

Hall Green School Pupil Premium Strategy Statement

1. Summary information					
School	Hall Green School				
Academic Year	2020 - 2021	Total PP budget	£322 790	Date of most recent PP Review	Sept 2020
		Total Covid Catch Up budget	£72 000		
Total number of pupils	901	Number of pupils eligible for PP	338	Date for next internal review of this strategy	Jan 2021

2. Current attainment – provisional DfE results for Summer 2019		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% 9-4	60%	Not applicable in 2020
Progress 8 score average	Not applicable in 2020	
Attainment 8 score average	4.33	Not applicable in 2020

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.	Lock down led to missed education creating gaps in knowledge for many PP pupils who not always able to work effectively at home
B.	Continued periods of self-isolation for many of our PP pupils
C.	Lower prior attainment than non-pupil premium pupils (although not in all year groups)
D.	Weak numeracy, literacy and reading skills, which are limiting PP pupils progress in English literature and the humanities
E.	Lack of independent learning skills
F.	Insufficient attitudes to learning to enable more than expected progress to be made by the majority of pupil premium pupils

External barriers (<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, exacerbated by the 2020 lock down	
G.	Lower attendance rates, including participation in remote learning	
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	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Gap between our pupil premium pupils and national other reduced	Progress 8 of 0.13 or better, in line with <u>National Other</u> pupils
B.	Reduced in-school attainment gap	Pupil premium A8 of 4.67 or better 9-5 Basics of 43% or better in 2021 – both in line with the performance of <u>All</u> pupils nationally.
C.	Improved performance of pupil premium boys, particularly HPA pupil premium boys.	Pupil premium boys have a positive P8 in 2021.
D.	Increased access to level 3 courses for pupil premium pupils	5 standard passes including English and maths rise to 65% for 2021 from 55.4% in 2020. The gap between PP and Other pupils gaining 9-5 in English and Maths falls to below 10%.
E.	Increased progress rates narrowing attainment gaps in KS3	Attainment gaps as measured by GCSE grades reducing in data returns and in GLs in core in Yr 9 in 2021. The GL gap in 2019 for current Y9 was 0.74 and the target is to reduce this to below 0.4 in 2021 GLs. This would have us on path to remove the attainment gap by their GCSE year in 2023.
F.	Continuation of low NEET figure for our pupil premium pupils	NEET figure remains at 0.6% or less for pupil premium pupils in 2021
G.	Improved attendance of pupil premium pupils	Including attendance of and engagement with remote learning. Difficult to set specific absolute attendance target, but our aim is to ensure the attendance gap between PP and Other pupils less than 1% in all 5 year groups in 2021.

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At Hall Green, our aim is to not only ensure PP pupils make as much progress as their peers in school, but to strive to ensure PP 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 (PP pupils 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 PP pupils who were significantly above national averages for value added in 2013, 2014 and 2015 and a P8 of +0.07 (above the national average for all pupils) in 2018 and -0.04 in 2019 (in-line with the national average P8 for all pupils, despite 2 PP outliers who did not attend school). Equally, attainment has been strong and on average 55% of our PP pupils have gained 9-4 in the basics since 2013. In 2019, we were selected by the Social Mobility Commission to provide evidence and strategies for their report into closing the gap between disadvantaged and other pupils in England (to be released in Autumn 2020).

For 2020-21, we also have the Covid Catch Up Premium to spend and this has been included in the pupil premium strategy. Strategies that have added funding from the Covid Catch Up Premium have been highlighted in **mauve**.

5. Planned expenditure					
Academic year		2020-2021			
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 remote teaching and learning, assessment and feedback.	Specific CPD focus on the use of MS Teams to promote remote learning during local lockdowns and periods of pupil self-isolation. Department time allocated to developing online curriculums via Class Charts, including use of Oak Academy resources.	Internal and national evidence on the importance of QfT in closing the gap. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	All T&L CPD evaluated for impact by T&L Deputy Head.	ASI	Ongoing, weekly review given the new nature of delivering the curriculum remotely.
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. Focus on delivering remote learning and supporting pupil welfare and the recovery curriculum.	Identification (by Sutton Trust, Challenging Education, Dylan Wiliam et al) 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 2021

<p>Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.</p>	<p>Introducing GL CAT4 tests to provide basis for Yr 7 targets in absence of KS2 SATs (targets produced in partnership with FFT) and to provide teachers with QLA. CATs scores to enable 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. (Funding through Covid Catch-Up)</p>	<p>Research provided by Challenging Education that demonstrates how lower targets for pupil premium pupils become embedded as they move through each key stage. Research supports previous Ofsted studies.</p>	<p>By working in partnership with Challenging Education and the RADY schools. Project led by Deputy Head with responsibility for the Pupil Premium.</p>	<p>MHD/BDU</p>	<p>October 2020</p>
<p>Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.</p>	<p>Continue to embed 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.</p>	<p>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.</p>	<p>In school QA processes enhanced to ensure good practice is taking place in all lessons.</p>	<p>MHD/ASI</p>	<p>Easter 2021</p>

<p>Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.</p>	<p>Three mock windows introduced in Yr 11 – two internal windows in October and March, and an external window in January. External window to include externally assessed Pearson Mocks. English to be externally assessed by exam board marker. (Funding through Covid Catch-Up)</p>	<p>Internal and external evidence (from PIXL, Sutton Trust, Challenging Education) of the importance of summative assessments in guiding teacher strategy and preparing pupils for external exams. Internal evidence of the importance of gaining external validation of our internal assessments. Pearson Mocks Service to provide Maths and Science with QLA.</p>	<p>Internal moderation of mock results and assessment data alongside external validation from Pearson Mock Service and external AQA English marker. Analysis of mock results by Data Manager, RSL Deputy Head, LMs and HODs.</p>	<p>MHD</p>	<p>Reviewed Nov 2020, January 2021, April 2021 and September 2021.</p>
<p>Continuous improvement in the quality and consistency of teaching and learning, assessment and feedback.</p>	<p>Continue to embed the importance of retrieval practice and low stakes testing, particularly as part of the recovery curriculum and remote learning. To be delivered through HODs and T&L sub groups.</p>	<p>Internal and external evidence (from PIXL, Sutton Trust, SAN, Challenging Education) of the importance of retrieval practice in guiding teacher strategy and preparing pupils for external exams.</p>	<p>HODs to embed regular and strategic retrieval practice into SoW.</p>	<p>MHD/ASI</p>	<p>Reviewed in T&L Report July 2021</p>

Increased levels of independent study	Additional Needs Homework cohort created 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 Associate Senior Leader. Termly evaluation in T&L report.	SCL	February 2021 after Yr 11 mock exams
Reduced low level disruption in class	Embed changes to the school behavioural policy to move to a system based more on restorative conversations and a better understanding of attachment disorder. This to be partnered with alterations to behavioural policy necessitated by the 2020 lockdown and subsequent in school adaptations to the building, curriculum, timetable and school day. Policy extended to address LLD in remote learning lessons.	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/ASI	Changes implemented Sept 2020 and reviewed at end of first term of 2020-2021.

Reduced low level disruption in class	Delivery of recovery curriculum in Autumn 2020 supported by whole staff training on the impact of lockdown on pupil mental health and welfare. (Funded by Catch Up Premium)	Research by Assistant Head pastoral into approaches being successfully used nationally to support pupils in their return to school.	Monitored and evaluated by Pastoral Assistant Headteacher.	PEV	Termly review in PEV's Behaviour Report
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	July 2021
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Move to a remote parents evening service, with parents booking appointment slots and then meeting with teachers via phone or MS Teams. (Funded by Catch Up Premium)	Internal and national evidence on importance of parental engagement. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	Monitoring of attendance by data manager. Staff and parental feedback.	BDU/MHD	November 2020 after Y11 parents evening

Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Altering learning conversation system to permit more self-evaluation and self-target setting by pupils to remove the need for face-to-face conversations.	Internal and national evidence on the effectiveness of flexible grouping and small group catch-up. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	Monitoring of HoH and SMT.	BDU/MHD	December 2020 after KS3 AtL data return
Total budgeted cost					£38 590
ii. Targeted support					
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 attitude to learning and engagement in school and raised aspiration for identified cohort	Provision of 2 (or 3 including Science) Academic mentors through the Teach First Programme as part of our post lockdown catch up. (Funded by Catch Up Premium)	Internal and national evidence on the effectiveness of flexible grouping and small group catch-up. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	We are looking to identify our own tutors and then place them on the Teach First Academic Mentors Training Programme run by the Government.	MHD	Feb 2021, April 2021 and Sep 2021.
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Provision of tutors through the National Tutoring Programme as part of our post lockdown catch up. (Funded by Catch Up Premium)	Internal and national evidence on the effectiveness of flexible grouping and small group catch-up. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	We look at the offer of differing providers and then monitor attendance, engagement and progress of pupils.	MHD/JHA/SCL/KBC	Feb 2021, April 2021 and Sept 2021.

Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Delivery of Maths Masterclasses through the National Tutoring Programme as part of our post lockdown catch up. (Funded by Catch Up Premium)	Internal and national evidence on the effectiveness of flexible grouping and small group catch-up. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	We look at the offer of differing providers and then monitor attendance, engagement and progress of pupils.	MHD/JHA	Sept 2021
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Providing evening tutorials for pupils at home via MS Teams. HGS staff to be paid additional payment for tutoring pupils at home. (Funded by Catch Up Premium)	Internal and national evidence on the effectiveness of flexible grouping and small group catch-up. National evidence includes that produced by the Sutton Trust including the EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21.	By using experienced internal staff with experience of their course, extensive subject knowledge and an understanding of the barriers to learning pupils face. Pupil voice and pupil attendance rates will also provide evidence to the success of the strategy.	MHD/KBC	Feb 2021, April 2021 and September 2021.
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Providing catch up lessons via MS Teams for shielding pupils in Maths, to be delivered by experienced member of the maths team who is currently shielding. Potential for roll out to t/t staff in other subjects. (Funded by Catch Up Premium)	Internal evidence collated and analysed by ASI in T&L Report showing higher take up of remote learning when it is delivered by subject specialists through MS Teams.	By using experienced internal staff with experience of their course, extensive subject knowledge and an understanding of the barriers to learning pupils face. Pupil voice and pupil attendance rates will also provide evidence to the success of the strategy.	MHD/JHA/KCA	Feb 2021, April 2021 and September 2021.

Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Provision of Y11 study room before and after school with additional payments to staff running the rooms. (Funded by Catch Up Premium)	Internal evidence showing that many pupils lack space to revise at home and need school to provide extended day provision.	Using internal staff ensures that behaviour is well managed and the right conditions for independent study exists.	MHD	April 2021 and September 2021
Improved attitude to learning and engagement in school and raised aspiration for identified cohort	Mentoring provided through Forward Thinking and internal mentoring programmes. Mentoring will need to avoid face-to-face contact where possible due to insufficient room capacity and the need for social distancing and maintaining bubbles. PPI HPA coordinator employed to focus on HPA PPI boys in 2020-2021. 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, 2019 and 2020 results.	Programme managed by Deputy Head and Assistant Head with support of Careers Coordinator.	MHD/SCL/WWE	At KS4 & KS3 data points and in October 2021

Supporting pupils for whom literacy is a barrier to learning	Offer an e-library service to pupils, particularly those who are having periods of isolation. (Funded by Catch Up Premium) Provision of novels through the Yardley Trust Education Foundation for all PPI pupils who live within the Parish of Yardley.	Internal and external evidence of the importance of literacy as an educational foundation and the lack of reading and literacy skills of many of our pupils (classed as Red Readers).	E-library led by English KS3 coordinator, who will monitor usage and engagement. Pupil voice to aid evaluation of impact.	SPI/MHD	Feb 2021
Supporting pupils for whom literacy is a barrier to learning	Use of Lexia to create a catch up reading programme for pupils identified as 'red readers' for whom reading is a significant barrier to learning.	Internal and external evidence of the importance of literacy as an educational foundation and the lack of reading skills of many of our pupils (classed as Red Readers).	Lexia Programme managed by experienced middle leader with support from T&L Deputy Headteacher.	MRI/ASI	Feb 2021
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 2021 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 2021

<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>This includes providing resources to support remote learning, including buying department specific packages and places on exam support workshops and masterclasses.(Funded by Catch Up Premium)</p>	<p>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.</p>	<p>Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.</p>	<p>MHD</p>	<p>Ongoing, but summative evaluation in October 2021</p>
<p>Improved outcomes for those who insufficient ICT access at home to participate in remote learning sessions</p>	<p>Laptops purchased for pupils without appropriate hardware at home. These laptops were purchased alongside those supplied by the DfE to ensure all pupils had access to remote learning at home. Dongles also provided to ensure pupils have internet access.</p>	<p>In school research to establish who didn't have access to remote learning at home due to a lack of resources. The laptops replaced the initial processes we had for providing vulnerable pupils with hard copies of work in the initial phase of the pandemic.</p> <p>We have also provided remote learning sessions for all pupils so that they can access live lessons at home.</p>	<p>Monitored by DAD/HOH/Welfare Team</p>	<p>DAD</p>	<p>Ongoing</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>*The majority of trips are temporarily suspended due to restrictions created by the pandemic.</p>	<p>Supporting trips and visits and the creation of cultural capital (including music lessons) for our pupil premium pupils. New events were 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.</p>	<p>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.</p>	<p>Bid process embedded and all funding signed off by Deputy Head with responsibility for the Pupil Premium.</p>	<p>MHD/TSM/JSH</p>	<p>Ongoing and dependent on national guidelines and internal risk assessments</p>
<p>Raising awareness of career opportunities for pupil premium pupils and raising aspiration as a result.</p>	<p>Our careers coordinator is currently updating provision as a number of events with external employers have had to be cancelled due to the pandemic. This included the Y10 work experience in July 2020. MHO is working hard to find alternative ways of delivering work related learning and enable us to continue to meet the Gatsby benchmarks.</p>			<p>MHO/MHD</p>	<p>Ongoing and dependent on national guidelines and internal risk assessments</p>

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	September 2021
Total budgeted cost					£156 700
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.	Continued delivery of internally produced independent study skills programme to replace the role of external providers Elevate and StudySkillsZone. Support also provided on school website and via ClassCharts. Extension of assemblies programme with MHD and additional events to help parents support their children at home added to the calendar for 2020-2021.	Importance of metacognition identified by Sutton Trust. Internal feedback from pupils on the difficulties they encounter with independent study.	Programme developed having worked with a number of specialist independent study skills organisations, including Elevate, StudySkillsZone and Birmingham University.	MHD/ZZI	September 2021, with interim review after each assessment window
Better identification of underachieving pupils with earlier intervention in place.	Increased use of SISRA Analytics and additional time and calendared meetings for HODs to	Challenging Education's RADY evidence of attainment gaps developing from targeting gaps in KS1, 2 and 3.	Data manager applying consistent approach to all year groups. Regular reviews in SMT of data from all 5 year groups.	MHD/RSY/BDU	Ongoing

	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.	Internal evidence from underachieving pupil premium pupils in previous cohorts.	Action plans regularly reviewed and updated. Departmental data review meetings introduced with subsequent calendared LM meetings. Appointment of AHT with responsibility for KS3.		
Better identification of underachieving pupils with earlier intervention in place.	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. Maths department also taking part in additional GL tests in Yr 9 and Yr 10 in Autumn 2020.	Internal evidence that demonstrated a gap in the progress projected by teacher assessments in KS3 and final outcomes at the end of KS4. Evidence from improved performance of Yr 9 pupils in GL exams in 2019 compared to 24 months earlier when taken in Yr 7. (Gap due to cancelling of GLS in 2020).	Exams marked externally. KS3 AHT analysing results and setting future strategy and intervention.	MHD/RSY/RDH	July 2021
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 welfare of vulnerable pupils.	Increased staffing in welfare to support pupils following the lockdown and ongoing restrictions.	Internal and national evidence of the welfare difficulties caused for pupils by the 2020 lockdown.	Regular SMT reviews of pastoral data led by AHT Pastoral.	PEV/RMO	Ongoing

Improved welfare of vulnerable pupils.	Purchasing recovery curriculum toolbox to support pupils return to school. (Funded by Catch Up Premium)	Internal and national evidence of the welfare difficulties caused for pupils by the 2020 lockdown.	Regular SMT reviews of pastoral data led by AHT Pastoral.	PEV	Ongoing
Improved welfare of vulnerable pupils.	Supporting specific needs of individual families suffering hardship due to lockdown. Funding used to pay for bills/food/clothing. (Funded by Catch Up Premium)	Internal and national evidence of the welfare difficulties caused for pupils by the 2020 lockdown.	Regular SMT reviews of pastoral data led by AHT Pastoral.	PEV	Ongoing
Improved attendance of pupil premium pupils.	Employment of second attendance officer and introduction of penalties for unauthorised absences.	Internal evidence of attendance gap and pupil premium attendance below 95% in multiple year groups. National data on link between attendance and academic outcomes.	Regular SMT reviews of attendance data led by AHT Pastoral.	HLO/PEV	Ongoing
Improved attendance of pupil premium pupils – remote learning.	Employment of Remote Learning Attendance Officer to monitor to ensure parents are informed when pupils miss live online lessons. ClassCharts attendance module purchased to support process. (Funded by Catch Up Premium)	Internal evidence of attendance gap in online/remote learning. National data on link between attendance and academic outcomes.	ASI to monitor remote learning attendance. Clear processes for Remote Learning Attendance Officer to follow.	ASI/MHD	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	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

	for first bell. Temporarily suspended due to restrictions of bubbles caused by pandemic.				
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 2021.
Total budgeted cost					£127 000

Evaluation of Impact 2019-2020

It has been very difficult to evaluate pupil premium performance in 2020 due to the lockdown and subsequent cancelling of exams. HGS kept our CAGs for the 2020 Y11 in line with previous results at HGS and I have therefore referred to P8 performance based on 2019 estimates, as opposed to a hypothetical P8 based on inflated 2020 estimates. In the report I refer to the 'adjusted data set' – please contact Mr Hosfield for details as to how this was calculated.

As lockdown occurred part-way through the 2019-2020 Academic Year, many programmes and strategies were not completed. It is difficult to meaningfully evaluate for impact as we had not reached second data points for any year group other than Yr 11.

Additionally, pupil premium funds were diverted to purchasing laptops for pupils with ICT devices internet access at home.

Finally, many of the challenges we now face have significantly altered due to the initial closure of schools and then restrictions placed on schools since September's re-opening. Therefore, parts of this year's strategy are necessitated by the events of 2020, as opposed to an evaluation of 2019-2020.

