

Pupil premium strategy statement – Hodge Hill Girls’ School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	331 (44 %)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 -final year of 3-year plan.
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£332,235
Recovery premium funding allocation this academic year	£88,596
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 79,044
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£499,875

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 between in progress between disadvantaged and all pupils.
2	Internal gap between in attainment between disadvantaged and all pupils.
3	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 2024 and into 2025.
Narrow reading gaps between disadvantaged and all pupils.	Reading age assessments show that disadvantaged pupils and all are at least equal in summer 2024, and into 2025.
No limit on aspirations and opportunities for all our pupils.	All pupils have equitable access to all learning opportunities, both within and beyond the classroom during 2023-2024.

Percentage of pupils achieving Grade 5+ in English and Maths increases.	Outcome data for Grade 5+ in Eng/Ma August 2024 demonstrates increase and continues to increase 2023-2024.
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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: £ 199,132

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: £157,839

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 targeted Year 11 students Tuesday – Friday.</i>	EEF Extended School Day.	1, 2, 5

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

Budgeted cost: £ 142,904

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, Well-Being Day educational visits.</i>	EEF Extending the School Day Internal Evaluation information.	1, 2, 3, 4, 5

Total budgeted cost: £ 499,875

Flexibility will be maintained to respond to changing needs.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
To diminish difference between disadvantaged and non-disadvantaged HAPS.	Achieved. Average A8 and P8 gap has diminished as average A8 for disadvantaged HAP better than non-disadvantaged HAP +7.05. P8 score of +0.73 for disadvantaged HAP vs +0.52 for non-disadvantaged HAP (+0.21).
To diminish difference between disadvantaged and non-disadvantaged LAPS.	Achieved. Average A8 gap has diminished as average A8 for disadvantaged LAP better than non-disadvantaged LAP +0.3. P8 score of +0.65 for disadvantaged LAP vs +0.35 for non-disadvantaged LAP (+0.3).
To increase number of pupils achieving 5+ in both English and Maths.	Achieved. 40.1 % in 2020, 40.4 % in 2021, 48.44 % in 2022 and 49.32% in 2023.
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 2022 to Sept 2023 was at least 4 months.
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 2023-2024.
To target subject-specific priorities based on HOF/SL analysis	Achieved. Funding provided for subject specific priorities with flexibility retained to support throughout 2023-2024.

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 University's, Unable to quantify impact. Includes participation in the AIM Higher University mentoring programme.
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. Students provided with laptops if they do not have access at home.
A range of additional opportunities within and beyond (as appropriate) the timetabled school day to raise aspirations.	Achieved, 'Aspirations' day held November 2021, 2022 and 2023. STEAM week held in June 2023 and planned for June 2024. High profile use of school bulletin to promote opportunities. Year 7 pupils all provided with 'You are Awesome books'.

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Reading Assessments	GL Assessments
One-Three tuition	My Tutor

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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