

# Hall Green School Pupil Premium Strategy Statement

1. Summary information					
School	Hall Green School				
Academic Year	2019 - 2020	Total PP budget	£316 965	Date of most recent PP Review	Oct 2019
Total number of pupils	900	Number of pupils eligible for PP	358	Date for next internal review of this strategy	Jan 2020

2. Current attainment – provisional DfE results for Summer 2019		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% 9-4	56.4%	71.8%
Progress 8 score average	0.00	+0.11
Attainment 8 score average	4.46	5.00

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Lower prior attainment than non-pupil premium pupils (although not in all year groups)
B.	Weak numeracy, literacy and reading skills, which are limiting PPI pupils progress in English literature and the humanities
C.	Lack of independent learning skills
D.	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> )	
F.	Insufficient independent learning skills and lack of resources at home to support
G.	Lower attendance rates
H.	Lower levels of aspiration, particularly amongst boys and HPA boys.
J.	Lower levels of cultural capital which making accessing certain key concepts and work more difficult

<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 of 0 or better
<b>B.</b>	Reduced in-school attainment gap	Pupil premium A8 of 4.55 or better 9-5 Basics of 37% or better in 2020
<b>C.</b>	Improved performance of pupil premium boys, particularly HPA pupil premium boys.	Pupil premium boys have a positive P8 in 2020.
<b>D.</b>	Increased access to level 3 courses for pupil premium pupils	5 standard passes including English and maths rise to 65% for 2020
<b>E.</b>	Increased progress rates narrowing attainment gaps in KS3	Attainment gaps as measured by GCSE grades reducing in data returns and in GL assessments in core in Yr 7 and Yr 8 in 2020.
<b>F.</b>	Continuation of low NEET figure for our pupil premium pupils	NEET figure remains at 1.5% or less for pupil premium pupils in 2020
<b>G.</b>	Improved attendance of pupil premium pupils	Pupil premium attendance of 95% or over in 2020

## **Hall Green School Pupil Premium Strategy Statement**

At Hall Green, our aim is to not only ensure PPI pupils make as much progress as their peers in school, but to strive to ensure PPI and Other pupils leave with the same levels of attainment. Since 2017 we have been a RADY school and work with Challenging Education and their network of schools to help us achieve our aims. When pupils arrive at Hall Green, they are set challenging targets based on FFT 20 benchmarking in all of their academic subjects and these challenging targets reflect our ambition. Pupil Premium pupils (PPI in this report) also have their targets uplifted to ensure that the gap that has been opened in KS1 and KS2 does not lead to lower targets for the end of KS4. We have restructured our curriculum model in KS3 to enable more PPI pupils to move into upper band as a result of their RADY target uplift.

We look to put Pupil Premium pupils first at every opportunity to help them close the gap to other pupils. We put Pupil Premium pupils first in the class room and when work is being assessed, we make sure that there is full access to trips and visits offered by the school and access to our wider curriculum offer, we make sure all data meetings and progress meetings have a strong Pupil Premium focus and we look to make sure that all support for Pupil Premium pupils becomes systemic as a result of the leadership and processes of all staff in school.

We spend the pupil premium as laid out in this statement and evaluate the impact of this additional funding regularly and objectively. Whilst recognising that success is multi-causal, we are evidenced based and use internal progress data alongside national research (including the EEF) and evidence from the South Network in Birmingham, BEP and Challenging Education to help evaluate the impact of our work and identify areas in which more progress can be made.

We are proud of our record with PPI pupils who were significant above national averages for value added in 2013, 2014 and 2015 and had positive P8 of +0.07 in 2018 and are projected P8 of 0 in 2019 (DfE projected data September 2019). Equally, attainment has been strong and on average 53% of our PPI pupils have gained 9-4 in the basics since 2013.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-2020</b>				
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.					
<b>i. Quality of teaching for all</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>
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 2020
Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Continuation of RADY approach to target setting for the new Yr 7 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 2019

Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.	Further embedding of RADY 'pupil premium first strategy' – making sure books are marked first, additional in lesson book checks are carried out and extra questions are targeted towards PPI pupils. Class teacher DRAPs document planned intervention agreed in department data meetings. Further HODs CPD to improve HODs QA processes.	Identification by Sutton Trust of high quality teaching and quality of feedback as principal factors in improving outcomes for pupil premium pupils and further evidence from Challenging Education that 'direct action' leads to improved outcomes for under-performing pupil premium pupils.	In school QA processes enhanced to ensure good practice is taking place in all lessons.	MHD/ASI	Easter 2020
Increased levels of independent study	Additional Needs Homework cohort to support those who struggle to complete independent study.	In-school research showing inconsistency in the amounts of home work being completed and the lack of independent study being completed by a percentage of pupil premium pupils, with a particular focus on pupil premium boys and HPA pupil premium pupils boys.	Monitored and evaluated by KS3 Assistant Headteacher. Termly evaluation in T&L report.	RSY	February 2020 after Yr 11 mock exams
Reduced low level disruption in class	Changes to the school behavioural policy to move to a system based more on restorative conversations and a better understanding of attachment disorder.	Research by Assistant Head pastoral into approaches being successfully used in other successful schools and analysis of current systems and their suitability for a changing intake.	Monitored and evaluated by Pastoral Assistant Headteacher.	PEV	Changes implemented Jan 2020 and reviewed at end of first term of 2020.
Reduced low level disruption in class	Implementation of the school's 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.

Reduced low level disruption in class	Reduced size of middle band and lower groups in Yr 7-9 and promotion of increased number of pupil premium pupils to upper band enabled as a result of restructuring.	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/MHD	Evaluation of impact in Spring 2019 before expected roll-out to whole of KS3
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**Total budgeted cost** £33 000

## ii. Targeted support

<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 for identified cohorts, particularly in Yr 9 and in Maths and English.	Employment of CityYear mentors to support the engagement and learning of identified KS3 pupils.	Internal evidence of the impact of sustained mentoring programmes and of first year of CityYear at HGS 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 2020
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking and internal mentoring programmes. MMA coordinator employed to focus on HPA PPI boys in 2019-2020 and motivational speaker employed.  Silent Study expanded to 3 groups – HPA boys, MPA boys and girls.	External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017, 2018 and 2019 results.	Programme managed by Deputy Head and Assistant Head with support of Careers Coordinator.	MHD/RSY/MMA Coordinator	At KS4 & KS3 data points and in October 2020

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	Ongoing, but summative evaluation in October 2020
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 (including music lessons) for our pupil premium pupils. New events scheduled for 2019-2020 include participation in cultural capital events provided by BEP and Birmingham University. Included in this strategy is 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. Additional evidence from Sutton Trust and DfE. 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/JSH	July 2020
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. New events for Autumn 2019 include a DT visit to JLR and a Yr 9 visit to WM Young Life: Technology for Health and Wellbeing.	Internal evidence and evidence from Forward Thinking programme and Destinations Data. Previous pupil voice conducted by careers department.	Pupils identified by Careers Coordinator with support from Deputy Head and Assistant Head with responsibility for careers.	MHO/RSY/MHD	September 2020

Supporting identified Yr 11 pupils with small group tuition in Maths and focused additional support in class.	Additional tuition in Maths supported by reduced timetables to enable extended day intervention and in-class support by experienced staff funded by pupil premium.	Evidence from Sutton Trust and internal evidence from exam results (Pupil Premium KS4 Report 2017, 2018, 2019).	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 involved in setting direction for interventions.	MHD/JHA//DSU	KS4 data points through year and August 2020 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 and help reduce class sizes	Internal evidence on the impact of High Quality TAs working in maths with specific pupils.	Progress monitored by HOD. TA continually updating skill set.	JHA/MHD	KS3 and 4 data points through year Maths KS4 report and GL assessment results 2020
Supporting performance of low PA pupil premium pupils in KS3.	Reduction in size of middle and lower band groups to support low PA pupil premium pupils.	Evidence from Sutton Trust and internal evidence from GCSE results and in-year data.	In school CPD on differentiation and dealing with specific behavioural needs. Evaluation of GCSE results, GL assessments and internal tracking data.	MHD/CMC/ASI	October 2019
<b>Total budgeted cost</b>					<b>£156 200</b>



### iii. Other approaches

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?
Improved independent study skills.	<p>Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.</p> <p>Extension of assemblies programme with MHD and additional events to help parents support their children at home added to the calendar for 2019-2020.</p>	<p>Evidence from Sutton Trust to support development of independent study skills and meta cognition. Pupil voice and internal evaluation.</p>	<p>Have assessed quality of service providers – visiting neighbouring school to observe in action. Follow up in T&amp;L group to ensure consistency of message across departments. Resources shared with mentors and regular feedback to RSL.</p>	MHD KS4 RSY KS3	December 2018/August 2019
Better identification of underachieving pupils with earlier intervention in place.	<p>Increased use of SISRA Analytics and additional time and calendared meetings for HODs to implement interventions and feedback to seniors via timetabled line management meetings. GCSE targets for Yr 7 and Yr 8, based on FFT top 20% with RADY uplift for pupil premium pupils.</p>	<p>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.</p>	<p>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 with subsequent calendared LM meetings. Appointment of AHT with responsibility for KS3.</p>	MHD/RSY/BDU	Ongoing
Better identification of underachieving pupils with earlier intervention in place.	<p>GL Assessments English and Maths in Yr 7 and Yr 8. Results fed back to parents with advice on how to support pupils at home with their learning in English and Maths.</p>	<p>Internal evidence that demonstrated a gap in the progress projected by teacher assessments in KS3 and final outcomes at the end of KS4.</p> <p>Evidence from improved performance of Yr 8 pupils in GL exams in 2019 compared to 12 months earlier when</p>	<p>Exams marked externally. KS3 AHT analysing results and setting future strategy and intervention.</p>	MHD/RSY/RDH	July 2020

	Maths department also taking part in additional GL tests in Yr 9 and Yr 10 in 2019-2020	taken in Yr 7.			
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.	PEV/RMO	Ongoing
Improved attendance of pupil premium pupils.	Employment of second attendance officer and introduction of penalties for unauthorised absences.	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.	Pupils with history of poor attendance picked up in school minibus in mornings and in school for first bell.	Internal data on attendance showing the need to have a very direct approach with the low attendance of a small group of pupils.	Regular SMT reviews of attendance 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 2020.
<b>Total budgeted cost</b>					<b>£127 000</b>

1. Desired outcomes 2018-2019	Success criteria
Gap between our pupil premium pupils and national other reduced	Progress 8 measure of <b>0</b> or better
Reduced in-school attainment gap	Pupil premium A8 of <b>4.6</b> or better 9-5 Basics of <b>37%</b> or better
Increased access to level 3 courses for pupil premium pupils	5 standard passes including English and maths rise to <b>60%</b> for 2018
Increased progress rates narrowing attainment gaps in KS3	<b>Attainment gaps as measured by GCSE grades reducing in data returns and in GL assessments in core in Yr 7 and Yr 8.</b>
Continuation of low NEET figure for our pupil premium pupils	NEET figure remains at <b>1.5%</b> or less for pupil premium pupils
Improved attendance of pupil premium pupils	Pupil premium attendance of <b>95%</b> or over

## 2. Review of expenditure

Previous Academic Year	2018-2019			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	<p><b>Success criteria mainly met.</b> Pupil premium pupils again performed very well when compared with pupil premium pupils nationally and in-line with all pupils nationally. (DfE projected data for PPI P8 is 0.00). 9-5 basics for PPI pupils was 34.5% and 9-4% was 56.4% - again both well above national averages for PPI pupils although gaps to Other pupils at Hall Green are 5.3% and 7% respectively.</p> <p>The school's T&amp;L report also evidenced a 10% increase in the number of staff being graded a 1 for expectations of pupils in learning walks and there was a 25% increase in the proportion of staff whose marking was considered to be of the highest standard.</p>	<p>The main focus of CPD in 2019-2020 is on improving behaviour of certain groups of pupils to facilitate better learning in all classes. The behaviour training has been broken into 3 parts:</p> <ul style="list-style-type: none"> <li>• Attachment and Trauma</li> <li>• De-escalation</li> <li>• Therapeutic conversations</li> </ul> <p>There will also be in-house leadership training and support for middle leaders and aspiring senior leaders and projects have included Lexia and supporting HPA pupils, Pastoral and Curriculum best practice.</p> <p>There will also be curriculum based task groups to strengthen our curriculum offer in 2019-2020.</p>	£10 000

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.	<b>Success criteria met.</b> In KS3, in Yr 8 (current Yr 9), PPI pupils had overtaken Other pupils for 9-5 in English and Maths in their GL assessments in June 2019. However, in current Yr 8, gaps remain and this cohort will be in a key focus group in 2019-2020.	The Yr 7 curriculum model has been extended to Yr 9 as well as Yr 8 for 2019-2020.	No cost
Increased levels of independent study	Development of Additional Needs Homework cohort to support those who struggle to complete independent study	<b>Success criteria mainly met</b>  Of 43 pupils identified from (Term 1 to Term 2) as requiring additional homework support, 27 were Pupil Premium. 22 of 27 pupils saw a reduction in the number of incomplete or missed homework during the intervention/monitoring period.	To make the reporting on ANH part of the T&L termly report.  The strategy for 2019-2020 is to heavily weight the provision for Pupil Premium pupils, in terms of building their resilience and ability to complete homework independently.	No cost
Reduced low level disruption in class	Continued implementation of the school's behaviour policy supported by employment of two Behavioural Support Assistants.	PEV will forward evaluation to MHD on 24.10.19	To follow	£11 737
Reduced low level disruption in class	Reduced size of middle band groups in Yr 7 and promotion of increased number of pupil premium pupils to upper band enabled as a result of restructuring.	PEV will forward evaluation to MHD on 24.10.19	To follow	No cost

## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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. (£57 000)	<p><b>Success criteria mainly met</b></p> <p>These pupils have a higher than school-average number of behavioural incidents but we saw improvements across Year 8 and 9.</p> <p>Behaviour for Year 9 focus list pupils was a significant improvement when compared to their Year 8 data. Year 8 saw slightly less penalties this year.</p>	<p>Deployment of City Year mentors across Y7/8/9 for 2019/2020, as there are pupils in Year 7/8 who are exhibiting a lack of positive learning behaviours.</p> <p>White British pupils and Pakistani boys are a focus, as this reflects whole-school approach and current focus areas.</p>	£46 500
Improved attitude to learning, engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking and internal mentoring programmes. MMA coordinator employed to focus on HPA PPI boys in 2018-2019 and motivational speaker employed.	<p><b>Success criteria met</b></p> <p>We were really pleased with the performance of our Birmingham University Forward Thinking pupils, who had an average P8 score of +0.21. This is our third cohort to complete this program and each year they have returned a positive P8 score.</p> <p>We also focused on boys in 2018-2019 with the 'Don't let the boys get away with it' strategies, additional assemblies, an HPA boys trip to Birmingham University, a motivational assembly and Silent Study. We were delighted that the P8 score for all boys was positive in 2019, and the projected score for PPI boys is also positive.</p> <p>HPA PPI boys had a P8 of -0.28, however, this was a small cohort of 10 pupils and 2 outliers significantly impacted the P8 of this group and their P8 at the start of Year 11 was -0.68, so nearly 5 grades of progress was made by each pupil in this group during Yr 11.</p>	<p>An additional Birmingham University taster day was attended on 20<sup>th</sup> September 2019 as part of our boys programme and the boys' assembly will be repeated on 25<sup>th</sup> October.</p> <p>Silent Study has expanded to include an MPA boys group and a girls group in 2019-2020. 25 pupils will be in silent study groups in 2019-2020 compared to 16 in 2018-2019.</p> <p>An existing member of staff has retained a TLR and we will work with SLT and HOH in staffing silent study as part of mentoring HPA pupils.</p>	£1 061

<p>Improved outcomes for pupils in individual subjects via additional resources.</p>	<p>Supporting departments when additional resources are requested through internal bid process.</p>	<p><b>Success criteria mainly met</b></p> <p>Many departments had positive SPIs (Subject Progress Index – a measure of value added in each department) and some had outstanding PPI results: Music (+0.83), Chemistry (+0.42), Combined Science (+0.35), Business Studies (+0.30), Computer Science (+0.26). In addition, the following subjects also had positive SPIs with PPI pupils: Biology, Physics, PD, RE, Eng Lang, German and Spanish.</p> <p>In addition, PPI pupils made more progress than Other pupils in Music, German, Computer Science, Sports Science and Sport Studies.</p> <p><b>However</b>, gaps remain in <b>Science</b> (despite excellent performance by PPI pupils in Science, there is a gap to Other pupils), <b>RE, History, Geography</b>, Eng Lit, <b>French</b> Art and Food (Food only had 4 PPI pupils and one was an outlier).</p>	<p>The pupil premium bidding process helps to keep PPI pupils at the forefront of departments' intervention strategies. Further training in HODs is planned to ensure that these interventions become both automatic and systemic.</p> <p>Work also needs to be focused on narrowing gaps in EBACC subjects and in English – these P8 'buckets' had bigger gaps than Maths (gap of -0.1) and Open.</p> <p>A number of the subjects where gaps exist – English Lit, History, Geography and RE require pupils to read extended texts and then provide longer written answers under exams conditions. This is clearly a barrier to learning for a number of our PPI pupils and we will continue to work to improve levels of literacy through our new literacy coordinator's whole school approach, City Year and the Lexia and Red Reader programmes.</p>	<p>£6 790</p>
<p>Improved engagement, aspiration and outcomes for all pupil premium pupils. Closing gaps in cultural capital between pupil premium pupils and non-pupil premiums.</p>	<p>Supporting trips and visits and the creation of cultural capital (including music lessons) for our pupil premium pupils. This includes part funding of the schools DoE programme for pupil premium pupils. We have also supported families with help for uniform and bus passes.</p>	<p><b>Success criteria met</b></p> <p>Although impact is at times intangible, we are determined to poverty proof the school day and make sure that all pupils have access to trips and visits in order to increase their cultural capital. Additional extra-curricular trips were targeted at PPI only cohorts as part of our RADY approach to improving PPI pupils outcomes.</p>	<p>We are adding a series of additional events focused on increasing pupils' cultural capital to our curriculum offer for 2019-2020. A number of these trips are PPI pupils only and we pay at least 50% of the cost of any trip for PPI pupils.</p> <p>We have also ensured that more of our PPI parents take advantage of the free uniform vouchers offered by the Yardley Educational Endowment and this fund is also providing around £10 000 worth of additional funding to spent on books and resources for PPI pupils.</p>	<p>£4 672</p>
<p>Raising awareness of career opportunities for pupil premium pupils and raising aspiration as a result.</p>	<p>Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils.</p>	<p><b>Success criteria met</b></p> <p>At present, only 1 of the 2018-2019 PPI pupils has been recorded as NEET since they left HGS, but we are currently awaiting further destinations data before we can undertake a full evaluation.</p>	<p>In 2019-2020 we will set an earlier deadline for pupils to complete their college applications and further CPD to support PP pupils when exploring the option of T Levels (ASCL course booked). Work Experience changes for 2019/2020 will ensure higher numbers of PP pupils attend Work Experience in July 2020.</p>	<p>£6 000</p>

Supporting identified Yr 11 pupils with small group tuition in maths.	Additional tuition in Maths supported by reduced timetables to enable extended day intervention by experienced staff funded by pupil premium.	<p><b>Success criteria met</b></p> <p>DSU pupil premium small group intervention had significant impact and the groups P8 progressed from -0.43 to -0.26 between Yr 11 data 1 and the final exams.</p> <p>Overall, Maths had the smallest internal gap of any of the 4 buckets in school and 64% of PPI pupils gained a 9-4 in Maths.</p>	<p>The Head of Maths has evaluated the 2019 results and identified key strategies for moving forward which are in her KS4 report (including more collaboration with Maths Hub and incorporating evidenced strategies from the EEF report in KS2 and KS3 Maths). The school has also increased the capacity of the Maths team with additional staffing and in class support will have a PPI bias.</p> <p>In addition, DSU will continue the Maths Extended Day Pupil Premium provision with two groups in 2019-2020.</p>	£12 954
Supporting identified Yr 11 pupils with high quality in class support in maths.	Employment of High Quality Maths TA to support learning of pupils in key groups (£10 000)	<p><b>Success criteria met</b></p> <p>High Quality TA enabled an underperforming set 3 to be split between higher and foundation papers, and following that split the group had a positive overall P8 and SPI in the final exams. In addition, Yr 11 set 7 were supported during staff absence by the TA who also led form time intervention for this cohort.</p>	We have increased staffing in the Maths department and are currently using the extra capacity to provide in lesson support for targeted PPI pupils.	£10 000
Supporting performance of low PA pupil premium pupils in KS3.	Reduction in size of N groups to support low PA pupil premium pupils.	<p><b>Success criteria met</b></p> <p>Our N group programme ensured positive outcomes for PPI LPA pupils in 2019 with a P8 of +0.375 (and 0.4 above Other LPA pupils). <b>This is the fifth straight year our PPI LPA pupils have had positive P8 (or VA before 2017).</b></p>	Although expensive in terms of staffing, the N group programme has ensured that our LPA PPI pupils have made more progress than the national average for each of the last 5 years. In the last 2 years, we have looked to move brighter N group pupils into more mixed ability middle band groups and this change will be evaluated closely for impact as the pupils move through school.	£80 506

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved independent study skills.	Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.	<p><b>Success criteria met</b></p> <p>This programme had a definite impact and our PPI pupils are currently projected by the DfE to have a P8 of zero and in line with all pupils nationally. This follows a PPI P8 of +0.07 in 2018. It was noticeable how focused the pupils were in the run up to final GCSEs and there was evidence of significant independent revision programmes in the revision notes shared with mentors and class teachers.</p> <p><b>At Yr 11 Data 1 PPI pupils had a projected P8 of -0.18</b></p>	<p>We continue to develop our independent study skills programme, increasing the functionality of class charts and working to increase parent buy-in.</p> <p>We have changed our Parent KS4 event from an external provider to in house provision for 2019-2020 and also added KS3 Study Skills Parent events with RSY and ZZI.</p> <p>In addition, the assemblies programme with MHD and core HODs will be updated for 2019-2020.</p> <p>Retrieval practice and strategies to reduce cognitive load are also being embedded in SoW and strategic use of retrieval practice is a PM target for staff in specific subject areas.</p>	£3 264
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.	<p><b>Success criteria met</b></p> <p>Again, the overall PPI results show the impact from our use of data in improving outcomes for PPI pupils. As stated above, <b>at Yr 11 Data 1 PPI pupils had a projected P8 of -0.18 compared to a final projected P8 of 0.</b></p> <p>Similar interventions have been able to close gaps in the current Yr 9, after two years of the higher targets created by the RADY uplift.</p>	<p>In 2019-2020 we want to continue to embedded RADY strategies. MHD will lead HODs training in November 2019 on how to ensure monitoring focuses on consistent use of RADY strategies by all teaching staff within departments.</p>	£43 100



<p>Better identification of underachieving pupils with earlier intervention in place.</p>	<p>GL Assessments in English and Maths in Yr 7 and Yr 8. Results fed back to parents with advice on how to support pupils at home with their learning in English and Maths.</p>	<p><b>Success criteria met</b></p> <p>At the end Yr 8 for our current Yr 9 cohort, PPI pupils had made substantial progress in closing the gap in attainment that had existed when they joined HGS in September 2017, validating the RADY approach and the uplift applied to their targets.</p> <p><b>The -0.39 attainment points gap in English that had existed 12 months earlier at the end of Yr 7 (in Yr 7 externally assessed GL results) had been completely removed;</b> whilst in Maths, the gap had been halved from -0.35 points per pupil when they sat GLs in 2018 to -0.18 in 2019.</p> <p>At the end of Yr 7 for our current Yr 8 pupils, there is a significant gap between PPI and Other pupils in both English and Maths (with PPI pupils performing better than English than in Maths) and closing the gap in Yr 8. Closing this gap is a focus for the KS3 AHT and the KS coordinators of English and Maths and their departments.</p>	<p>As well as retaining the GL assessments, we are adding trial assessments in Maths in Yr 9 and Yr 10 to the exam schedule for 2019-2020.</p> <p>The new Yr 8 had a significant gap in attainment at the end of Yr 7 – pupils who underachieved have been identified and actions are being put in place in both English and Maths as well as whole school interventions to support.</p>	<p>£3 605</p>
<p>Improved welfare of vulnerable pupils.</p>	<p>Employment of school Welfare Officer and school inclusion manager.</p>	<p><b>Success criteria met</b></p> <p>We have a number of vulnerable pupils who have been able to reach the end of Yr 11 and achieve exam success as a result of the work of our Welfare team. Due to the sensitive nature of this work, more details are available on request from the DSL.</p>	<p>We have expanded the number of staff who attend the PAW meeting to include the school's SENCO and nurse. PAAW meeting held fortnightly meeting to monitor the progress of vulnerable pupils and ensure they are able to continue with appropriate academic studies.</p>	<p>£36 750</p>
<p>Improved attendance of pupil premium pupils.</p>	<p>Employment of attendance officer</p>	<p><b>Success criteria not met</b></p> <p>We have worked hard to improve the attendance of our PPI pupils, however, there was a gap in attendance across all year groups of 1.9% in 2018-2019.</p> <p>Reducing this gap in attendance between PPI and Other pupils is vital if we are to close the gap in both progress and attainment.</p>	<p>We have again increased the focus on attendance and increased the capacity of the attendance team in 2019-2020. The school will be picking up pupils with particularly low levels of attendance by mini bus and this has so far proved a successful strategy this term. We are also looking to reduce the number of families who take children out of school for term time holidays.</p> <p>Whole school attendance has risen to 95.4% in the first half of this term.</p>	<p>£12 448</p>

Improved attendance, engagement and behaviour of targeted pupil premium pupils.	In school boxing club led by Pat Benson Boxing.	<p>Success criteria mainly met</p>	Although we feel that this programme had a positive impact on those boys who have participated, we decided the cost per pupil was too great for the benefit gained and we will not be continuing with the boxing club in 2019-2020.	£1 800
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.	<p>Success criteria mainly met</p> <p>The data and evidence has already been identified above.</p>	Much of what has led to our long-term success with pupil premium pupils will continue, but changes to practice have been outlined above as we continue to look to close the attainment gap between PPI and Other pupils completely.	£25 000

### 3. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

