

# Hall Green School Pupil Premium Strategy Statement

1. Summary information					
School	Hall Green School				
Academic Year	2017-2018	Total PP budget	£316 995	Date of most recent PP Review	Sept 2017
Total number of pupils	900	Number of pupils eligible for PP	362	Date for next internal review of this strategy	Dec 2018
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			53.3*	64.7%	
Progress 8 score average			-0.267	0.12	
Attainment 8 score average			39.74	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Lower prior attainment than non-pupil premium pupils				
B.	Less progress in mathematics than in English				
C.	Weak numeracy, literacy and reading skills, particularly among lower PA pupils and pupils in the lower half of the middle ability band				
D.	Lack of independent learning skills				
E.	Insufficient attitudes to learning to enable more than expected progress to be made by the majority of pupil premium pupils				

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	Insufficient independent learning skills and lack of resources at home to support	
<b>G.</b>	Lower attendance rates	
<b>H.</b>	Lower levels of aspiration	
<b>4. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Gap between our pupil premium pupils and national other reduced	Progress 8 measure of 0 or better
<b>B.</b>	Reduced in-school attainment gap	Pupil premium A8 of 4.5 or better 9-5 Basics of 37% or better
<b>C.</b>	Increased access to level 3 courses for pupil premium pupils	5 standard passes including English and maths rise to 60% for 2018
<b>D.</b>	Increased progress rates narrowing attainment gaps in KS3	Attainment as measured by GCSE grades reducing in data returns and in GL assessments in core in Yr 7 and Yr 8.
<b>E.</b>	Continuation of low NEET figure for our pupil premium pupils	NEET figure remains at 1.5% or less for pupil premium pupils
<b>F.</b>	Improved attendance of pupil premium pupils	Pupil premium attendance of 95% or over

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Bespoke, high-quality T&L CPD provided internally with further external CPD where appropriate.	Identification by Sutton Trust of high quality teaching and quality of feedback as principal factors in improving outcomes for pupil premium pupils.	All T&L CPD evaluated for impact by T&L Deputy Head.	ASI	July 2018
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Adopting RADY approach to target setting for pupil premium pupils, which aims to raise aspirations and close the gap that develops in KS1 and KS2.	Research provided by Challenging Education that demonstrates how lower targets for pupil premium pupils become embedded as they move through each key stage.	By working in partnership with Challenging Education and the RADY schools. Project led by Deputy Head with responsibility for the Pupil Premium.	MHD	October 2018
Increased levels of independent study	Class charts introduced allowing for home work records to be viewed at home by pupils and parents.	In-school research showing inconsistency in the amounts of home work being completed and the lack of independent study being completed in KS3.	Monitored and evaluated by T&L Deputy Head.	ASI	October 2017

Reduced low level disruption in class	Changes to the behaviour policy supported by employment of two Behavioural Support Assistants.	Identification by OFSTED of lost learning through low level disruption and from internal identification of need.	Monitoring and evaluation of behaviour data by Pastoral Assistant Head.	PEV	Ongoing evaluation with reporting at key points through year.
<b>Total budgeted cost</b>					<b>£29 000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attitudes to learning in KS3 and KS4 for identified cohorts	Employment of CityYear mentors to support the engagement and learning of identified KS3 and Yr 11 pupils.	Internal evidence of the impact of sustained mentoring programmes on pupil progress. Evaluation of CityYear operating in neighbouring secondary school.	CityYear provide an impact officer who will use whole school data to measure impact.	RSY	At KS3 data points and in July 2018
Improved attitude to learning, engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking, Aim Higher and Internal mentoring programmes	External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017 results.	Programme managed by Deputy Head and Assistant Head with support of Careers Coordinator.	MHD/RSY	At KS4 & KS3 data points and in July 2018
Improved outcomes for pupils in individual subjects via additional resources.	Supporting departments when additional resources are requested through internal bid process.	Previous bids evaluated for impact and subsequent bids considered in the light of that analysis. Sutton Trust evidence on the impact of high quality teaching on disadvantaged pupils' progress.	Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.	MHD	July 2018

Improved engagement, aspiration and outcomes for all pupil premium pupils. Closing gaps in cultural capital between pupil premium pupils and non-pupil premiums.	Supporting trips and visits and the creation of cultural capital for our pupil premium pupils. This includes part funding of the schools DoE programme for pupil premium pupils.	Evidence collated by Challenging Education that identifies a lack of cultural capital as a barrier to learning for pupil premium pupils. Evidence from Sutton Trust. Internal evidence of the benefit of enrichment activities for pupil premium pupils.	Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.	MHD/TSM	July 2018
Raising awareness of career opportunities for pupil premium pupils and raising aspiration as a result.	Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils.	Internal evidence and evidence from Forward Thinking programme.	Pupils identified by Careers Coordinator with support from Deputy Head and Assistant Head with responsibility for careers and	MHO/RSY/MHD	September 2018
Supporting identified Yr 11 pupils with small group tuition in maths and English.	Additional tuition in maths and English through Progress Mentors.	Evidence from Sutton Trust and internal evidence from exam results.	Pupils identified and tracked by Deputy Head with responsibility for Pupil Premium. Parents involved in process to ensure regular attendance and support at home. Heads of maths and English involved in setting direction for interventions.	MHD/KCA/ERO/DSU	KS4 data points through year and August 2018 exam results.
Supporting identified Yr 11 pupils with small high quality in class support in maths.	Employment of High Quality Maths TA to support learning of pupils in key groups	Internal evidence on the impact of High Quality TAs working in maths with specific pupils.	Progress monitored by HOD. TA continually updating skill set.	KCA/MHD	Maths KS3 and KS4 reports 2018
Supporting performance of low PA pupil premium pupils in KS3.	Reduction in size of N groups to support low PA pupil premium pupils.	Evidence from Sutton Trust and internal evidence from GCSE results.	In school CPD on differentiation and dealing with specific behavioural needs. Evaluation of GCSE results, GL assessments and internal tracking data.	MHD/CMC/ASI	July 2018
<b>Total budgeted cost</b>					<b>£156 200</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved independent study skills.	Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.	Evidence from Sutton Trust to support development of independent study skills and meta cognition. Pupil voice and internal evaluation.	Have assessed quality of service providers – visiting neighbouring school to observe in action. Follow up in T&L group to ensure consistency of message across departments. Resources shared with mentors and regular feedback to RSL.	MHD	December 2017/August 2018
Better identification of underachieving pupils with earlier intervention in place.	Increased use of SISRA Analytics and additional time and calendared meetings for HODs to implement interventions. GCSE targets for Yr 7 and Yr 8, based on FFT top 20%. RADY uplift for pupil premium pupils.	Challenging Education's RADY evidence of attainment gaps developing from targeting gaps in KS1, 2 and 3. Internal evidence from underachieving pupil premium pupils in previous cohorts.	Data manager applying consistent approach to all year groups. Regular reviews in SMT of data from all 5 year groups. Action plans regularly reviewed and updated. Departmental data review meetings introduced. Appointment of AHT with responsibility for KS3.	MHD/RSY/BDU	Ongoing
Better identification of underachieving pupils with earlier intervention in place.	Introduction of GL Assessments in English and maths in Yr 7 and Yr 8.	Internal evidence that demonstrated a gap in the progress projected by teacher assessments in KS3 and final outcomes at the end of KS4.	Exams marked externally. KS3 AHT analysing results and setting future strategy and intervention.	MHD/RSY/RDH	July 2018
Improved attainment and progress.	Application of appropriate PIXL strategies in school, including WTM, PIXL Wave, PPE and calibrated grades.	Evidence of impact of PIXL available in national data. Internal evidence of impact with previous cohorts.	PIXL resources shared with departments at HODs and through whole school teaching groups. Associate Senior Leader works with Deputy Head RSL to ensure effective implication of strategies. Regular attendance at PIXL conferences for HODs of EBacc	MHD/RSY/KCA	Ongoing

			subjects and RSL.		
Improved welfare of vulnerable pupils.	Employment of school Welfare Officer and school inclusion manager.	Internal evidence of the needs of a cohort of our pupils.	Regular SMT reviews of pastoral data led by AHT Pastoral.	KHA/PEV/RMO	Ongoing
Improved attendance of pupil premium pupils.	Employment of attendance officer	Internal evidence of attendance %s.	Regular SMT reviews of attendance data led by AHT Pastoral.	HLO/PEV	Ongoing
Improved attendance, engagement and behaviour of targeted pupil premium pupils.	In school boxing club led by Pat Benson Boxing.	Internal evidence of attendance and behaviour of specific group of disengaged pupils.	Regular SMT reviews of attendance and behavioural data led by AHT Pastoral.	AAL/PEV	Ongoing
Improved outcomes for Pupil Premium pupils.	Deputy Headteacher retains overall responsibility for pupil premium pupils. RADY focus has closing the gap in attainment is the school's first priority.	Evidence from OFSTED of the importance of having a member of SMT act as 'pupil premium champion' with overall responsibility for pupil premium pupils and their outcomes.	Regular meetings with Headteacher focusing on pupil premium. Deputy Head leads south area network pupil premium group and works closely with Challenging Education. DHT has spoken nationally about HGS successes in securing better outcomes for pupil premium pupils.	MHD	October 2017.
<b>Total budgeted cost</b>					<b>£127 000</b>