

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hall Green School
Number of pupils in school	901
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	6.12.21
Date on which it will be reviewed	1.9.21
Statement authorised by	K. Slater
Pupil premium lead	M. Hosfield
Governor / Trustee lead	M. Shellis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333 295
Recovery premium funding allocation this academic year	£51 503
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2 000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£386 798

## Part A: Pupil premium strategy plan

### Statement of intent

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 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 PP 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 and are now looking to further embed our success and continue to close gaps in progress and attainment by overcoming the challenges presented by the pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Lower Prior Attainment on entry means that gaps in core knowledge and key skills need to be closed so that pupils can meet their RADY targets.
2	Gaps in literacy and reading levels on entry into Y7.
3	Lower Prior Attainment in Maths leading to lack of mastery of basic topics and numeracy skills which can be applied to all subjects.
4	Gaps in prior knowledge created by lockdown, that need closing to enable further progress.
5	Less engagement and lower AtLs for proportion of PP pupils leading to missed learning opportunities.
6	Lack of ICT equipment at home that reduces access to independent study materials.
7	Lower levels of attendance meaning lost learning time.
8	Lower rates of independent study, including homework and revision, mean pupils can be less prepared for in-school assessments and external exams.
9	Poorer self-regulation of proportion of PP pupils, leading to increased number of low level behaviour incidents, reducing learning opportunities.
10	Less clearly defined career pathways, leading to lower levels of aspiration.
11	External issues faced by PP pupils that impacts on their welfare and reduces their resilience to make good progress academically.
12	Less fluent reading and literacy skills that limit progress in all subjects.

## 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
Progress gap closed for Y11 leavers	Pupil premium pupils have Progress 8 figure equal to that for national other pupils in 2022 (+0.12 in 2019 when external exams last sat).

In school A8 gap reduced for Y11 leavers	Pupil premium pupils Attainment gap to other pupils in school reduces to less than half a grade per pupil in 2022.
Basics gap closed for Y11 leavers	Pupil premium pupils 9-5 Basics above 40% in 2022. Pupil premium pupils 9-4 Basics above 65% in 2022.
GL Results	The gap in both English and Maths GL tests in June 2022 scores to reduce to a 1/3rd of a grade in both Yr 8 and Yr 9.  Yr 8 average PP attainment in Maths rises to 4.5 or better in June 2022 GL assessment.
Attendance	Gap in attendance reduced to 1.5% in final term of 2022.
Behaviour	Reduce the gap in L3 internal sanctions from 11% to 6% in 2022.
AtLs	Further reduction in gaps in average AtLs for each year group. Current gaps are 0.07 in Y8, 0.13 in Y9, 0.14 in Y10, 0.15 in Y11.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 William et al) of high quality teaching and quality of feedback as principal factors in improving outcomes for pupil premium pupils.	1-4
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	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.	1-4

aspirations and close the gap that develops in KS1 and KS2.		
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.	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.	1-5
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.	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.	1-4
GL Assessments English and Maths in Yr 7, Yr 8 and Yr 9. Results provide QLA to core departments and allow for setting of externally validated KS3 progress summative assessments. Results fed back to parents with advice on how to support pupils at home with their learning in English and Maths.	Internal evidence that demonstrated a disparity in the progress projected by teacher assessments in KS3 and final outcomes at the end of KS4. Internal Evidence from improved performance of current Yr 11 pupils in GL exams in 2019 when in Year 8 compared to 12 months earlier when taken in Yr 7.	1-4
Two full mock windows introduced in Yr 11 in October and March. Second window to include externally assessed Pearson Mocks in Maths.	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 with detailed QLA.	1-4
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 Lead Teacher and supported by ICT resources.	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.	1-4
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. 3.5 MPS teachers required to enable this reduction in group size.	Identification by OFSTED of lost learning through low level disruption and from internal identification of need. Internal evidence from GL assessments in KS3 for current Y11 show PP MPA middle band pupils significantly closing the gap in KS3.	5, 9
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. Internal evidence showing that PP pupils have a disproportionate number of negative	5, 9

	behavioural incidents and a disproportionate number of AtL 3s.	
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.	5, 9
Bank of tablets purchased to enable enhanced quality retrieval practice with easier tracking of pupil progress through time. Part of an in-school research project led by Lead Practitioner.	National evidence on the importance of retrieval practice, including evidence from PIXL, EEF and SAN. Retrieval practice has been part of whole school CPD since 2019.	2, 4, 6 and 8
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.	1-4
Extended study skills through Elevate and Study Skills Zone. Extended day programme provides Silent Study opportunities.  Extension of assemblies programme with MHD and additional events to help parents support their children at home.  Remote resources to help independent learning available on school website.	Evidence from Sutton Trust to support development of independent study skills and meta cognition.  Pupil voice and internal evaluation.  Increased PP P8 following delivery of Elevate sessions in 2017, 2018 and 2019.	4, 5, 8

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

Budgeted cost: £95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP – provided both in school by external tutors and online with pupils at home. 3 primary pathways – English, Maths and Science. All PP pupils in school (361 in total) to have access to either NTP or School Led in 2021-22. Tuition partners are principally TalentEd and Pearson.	National evidence from EEF, supported by initial phase of NTP in school in 2020-2021, that small group tuition can add 4-5 months of progress.	1-9
School Led tuition – as above, principally through Tuition		

Partners TalentEd and current school staff.		
Academic Mentors – two Academic Mentors (1 in English and 1 in Maths) place for 2021-22, contracted through Randstad. Academic Mentors support focus pupils in class, as well as providing 1-1 and small group tuition.		
Progress Leaders – 7 experienced staff members who have TLR and time to support PP pupils in all year groups who have negative progress data. Strategy led by DHT RSL i/c PP.	Evidence from our own research into effectiveness of mentoring has led to further developing the role to provide more structured independent learning opportunities for focus pupils.	4, 5, 6, 7, 8 and 9
Mentoring provided through Forward Thinking and internal mentoring programmes.	External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017, 2018, 2019, 2020 and 2021 results. This has been a very effective program that supports MMA PP pupils in Y8 – Y11.	10
Internal assertive mentoring programme – supporting pupils who have low progress projections.	PIXL evidence of the effectiveness of assertive mentoring schemes, supported by internal progress data.	4, 5, 6, 7, 8, 9 and 10
Silent Study – extended day provision for Y10 and Y11 pupils who are currently unable to complete independent work at home.	Internal evidence of the effectiveness of the Silent Study provision – now in its 4 <sup>th</sup> year.	8
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), GL Assessments and internal data in SISRA.	1, 3 and 4
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.	1, 3 and 4
Lexia – reading programme for pupils identified as Red Readers on entry to school. Support now delivered through English department for pupils in Y8 and Y7.	National evidence in the importance of literacy and internal evidence from improved Red Reader performance and measured improvement of pupils in current Lexia programmes.	1 and 2
Oracy delivered to Year 9 and Year 10 pupils through partnership with Talk the Talk UK. Led by Academic Mentor in English.	Evidence from the Sutton Trust and PIXL that evidences the importance of developing Oracy as a means of developing literacy skills.	2, 4

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

Budgeted cost: £90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting trips and visits and the creation of cultural capital (including music lessons) for our pupil premium pupils. 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 BEP, Sutton Trust and DfE. Internal evidence of the benefit of enrichment activities for pupil premium pupils.	5
Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils. Purchase of Xello careers interface.	Internal evidence and evidence from Forward Thinking programme and Destinations Data. Previous pupil voice conducted by careers department. NEET figures, OFSTED report, Gatsby Benchmarks	10
Providing laptops and wifi access to PP pupils to take home where there is an identified need.	Internal evidence of the impact the lack of appropriate ICT resources has on pupils ability to study independently at home.	6, 8
Employment of school Welfare Officer and school inclusion manager.	Internal evidence of the increased needs of a cohort of our pupils. Covid has increased demand for Welfare support in school.	11
Purchase of resources to support school's behaviour base.	Internal evidence that shows how we can best support individual pupils with behavioural issues to manage.	11
Employment of second attendance officer and introduction of penalties for unauthorised absences.	Internal evidence of attendance %s and their impact on Progress 8, alongside DfE national findings.	7
Engagement Mentor	Internal evidence of the benefit of enrichment activities for pupil premium pupils.	5
Behaviour mentoring	Working with external providers alongside internal systems to improve behaviour of focus group of pupils with poor behavioural records in school.	5, 11
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.	7
Salary of school librarian to support literacy drive and promote love of reading. Librarian will also monitor attendance to NTP sessions and chase absences.	National evidence on importance of reading for leisure and its impact on academic success and earning potential.	12
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 and The Social Mobility Commission of the importance of having a member of SMT act as 'pupil premium champion' with overall responsibility for pupil premium pupils and their outcomes.	1-12

**Total budgeted cost: £385 000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Evaluation of 2020-2021 Pupil Premium Strategy**

As has been much documented in the media, Pupil Premium pupils have tended to suffer more lost learning through the course of the pandemic and in many schools across the country gaps between Pupil Premium pupils and Other (non-pupil premium pupils) has widened. We have also seen widening gaps in many areas despite the enormous efforts of all staff to limit the impact of the pandemic on Pupil Premium pupils. Our number one focus in school remains to eliminate these gaps by removing the barriers to learning that our pupil premium pupils experience.

#### *Progress and Attainment*

The pandemic has meant that comparisons between the 2020 and 2021 Y11 leavers and previous Y11 cohorts are very difficult due to the differing nature of terminal assessments in each of the last two years. We have continued to use 2019 progress estimates to estimate a P8 figure for 2020 and 2021.

#### **Pupil Premium Progress 8**

2018	2019	2020	2021
+0.08	-0.04	-0.07	+0.08

*National Other P8 in 2019 was +0.12.*

*Pupil Premium P8 nationally in 2019 was -0.45.*

Our ambition is to close the in school progress gap (achieved in 2018) and then remove the attainment gap. In school gaps have widened as a result of the pandemic and the 2021-2022 Strategy Statement details how we will address these gaps.

**Attainment other year groups – Average A8 points per child**

<b>Current Year group</b>	<b>Yr 8</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>Yr 11</b>
<b>Pupil Premium Pupils</b>	<b>4.82</b>	<b>5.08</b>	<b>4.74</b>	<b>4.32</b>
<b>Non Pupil Premium Pupils</b>	<b>5.09</b>	<b>5.63</b>	<b>5.46</b>	<b>5.01</b>

**Attendance 2020-2021:**

	<b>Yr 7</b>	<b>Yr 8</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>All</b>
<b>Pupil Premium</b>	<b>87.69%</b>	<b>85.96%</b>	<b>87.63%</b>	<b>83.17%</b>	<b>86.27%</b>
<b>Other</b>	<b>91.65%</b>	<b>93.42%</b>	<b>91.23%</b>	<b>92.34%</b>	<b>92.34%</b>

As with pupil outcomes, attendance for all pupils was affected by the pandemic, but pupil premium pupils were affected disproportionately. We are already seeing the gap in attendance returning to our long term average of around 1.5% and we continue to work to eliminate this gap.

**Behaviour – Behaviour Points**

<b>Current Year group</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>Yr 11</b>
<b>Pupil Premium Pupils</b>	<b>1794</b>	<b>1702</b>	<b>3450</b>
<b>Non Pupil Premium Pupils</b>	<b>1821</b>	<b>1875</b>	<b>2714</b>

**AtLs: Gap in Attitude to Learning for Pupil Premium Pupils and Other Pupils**

<b>Current Year</b>	<b>Yr 8</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>Yr 11</b>
<b>Gap</b>	<b>0.07</b>	<b>0.13</b>	<b>0.14</b>	<b>0.15</b>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
NTP	TalentEd and Pearson
Y7 and Y8 Reading Programme for targeted pupils	Lexia
KS3 external exams in Core subjects	GL Assessments
Mock exams in Maths	Pearson
Independent learning workshops	Elevate and Study Skills Zone
Careers support package	Xello
Development of oracy in target pupils	Talk the Talk
Staff CPD	External CPD providers to support in house provision