

Pupil premium strategy statement – Hodge Hill Girls’ School

This statement details our school’s use of pupil 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	753
Proportion (%) of pupil premium eligible pupils	57.5 % (433 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2025 – Sept 2027 Year 2
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
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	£408,500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£408,500

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to utilise pupil premium funding to help us enhance and sustain higher progress, attainment and attendance for disadvantaged pupils at Hodge Hill Girls School. We prioritise in ensuring that all disadvantaged pupils, regardless of their backgrounds, achieve progress and outcomes at least in line with their peers both within school and nationally.

High quality teaching underpins progress. Consequently, pupil premium expenditure will continue to support innovative teaching and learning initiatives across the school. This funding will build on established and embedded practice from previous strategies, maintaining a consistent focus on effective teaching and learning methods to address the specific needs of students in receipt of pupil premium support.

Currently, we are pleased to see our disadvantaged students are attaining in line and above national averages. However, several challenges could hinder their continued success, including literacy and oracy levels on arrival at Hodge Hill Girls School, as well as attendance, English as a second language, little or no experience of wider cultural opportunities and poor parental/carer engagement. Our approach will be responsive to both the challenges we face as a school and to the individual needs of the students grounded in diagnostic assessment rather than assumptions and anecdotal evidence.

At Hodge Hill Girls' School, we expect all pupils irrespective of background or individual personal challenges, to read at or above their chronological age and to speak confidently with enunciation. This skill set will enable students to engage and access exam papers effectively when they reach Keys Stage 4, ensuring they are able to answer all questions and understand expectations. Our aim is for students to emerge as well rounded, knowledgeable and confident citizens.

We believe it is essential for all parents and carers regardless of language or barriers to engage in their child's education and to feel empowered to support their child's learning at home with the necessary skills and technology.

Our expectations are that all students have attendance above national average and feel safe and supported attending school every day.

Our approaches are designed to ensure students can succeed despite facing a range of challenges. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and ensure high aspirations.

- Identify where intervention is required early and ensure proven strategies are used to improve literacy and oracy.
- Work closely with parents and carers to ensure there is a holistic approach to students' attainment ensuring all parents and carers have the tools needed to access and give students the support required

To support our decision of how to use the pupils premium grant we have drawn upon the following sources:

- The EEF guide to the pupil premium with particular focus on evidence reviews in attendance, secondary literacy, metacognition and self-regulation. (<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>).
- The Sutton Trust – school funding and pupil premium 2025.
- Improving outcomes for disadvantaged children (Session 2024-2025) National Audit Office Report.

Challenges

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

Challenge number	Detail of challenge
A	Literacy and Reading National data, assessments and quality assurance indicates that disadvantaged pupils generally have lower levels of oracy and reading comprehension than their peers. This is barrier to achievement in all subjects. NGRT tests are used by the school to baseline and monitor reading ages.
B	Attendance We have established that disadvantaged pupils are more likely to become persistently absence which in turn can result negatively on their GCSE outcomes. Our most recent Data shows that year 11 students that fell into the below 90% attendance bracket have an average attainment score of 4.42 this is in comparison to disadvantaged students whose attendance was above 95% scoring 5.22.
C	Parent and Carer Engagement Our analysis shows that disadvantaged pupil and families as well as those with English as an additional language are less likely to engage with the school and

	attend school event. This includes engagement in behaviour, attendance and academic support and intervention.
D	<p>Raising Aspirations</p> <p>A number of our disadvantaged pupils come from families who have little or no experience of higher education. Consequently, going onto university and the path and qualifications needed to their chosen career is unknown to pupils from disadvantaged backgrounds. They often need additional support with college/sixth form application process and additional exposure to post-16 options to make informed choices.</p>
E	<p>Attainment Gaps</p> <p>Gaps between number of pupils achieving Grade 5+ in English and Maths identified.</p> <p>Our analysis has identified an attainment gap between disadvantaged and non-disadvantaged peers in relation to numbers achieving 5+ in English and Maths. Most recent Year 11 data show 39.8% of PP students achieve 5+ in English and Maths in comparison to 53.8% non-PP.</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
To ensure disadvantaged students continue to make comparable progress to non-disadvantaged students.	Progress and Attainment Score of the school.
Improved oracy and reading comprehension among disadvantaged pupils across Key Stage 3 and 4.	Utilise a structured way to support students explicitly practice subject specific vocabulary, so that pupils can confidently communicate using Tier 2 and 3 language. NGRT demonstrates improved comprehension skills amongst disadvantaged students and narrowing gaps between reading scores of disadvantaged and non-disadvantaged.
To ensure that there are no barriers to learning through access to technology.	Disadvantaged students to have access to technology at home and to participate with online learning tasks to the same level as their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills amongst disadvantaged pupils particularly those who are HPA and more able across all subjects.	Learning walks and observations, book looks, and other tools used for quality assurance demonstrate disadvantaged students are more able to monitor and regulate their own learning.
Increase number of PP pupils gaining 5+ in English and Maths in their final external examinations closing the gap in comparison to our non- PP pupils.	Embed a trend of increasing numbers of PP students achieve 5+ English and Maths. Embed pupil voice to obtain a picture of experiences, perspectives, and needs,

	ensuring that teaching and learning strategies are responsive and inclusive.
To achieve and sustain improved attendance and punctuality for all pupils particularly for our disadvantaged pupils.	Sustained high attendance and punctuality for all. Improvement in attendance and punctuality of PP students. Narrower attendance gap between disadvantaged and non-disadvantaged students.
Improved participation in all aspects of the wider curriculum.	Barriers to participation are considered and all relevant stakeholders work to overcome them. Attendance to enrichment activities is encouraged and monitored showing improvement.
Support disadvantaged learners in gaining places at post-16 providers either to study level 3 qualifications, apprenticeships, T-levels or suitable alternatives.	Provide opportunities to promote post 16 options during drop down days. Increasing numbers of students going onto study post-16 at level 3 or embark on apprenticeships.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £231,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching focusing on developing oracy and reading skills whilst fully embedding adaptive teaching, classroom culture and routines through</i>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	A, E

<i>robust CPD programme.</i>		
<i>Purchase of NGRT diagnostic reading tests to determine and monitor reading ages.</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	A, E
<i>Use of learning performance and subject specific identified resources to support QFT and/or home learning linked to curriculum teaching including provision of online resources and books.</i>	<p>Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	A, C, D, E

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

Budgeted cost: £ 71,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide a blend of tuition options: Use of My Tutor' and School -Led Tutoring.</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	D, E

Allocation of devices following audit of need or home learning across all students. Ongoing monitoring of usage to ensure optimum online learning is taking place.	The lack of access to technology has been well documented as a key factor in widening the achievement gap between disadvantaged students and their peers. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	B, D, E
<i>Online learning platforms: IDL, Sparx Maths, GCSE pod and Educake.</i>	EEF states of the effective use of homework and can have an impact of 5+ months progress. Online platforms allow all Learners to access resources easily from home. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	A, D, E
<i>Year 11 period 6 targeted intervention (additional 4 hours teaching per week for two/3 terms in the academic year, delivered by teaching staff in students 'teaching groups' Lessons will focus on new content and retrieval.</i>	EEF suggests extending schools can have a 3+ months impact in a year. Students will benefit from an additional 4 hours of taught curriculum per week. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	A, B, D, E

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

Budgeted cost: £105,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide a programme of</i>	Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three month progress. Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools.	A, D, E

<p><i>subsidised educational visits to support the curriculum and offer pupils opportunities they would otherwise not participate in.</i></p>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning</p>	
<p><i>Access to the wider curriculum, extracurricular and enrichment opportunities.</i></p>	<p>There is a positive impact of approximately one month academic achievement through the increase of physical activity. Pupils need access to regular physical activity and outdoor learning experiences for wellbeing and social development.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</p>	<p>A, D, E</p>
<p><i>Participation in work experience and careers interviews alongside wider careers advice and guidance (includes subscription to Unifrog)</i></p>	<p>Our school's careers programme actively seeks to challenge stereotypical thinking and raise aspirations to ensure we meet all Gatsby benchmarks.</p>	<p>B,D</p>
<p><i>Alternative Provision Funding.</i></p>	<p>For a small number of students mainstream school provision is no longer an option, alternative provision in a smaller more suitable environment means students can still be successful and leave with qualifications for post 16 education.</p>	<p>D,E</p>

<i>School Counsellor</i>	Used to provide well-being support: a safe space for students to express their feelings and concerns, helping them manage stress, anxiety, and emotional challenges.	B, C, D, E
<i>Parental Engagement</i>	Parental engagement has a large and positive impact on children's learning. Use of wide range of strategies to encourage active engagement with school through coffee mornings, parents evening. Monitored through record keeping. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	C, D, E
<i>Monitoring attendance and Punctuality</i>	With clear links between attendance, attainment and behaviour, and in the context of increased and erratic levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	A, B, C, D, E

Total budgeted cost: £ 408,500

Flexibility will be maintained to respond to changing needs.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year Group	PP	Non-PP	Gap	All P8
2025 Leavers	A8: 46.1 APS: 4.61	A8: 51.54 APS: 5.15	-5.19 -0.51	N/A
2024 Leavers	P8: 0.42 A8: 44.09 APS: 4.41	P8 0.37 A8: 53.06 APS: 5.31	+ 0.05 -8.97 -0.9	0.32
2023 Leavers	P8: 0.72 A8: 47.5 APS: 4.75	P8 0.67 A8: 52.49 APS: 5.25	+ 0.05 -4.99 -0.5	0.66
2022 Leavers	P8: 0.25 A8: 47.45 APS: 4.75	P8 0.64 A8: 53.47 APS: 5.35	-0.39 -6.02 -0.6	0.46
National Results	All: A8 3.5 APS: 34.8 in 2023	All: A8 4.9 APS: 49.6 in 2023		State funded School Eng Girls: A8: 4.6 APS: 45.9 in 2025 A8: 4.9 APS: 48.6 in 2023 LEA All: A8: 4.6 APS 46.1 in 2023

- We are not able to calculate progress 8 scores for this academic year as no KS2 assessment data was available due to Covid-19 disruption.
- Attainment 8 gap for our PP vs Non-PP has narrowed compared to last year.
- Attainment 8 for HPA students remains positive but is lower for PP vs non-PP (HPA A8 7.05 vs Non-PP A8 7.85).
- In 2025 a lower proportion: 39.8 %, of our PP pupils achieved GCSE 5+ in English and Maths, compared to previous years: 50.9 % in 2024, 49.32% in 2023, 48.44 % in 2022 40.4 % in 2021 and 40.1 % in 2020) and below the national figure of 47 % (in 2025), this remains a key focus of our PP strategy to address and strengthen attainment.
- 73.8%, of our disadvantaged students took a full Ebacc in 2024/2025, compared to national 'all' of 39% (in 2023). Our overall uptake for Ebacc is 69.6% (PP and Non-PP).
- NGRT tests successfully utilised to ensure staff can differentiate based on accurate knowledge of reading gaps. A range of reading interventions taken place for example form-time reading.
- Our use of National Tutoring Programme (NTP) and School Led-Tuition ensured all pupils made progress with indications that some PP students who received tutoring made at least 3 grades progress compared to their mock examinations.

- *All pupils provided with equitable access to wider learning opportunities both within and beyond the classroom to support continued high aspirations.*

Externally provided programmes

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

Programme	Provider
ClassCharts	
Learn to Work	
Maths Sparx	
Seneca	
GCSE pod	
STEM Enrichment	Hands on Science, Animal in Hands, Their Future First Aid, The Punctuation Show, Severn Trent Water, Medical Mavericks.
Learning Performance	
MADE	
International Dyslexia Learning (IDL)	

Service pupil premium funding (optional)

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.