 2020	Sept. 2021
Open P8	1.24	Sept. 2020	Sept. 2021

Ebacc entry	76.6%	Sept. 2020	Sept. 2021
Ebacc APS	5.32	Sept. 2020	Sept. 2021

NB All targets for disadvantaged pupils are based on RADY uplift; all are higher than for non-disadvantaged apart from EBACC entry which reflects pupil option choices, thus demonstrating school commitment to broad and balanced curriculum to meet individual choices and commitment to diminishing disadvantaged/non-disadvantaged difference through aspirational targets.

LONG-TERM PLAN (3 YEAR TIMESCALE):

1) QFT TEACHING – DIFFERENTIATION IN THE CLASSROOM

	2020	2019	2018
HAPS NON-DIS.	N/A	0.6	-0.05
HAPS DIS.	N/A	0.31	-0.36
LAPS NON-DIS	N/A	0.58	0.17
LAPS DIS.	N/A	0.1	-0.02
MAPS ALL	N/A	0.94	0.4

DIFFERENCE NEEDS TO BE DIMINISHED BETWEEN HAPS NON-DIS AND HAPS DIS.; HAPS NON-DIS MAKE BETTER PROGRESS THAN HAPS DIS.
DIFFERENCE NEEDS TO BE DIMINISHED BETWEEN LAPS NON-DIS AND LAPS DIS; LAPS NON-DIS MAKE BETTER PROGRESS THAN LAPS DIS.
MAPS ALL CONTINUE TO MAKE BETTER PROGRESS THAN HAPS DIS. AND LAPS DIS.

- 2) OVERCOME THE NEGATIVE IMPACT ON LEARNING AND ROUTINES OF COVID-19 ACROSS ALL YEAR GROUPS AND PUPILS ON ENTRY IN SEPTEMBER 2020, SEPTEMBER 2021 AND SEPTEMBER 2022.
- 3) IMPROVEMENT OF READING SKILLS
- 4) CULTURAL CAPITAL DEVELOPMENT
- 5) IMPROVEMENT OF PUPIL OUTCOMES IN MATHS

Teaching Priorities for Current Academic Year

A key aspect of our CPD programme for 2019-20 was differentiation and QFT; we need to continue to build on this through 2020-21 and beyond.

Priority 1 – QFT for HAPS

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To diminish difference between disadvantaged and non-disadvantaged HAPS.	Difference in progress data of 0.08 on outcomes August 2020.	Continue focus on CPD to support differentiation in the classroom. Prioritise disadvantaged HAPS in deliberate practice in the classroom.	DDH, CMI	June 2021	CPD training sessions, resources as identified by teaching staff for use in classroom. (New post of Director of Teaching and Learning created for 2020-2022; AHT with responsibility for disadvantaged and HAPS)	Data checks in line with school calendar	Difference diminished between disadvantaged and non-disadvantaged HAPS in outcomes August 2021. Disadvantaged HAPS in Y7-10 meeting targets at summer data check.

Priority 2 – QFT for LAPS

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To diminish difference between disadvantaged and non-disadvantaged LAPS.	Difference in progress data of 0.26 on outcomes August 2020.	Continue focus on CPD to support differentiation in the classroom. Prioritise disadvantaged LAPS in deliberate practice in the classroom.	DDH, CMI, SCL (overlap with some SEND pupils and strategies for SEND may also support some of our LAPS)	June 2021	CPD training sessions, resources as identified by teaching staff for use in classroom. (New post of Director of Teaching and Learning created for 2020-2022; AHT with responsibility for disadvantaged)	Data checks in line with school calendar	Difference diminished between disadvantaged and non-disadvantaged LAPS in outcomes August 2021. Disadvantaged LAPS in Y7-10 meeting targets at summer data check.

Priority 3 – QFT for 9-5 Basics (Key Priority Maths)

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To increase number of pupils achieving 5+ in both English and Maths.	2019 – 76.2% of pupils 5+ in English; 40.1% in Maths	<p>Continue work with Maths consultant to support QFT across Y7-11; CPD, resources as recommended.</p> <p>Continued emphasis on use of Hegarty Maths.</p> <p>MyTutor interventions to begin earlier.</p> <p>Two Maths' staff to undertake Maths' mastery training.</p>	KCO, BSI, Maths consultant	June 2021	As identified by KCO, BSI, Maths consultant	Data checks in line with school calendar	Difference diminishes between Maths and English for 5+ with at least maintenance of English at 76.9%.

Priority 4 – Use of reading age and CAT (Y7 only) data to support QFT

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To ensure that teaching staff are able to differentiate teaching based on accurate knowledge of reading ages.	2019-20 saw the introduction of reading assessments and the subsequent development of this was impacted by Covid-19. We need to re-assess, develop strategies and implement into our QFT.	English staff to oversee the reading assessment process. Analysis of data and development and sharing of QFT further strategies. Could require targeted intervention. Repeat process to measure impact and adjust strategies.	JAD/NQ JAD/KCO/CMI	October 2020 November 2020 Spring term 2021	Reading assessments Additional resources may be needed .	Improvements in reading ages at re-tests. Data checks.	Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.
To ensure that teachers of Y7 have a recognised	No KS2 data to work from beyond teacher assessments; we	CAT tests to be undertaken.	KCO/CMI/NQ	October 2020	CAT tests. Additional resources may		

benchmark to support differentiation in the absence of KS2 data.	need to be able to benchmark and appropriately target set, including applying RADY+ for our disadvantaged.	Analysis of data and placement of pupils in focus groups. QFT to be targeted at individual need.			be needed in response. Capacity in data team to support with management and implementation.		
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Priority 5 – Embedding of Cultural Capital within QFT

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To ensure that the development of cultural capital is embedded within our QFT.	'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'	Key vocabulary discussed, reinforced and recorded in exercise books. Continued exploration of cognitive load strategies in school to support acquisition of 'essential knowledge that pupils need to be educated citizens'. Use of both in-class and	HoF, CMI	Ongoing and work reviews in line with OAT.	Cognitive load – eg knowledge organisers, work booklets – as identified by HoF.	Work review shows development and increase in cultural capital. Data checks show pupil progress.	Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.

	(National Curriculum definition, and referred to in Ofsted inspection handbook)	<p>homework opportunities to develop further development of cultural capital. Continued use of school bulletin.</p> <p>Work reviews to scrutinise cultural capital for key focus groups.</p>					
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Projected Spending: In line with <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020/pupil-premium-conditions-of-grant-2019-to-2020>, carry forward has been used; where needed, 2020-21 funding will enable us to respond flexibly and rapidly to pupil and situation needs. £100,000

Targeted Academic Support for Current Academic Year

Priority 1 – Use of Summer Learning Packs to Identify In-Class Focus Areas for Teachers

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
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.	Pupils have been working at home with varying levels of online access, support, motivation etc. No pupil is to be disadvantaged by their circumstances.	<p>Summer learning pack material to be marked by teachers/self-checked as appropriate. Teachers to use the data from these to target teaching appropriately.</p> <p>Identification of additional support as needed.</p> <p>Retention of laptops by pupils who received these – school-funded, DfE and BEP – as necessary through academic year.</p>	HoF	October 2020	<p>Packs have already been provided pre-summer holiday.</p> <p>Additional resources/support as identified.</p> <p>Ongoing ICT support for laptop needs/issues as they arise.</p>	Data checks show pupil progress.	Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.

Priority Two – Subject-specific priorities addressed

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
To target subject-specific priorities based on HoF/SL analysis.	HoF/SLs know their subjects and pupil needs; they are able to bid for funding to support specific priorities in their areas to target specifically at key pupils/focus groups.	Bids to be invited from all HoF/SLs. Bids reviewed and approved/amended/value for money checked etc. HoF/SLs to implement throughout 2020-21 – and beyond depending on the scope of the priority – and evaluate at end of academic year.	CMI/HoFs/SLs	June 2020 July 2021 (and beyond as appropriate)	Subject-specific equipment, revision resources, online resources (eg GCSE Pod, Tassomai, Hegarty Maths), specialist additional teaching capacity.	Data checks show pupil progress. Some evaluations may be qualitative.	Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.

If required, resources from one faculty/subject bid can be redeployed elsewhere in school dependant on wider school need.

Priority Three – Appropriate Other Aspirational Opportunities for relevant pupils

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
<p>To enable HAPS, particularly disadvantaged HAPS, to aspire to Russell Group universities or appropriate high-level apprenticeships with a full understanding of post-16 and university opportunities.</p> <p>To enable Alternative Provision attendance if</p>	<p>HAPS remain an area of focus for us, particularly our RADY+ HAPS (2020-21 will be the first cohort through).</p> <p>Where pupils need a different type of</p>	<p>Bids to be invited from all HoF/SLs.</p> <p>Bids reviewed and approved/amended/value for money checked etc.</p> <p>HoF/SLs to implement throughout 2020-21 – and beyond depending on the scope of the priority – and evaluate at end of academic year.</p>	<p>CMI/HoFs/SLs</p> <p>CMI/PMs</p>	<p>June 2020</p> <p>July 2021 (and beyond as appropriate)</p> <p>Ongoing</p>	<p>Subject-specific equipment, revision resources, online resources (eg GCSE Pod, Tassomai, Hegarty Maths), specialist additional teaching capacity.</p>	<p>Data checks show pupil progress. Some evaluations may be qualitative.</p>	<p>Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.</p>

relevant to supporting pupil need and aspirations.	curriculum to that offered in a mainstream school.	Monitoring of key pupils through Sharing Panel etc. as necessary.			Alternative education setting	Feedback from schools, Sharing Panel.	Pupil/s successful in achieving relevant KS4 qualifications to enable successful transition to post-16.
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Projected Spending: £130,000; faculty bids have been allocated and flexibility retained to respond as needed to pupil needs.

Wider School Priorities for Current Academic Year

Priority One – Development of Work-Related Learning

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
<p>All pupils in Year 10 are able to participate in Work Experience and receive high quality careers' advice.</p> <p>As appropriate, pupils in other year groups are able to receive high quality careers' advice.</p>	<p>Use of the Gatsby benchmarks to help to ensure the best possible careers' opportunities for our pupils.</p>	<p>Work alongside Learn to Work to enable work experience programme to be undertaken by all.</p> <p>Arrange careers' guidance for all Y10 pupils, plus other pupils relevant to needs (eg SEND).</p>	<p>NN/DW</p>	<p>Ongoing</p>	<p>Learn to Work programme, including careers' advisor provision.</p>	<p>Pupils understand Work Experience programme and are meeting Learn to Work deadlines.</p>	<p>All Y10 pupils participate in Work Experience in summer term 2021.</p>

Priority Two – Pastoral Support Provision including Attendance and Rewards

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
Pupils receive additional support relevant to individual needs/circumstances.	Many pupils require additional pastoral support to enable them to make progress. This will enable us to have greater flexibility with the provision of support.	<p>School counsellor to be available to meet with pupils as identified.</p> <p>PMs to be able to provide additional emergency support.</p> <p>Ongoing monitoring of attendance and intervention strategies as needed.</p> <p>Identification and management of rewards to be linked to positive points on ClassCharts.</p>	NMK/PMs/RBE	Ongoing	<p>Counsellor, attendance and welfare assistant, PMs to identify resources as relevant to pupil need.</p> <p>COBS and therapeutic training (and other strategies where necessary) relevant to pupil need.</p>	<p>Pupils see counsellor as needed and ending forms completed.</p> <p>PMs able to respond flexibly to individual needs.</p> <p>Pupils attend school in line with attendance policy.</p> <p>Positive points increases on ClassCharts.</p>	Pupils achieve academic success and are not disadvantaged.

					Funding for rewards.		
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Priority Three – Aspirations for All

Objective	Rationale	Actions to be taken	By whom?	By when?	Resources needed	Progress Indicators	Success Criteria
<p>A range of additional opportunities within and beyond (as appropriate) the timetabled school day raise aspirations.</p> <p>(To include the phased introduction of new 'smarter/business' school uniform.)</p>	<p>Pupils are able to access wider learning opportunities to support the development of cultural capital, confidence, knowledge of future opportunities etc.</p> <p>Subsidise or cover all costs for disadvantaged as needed.</p>	<p>Calendar and plan for relevant opportunities in line with pupil need.</p> <p>Liaison with relevant outside agencies.</p> <p>Promotion of parental opportunities.</p> <p>Liaison with school uniform suppliers and discount vouchers for all pupils (subsidised further for disadvantaged)</p>	SLT, Admin	Ongoing	Learning Performance, MADE, outside agencies for Aspirations' Day, STEAM Week etc.	Intervention records will show pupils being targeted for relevant opportunities to raise personal aspirations.	<p>Positive feedback and evaluations.</p> <p>Increased P8 and A8 for Y11, and through subsequent years as part of our long-term strategy.</p>

Opportunities within wider strategies may be impacted by wider situation so flexibility is key here.

Projected Spending: £97,565

Monitoring and Implementation

Please refer to progress and success indicators; flexibility around the wider national and local situation may be required as we respond to 'lockdown' in the immediate short-term and the 'new normal' in the short, medium and potentially longer term. As ever, response to changing school needs may mean that some identified priorities are adjusted, no longer needed – or appropriate – or completely amended.

Review

As we envisage longer-term planning with our Pupil Premium Strategy to cover three years and beyond, we will still continue to review at the end of each academic year with a key emphasis on our Y11 outcome data; the strategies suggested are anticipated to have a long-term impact on all year groups with the quantification of this based on Y11s each year.

