

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	747
Proportion (%) of pupil premium eligible pupils	43.1 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 with intention to continue identified strategies through 2022-2024 dependent on internal tracking data and August 2023 outcomes.
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs S. Adu (Headteacher)
Pupil premium lead	Dr. N.Malik (AHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,020
Recovery premium funding allocation this academic year	£53,452
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£225,884
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	£606,356

Part A: Pupil premium strategy plan

Statement of intent

Our objective is for all our disadvantaged pupils irrespective of their backgrounds to achieve progress and outcomes at least in line with all our 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	Internal Gap in progress between disadvantaged and all pupils.
2	Internal 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	Gaps 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 2023 and into 2024.
Disadvantaged exceed or equal attainment of all pupils.	A8 of disadvantaged and all is at least equal in August 2023 and into 2024.
Narrow reading gaps between disadvantaged and all pupils	Reading age assessments show that disadvantaged pupils and all are at least equal in summer 2023, and into 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 2022-2023 and 2023-2024.

Percentage of pupils achieving Grade 5+ in English and Maths increases.	Outcome data for Grade 5+ in Eng/Ma August 2023 demonstrates increase and continues to increase 2022-2024.
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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: £155,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT focusing on TLAC strategies, classroom culture and routines- CPD programme, Subject -specific training support.	EEF toolkit-Feedback Reading Comprehension Strategies Maths Guidance 2022 School outcomes Internal tracking data	1, 2, 3, 4, 5
Continued development of assessment and feedback strategies.	EEF Feedback	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: £130,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring for targeted Hap disadvantaged and others in Year 9-11	EEF One-to One Tutoring 2022 school outcomes Internal tracking data	1, 2, 5

<i>Literacy provision – Lexia, Bedrock, synthetic Library, differentiated resources, form time programme, 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’, ‘Science’ ‘English’ interventions in pupils timetabled lessons.</i>	EEF Small Group Tuition	1, 2, 5
<i>Specific individual needs – e.g. AP, laptop provision, assessments to support SEND, school counsellor, opportunities to access language GCSE not taught in the 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 selected Year 11 Tuesday – Friday.</i>	EEF Extended School Day.	1, 2, 5

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

Budgeted cost: £ 96,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance including punctuality and management of admissions e.g. Attendance and Welfare Officer</i>	Attendance data shows some gaps between disadvantaged and non-disadvantaged learners. Punctuality data	1, 2, 3, 4, 5
<i>Parent and Pupil workshops e.g. Learning Performance, MADE, coffee mornings</i>	EEF Parental Engagement EEF Metacognition and Self-Regulation Evaluation information from our partnership with Learning Performance and MADE. Outcome data for previous pupils involved; impossible to quantify.	1, 2, 3, 4, 5
<i>Access to a wide range of curriculum</i>	EEF Arts Participation	1, 2, 3, 4, 5

<i>enhancement programmes e.g. Extracurricular programme, Learn to Work partnership, 'Aspirations' Day, STEAM week, educational visits.</i>	EEF Extending the School Day Internal Evaluation information.	
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Total budgeted cost: £ 383,080

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 2021 to 2022 academic year.

Aim	Outcome
To diminish difference between disadvantaged and non-disadvantaged HAPS.	Achieved. Average A8 gap has diminished as average A8 for disadvantaged HAP slightly better than non-disadvantaged HAP +0.08.
To diminish difference between disadvantaged and non-disadvantaged LAPS.	Achieved. Average A8 gap has diminished as average A8 for disadvantaged LAP slightly better than non-disadvantaged LAP +0.02.
To increase number of pupils achieving 5+ in both English and Maths.	Achieved. 40.1 % in 2020, 40.4 % in 2021 and 48.44 % in 2022.
To ensure that teaching staff can differentiate based on accurate knowledge of reading ages.	Achieved. Reading age data available to all teaching staff and pupils requiring additional support now receive this through a range of interventions programmes including Lexia, Bedrock and Synthetic Phonics; average reading age improvement for all pupils in Y7-10 from Sept 2020 to Sept 2021 was at least 4 months.
To ensure that teachers of Y8 have a recognised benchmark to support differentiation in the absence of KS2 data.	Achieved. In the absence of KS2 data GL assessments used and expanded in 2021-22 to include Maths, English and Science.
To ensure that the development of cultural capital is embedded within out QFT.	Partially achieved, Significant CPD emphasis on responsive teaching and cognitive load to support pupils. Continued focus as part of wider curriculum enhancement for 2022-2023.

To target subject-specific priorities based on HOF/SL analysis	Achieved. Funding provided for subject specific priorities with flexibility retained to support throughout 2022-2023.
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.	Achieved. Provision in place e.g. careers interviews, mindset workshops and Aspirations Day – where pupils are provided with the opportunity to listen to guest speakers from Cambridge University, Unable to quantify impact.
To enable Alternative Provision attendance if relevant to supporting pupil need and aspirations.	Achieved.
All pupils in Year 10 can participate in Work Experience and receive high quality careers' advice.	Achieved. Careers advice recognised as part of careers quality mark award. Work experience undertaken by all pupils in Year 10.
Pupils receive additional support relevant to individual needs/circumstances.	Achieved. AP as needed, Lexia, Bedrock, Synthetic Phonics, KS4 textbooks and revision guides, online learning platforms: GCSE pod, Maths Sparx, Tassomai. One to one tuition, small group tuition.
A range of additional opportunities within and beyond (as appropriate) the timetabled school day to raise aspirations.	Achieved, 'Aspirations' day held November 2021 and 2022 and STEAM week held in June 2022. High profile use of school bulletin to promote opportunities. Year 7 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
Reading Assessments	GL Assessments

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We continue to 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. A range of interventions are deployed such as deliberate practice 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 2019-2020, 2020-2021 and 2021-2022 was impacted by lockdowns and planned expenditure did not happen. It is anticipated that some of the carry forward will be used to supplement existing planned projects e.g. tuition, response to individual needs, AP – where the need is identified.