



HALL GREEN SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

Adopted:	16 November 2022
Next Review:	November 2023
Governing Committee:	Pastoral and Curriculum
Responsibility:	Headteacher Deputy Headteacher responsible for Pupil Premium

Hall Green School Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. In this statement we will refer to disadvantaged pupils as pupil premium pupils.

School overview

Detail	Data
School name	Hall Green School
Number of pupils in school	926
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	17.11.22
Date on which it will be reviewed	17.11.23 (interim reviews throughout year)
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	£336,870
LAC Funding	£22,500 (15 LAC pupils)
Recovery premium funding allocation this academic year	£101,099
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£460,469

Part A: Pupil premium strategy plan

Statement of intent

At Hall Green, our aim is to not only ensure Pupil Premium (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 (Raising Attainment for Disadvantaged Youngsters) 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 (FFT is the new name for the Fisher Family Trust and the 20 benchmarking means our targets are set to match what the top 20% of pupils in the country achieve) in all of their academic subjects and these challenging targets reflect our ambition. PP pupils also have their targets uplifted to ensure that the gap that has been opened in KS1 (Key Stage 1 ends at Y2 and KS2 ends at the end of Y6) and KS2 does not lead to lower targets for the end of KS4. We have restructured our curriculum model in KS3 (KS3 ends at the end of Y9) to enable more PP pupils to move into upper band as a result of their RADY target uplift.

We look to put PP pupils first at every opportunity to help them close the gap to other pupils. We put PP first in the class room and when classwork 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 PP focus and we look to make sure that all support for PP 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 (Educational Endowment Foundation or the Sutton Trust as they are also known), Ofsted and the Social Mobility Commission) and evidence from the South Network in Birmingham, BEP (BEP is the Birmingham Educational Partnership) 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 our work has been shared nationally by both Ofsted and the Social Mobility Commission. We continue to strive to further embed our successes and to continue to close gaps in progress and attainment by overcoming the additional 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 (Attitude to Learning) 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 Progress 8 is a measure of added value between the end of primary school and the end of Year 11	Pupil premium pupils have Progress 8 figure equal to that for national other pupils in 2023 (+0.15 in 2022 based on provisional DfE figures).
In school Attainment 8 gap reduced for Y11 leavers Attainment 8 is a measure of pupils actual grades, irrespective of start points.	Pupil premium pupils Attainment 8 gap to other pupils in school reduces to less than half a grade per pupil in 2023.
Basics gap closed for Y11 leavers The Basics means passes in both English and Maths at either Grade 4 and above, or grade 5 and above.	Pupil premium pupils 9-5 Basics above 40% in 2023. Pupil premium pupils 9-4 Basics above 65% in 2023.
GL Results GL are an organisation we use to set, mark and benchmark exams in English (Y9, Y8 and Y7) and in Maths (Y8 and Y9).	The gap in both English and Maths GL tests in June 2023 scores to reduce to a 1/3rd of a grade in both Yr 8 and Yr 9. Performance of PP pupils in Y8 improves on Y7 GLs in English and in Y9 improves on Y8 GLs in English and Maths.
Attendance	Gap in attendance reduced to 1.5% in final term of 2023.
Behaviour Level 3 removals are when a pupil is removed from class for poor behaviour. Internal reflections are used as an in school alternative to suspensions.	Target for 2023 – To reduce the gaps in Level 3 removals, internal reflections and suspensions. Rate of suspensions gap to reduce from 5.4 to 5.

	Reduce gap of rate of L3 from 0.86 to 0.70. Reduce gap of internal reflection from 0.44 to 0.35.
AtLs	Further reduction in gaps in average AtLs for each year group. Current gaps are 0.15 in Y8, 0.09 in Y9, 0.15 in Y10, 0.06 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/behaviour management CPD provided internally with further external CPD where appropriate. Focus on delivering remote learning and supporting pupil welfare and the recovery curriculum. (T&L is teaching and learning)	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.	1-4
GL NGRP 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. (These are literacy/reading tests set, marked and benchmarked by GL)	National research showing the importance of closing gaps in literacy. The NGRP tests enable us to identify gaps in literacy and then use the information to plan actions to close these gaps. <i>We have run an internal Red Reader programme that supports pupils with significant issues in literacy. In 2022, Red Reader P8 was +0.33, evidencing the effectiveness of our internal strategies to support weaker readers.</i>	2-4

<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>DRAP Actions monitored by HoDs and tested in Learning Walks. LMs review DRAP actions at each data point.</p> <p>DRAP – Data Review Action Plan</p> <p>LM – Line Manager</p> <p>Data Point - set points in the year when teachers make professional predictions of pupils attainment</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>1-5</p>
<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>SISRA Analytics is our data analysis package</p>	<p>Challenging Education’s RADY evidence of attainment gaps developing from targeting gaps in KS1, 2 and 3.</p> <p>Internal evidence from underachieving pupil premium pupils in previous cohorts leading to lower targets and gaps widening.</p>	<p>1-4</p>
<p>GL Assessments English in Yr 7 and in English and Maths in 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.</p>	<p>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 most recent Yr 11 pupils in GL exams in 2019 when in Year 8 compared to 12 months earlier when taken in Yr 7.</p> <p><i>GL exam performance above national average in English and Maths in 2022 showing Y8 and Y9 pupils performing above national averages in both English and Maths. Y7 GL performance in English shows</i></p>	<p>1-4</p>

	<i>attainment gap of less than a third of a grade.</i>	
<p>Two full mock windows introduced in Yr 11 in October and March. Additional window to include externally assessed Pearson Mocks in Maths.</p> <p>Pearson Mocks are set, marked and benchmarked by the Pearson Exam board. This applies to Maths.</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.</p> <p>Ongoing internal evidence of the importance of gaining external validation of our internal assessments.</p> <p>Pearson Mocks Service to provide Maths with detailed QLA. <i>In 2022, the Pearson mocks service supported our best ever performance in Maths, with P8 of +0.42 and PP P8 of +0.15 in Maths.</i></p>	1-4
English marker for October mock exams – providing feedback and external validation	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.	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.	<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>SAN is the South Area Network of schools. PIXL is a national organisation that we were previously a member of.</p>	1-4
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
Changes to the school behavioural policy to move to a system based more on restorative conversations and a better understanding of attachment disorder. External training funded by PP to support this initiative.	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
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	Identification by OFSTED of lost learning through low level disruption and from internal identification of need. Internal evidence from GL	5, 9

result of restructuring. 3.5 MPS teachers required to enable this reduction in group size.	assessments in KS3 for current Y11 show PP MPA middle band pupils significantly closing the gap in KS3. <i>In 2022, 91% of our MPA PP pupils gained 9-4 in English and Maths and 63% gained 9-5 in English and Maths.</i>	
Implementation of the school's behaviour policy supported by employment of two Behavioural Support Assistants (plus a third behavioural assistant for 2022-23).	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 behavioural incidents and a disproportionate number of AtL 3s.	5, 9
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. Follow up resources shared through form and PSHE programmes by Progress Leaders and shared with parents via parent study skills workshop. Extended day programme provides Silent Study opportunities. Remote resources to help independent learning available on school website. Elevate and StudySkillsZone are two external providers.	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: £110 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP – provided both in school by external tutors and online with pupils at home. 2 primary pathways – English and Maths. All PP pupils in	National evidence from EEF, supported by first two years' initial phase of NTP in school in 2020-2021 and 2022-23, that small group tuition can add 4-5 months of progress. The 2021-22 impact is below, although it should be noted that these sessions ran alongside other department	1-9

<p>school (361 in total) to have access to either NTP or School Led in 2022-23. Tuition partners are principally TalentEd and Randstad working alongside directly recruited tutors.</p> <p>NTP is the National Tuition Programme</p>	<p>interventions and are not solely responsible for the improvement evidenced.</p> <p>2021-22 NTP English/NTP Maths (through Talent Ed)</p> <table><tr><td></td><td><i>Y11 D1 P8 (Eng or Maths)</i></td><td><i>Final P8 (Eng or Maths)</i></td><td><i>Impact</i></td></tr><tr><td><i>NTP English (37 pupils)</i></td><td>+0.10</td><td>+0.63</td><td>+0.53</td></tr><tr><td><i>NTP Maths (19 pupils)</i></td><td>-0.37</td><td>+0.15</td><td>+0.52</td></tr></table>		<i>Y11 D1 P8 (Eng or Maths)</i>	<i>Final P8 (Eng or Maths)</i>	<i>Impact</i>	<i>NTP English (37 pupils)</i>	+0.10	+0.63	+0.53	<i>NTP Maths (19 pupils)</i>	-0.37	+0.15	+0.52	
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<p>School Led tuition – as above, principally through additional recruitments and current school staff.</p>														
<p>Academic Mentors – initially two Academic Mentors (1 in English and 1 in Maths) place for 2022, contracted through the NTP Scheme. We are looking to expand our programme in Jan 2023 to include an Academic Mentor in Science and potentially in the Humanities. Academic Mentors support focus pupils in class, as well as providing 1-1 and small group tuition in lesson time and after school.</p>	<p>2021-22 Academic Mentor English / Academic Mentor Maths (through Randstad)</p> <table><tr><td></td><td><i>Y11 D1 P8 (Eng or Maths)</i></td><td><i>Final P8 (Eng or Maths)</i></td><td><i>Impact</i></td></tr><tr><td><i>English (30 pupils)</i></td><td>+0.20</td><td>+0.57</td><td>+0.37</td></tr><tr><td><i>Maths (14 pupils)</i></td><td>+0.01</td><td>+0.65</td><td>+0.64</td></tr></table>		<i>Y11 D1 P8 (Eng or Maths)</i>	<i>Final P8 (Eng or Maths)</i>	<i>Impact</i>	<i>English (30 pupils)</i>	+0.20	+0.57	+0.37	<i>Maths (14 pupils)</i>	+0.01	+0.65	+0.64	
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<p>Salary of NTP Coordinator to coordinate small group tuition sessions and to monitor attendance to NTP sessions and chase absences.</p>	<p>For 2022-23 the Pupil Premium is to contribute 40% of the cost and 2022-23 NTP Grant to contribute 60% of the cost of the small group tuition.</p> <p>Our NTP Coordinator salary is paid for by the Recovery Premium.</p>													
<p>Progress Leaders/Lead Progress Leader – 6 experienced staff members who have TLR and time to support PP pupils in all year groups who have negative progress data. Strategy led by Lead Progress Leader working with DHT RSL i/c PP.</p>	<p>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.</p> <p>Pupil Premium to contribute 40% of the cost and 2022-23 NTP Grant to contribute 60% of the cost of the tuition.</p> <p><i>In 2021-22 the pupils who were supported by Progress Leaders made two grades of progress across Y11 on average.</i></p>	<p>4, 5, 6, 7, 8 and 9</p>												

DHT RSL is me! Progress Leaders act as mentors in school and are all experienced teaching/support staff.														
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, 2021 and 2022 results. This has been a very effective program that supports MMA PP pupils in Y8 – Y11. MMA – more and most able	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. In 2021-22, those pupils who received mentoring from senior staff made 3 grades progress across Y11 on average.	4, 5, 6, 7, 8, 9 and 10												
Silent Study – in 2022-23 we are expanding the extended day provision for 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 5 th year. In 2021-22, pupils in the Silent Study group made 7 grades progress across Y11 on average.	8												
Additional small group 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. Paid for from Recovery Premium 2021-22 Teacher-led tuition through HGS staff <table><tr><td></td><td>Y11 DI P8 (Maths)</td><td>Final P8 (Maths)</td><td>Impact</td></tr><tr><td>Group Maths (4 pupils)</td><td>-1.14</td><td>-0.14</td><td>+1.0</td></tr><tr><td>Groups 2-4 Maths (11 pupils)</td><td>-0.72</td><td>-0.09</td><td>+0.63</td></tr></table>		Y11 DI P8 (Maths)	Final P8 (Maths)	Impact	Group Maths (4 pupils)	-1.14	-0.14	+1.0	Groups 2-4 Maths (11 pupils)	-0.72	-0.09	+0.63	1, 3 and 4
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PinPoint Maths – a diagnostic tool introduced by the Maths department in 2022-23 to help staff and pupils identify areas of weakness and gaps in knowledge to be closed.	Evidence from Sutton Trust, PIXL et al of the importance of identifying gaps to enable pupils to make progress.	1, 3 and 4												

PinPoint is a maths analytics package that identifies pupils areas of weakness and recommends individual programmes of study.		
Purchase of Cornell Notes revision books for all Y11 pupils.	Evidence from Sutton Trust of the importance of meta-cognition and developing independent study skills. Internal evidence identifying that many of our PP pupils lack these skills.	8
Pupil Premium Plus provides additional support for LAC pupils. We use the Pupil Premium Plus to provide a LAC TA and to fund additional small group tutoring and revision resources. The LAC Pupil Premium Plus also enables to meet individual pupils needs. LAC stands for Looked After Children	Strategies including small group tuition evidenced as above. Bespoke strategies are also targeted at individual pupil needs.	11
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 – we are expanding the number of pupils in the Lexia reading programme in 2022-23. This is for pupils identified as Red Readers on entry to school. Support delivered through English department for pupils in Y8 and Y7. Lexia is a software package we buy into.	National evidence in the importance of literacy and internal evidence from improved Red Reader performance and measured improvement of pupils in current Lexia programmes. <i>Our weakest readers (Red Readers) who make up this programme had P8 of +0.4 in 2022.</i>	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: £140 000

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
Humanutopia – workshop introduced for Y9 and Y11 pupils to support their motivation and better manage peer relationships.	Internal evidence identifying these two year groups as having lower AtLs and poorer progress than other year groups. Large PP cohort in both year groups needing additional support.	5, 9 and 10
Additional careers and WRL opportunities for targeted and ‘at RISK’ pupil premium pupils. Purchase of Xello careers interface. WRL is work related learning	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 (PE). Additional member of PE	Internal evidence of the benefit of enrichment activities for pupil premium pupils.	5

department who supports enrichment activities made possible by reduced timetable. This is part funded by the FA.		
Employ external behaviour support services (COBs) and counselling (currently Yvonne Murray Counselling) to support behaviour of individual pupils.	Internal evidence that shows how we can best support individual pupils with behavioural issues to manage.	5, 11
Purchasing resources, clothing, food for at risk pupil premium pupils.	Meeting the needs of individual pupils on a case by case basis to ensure they have the resources to access learning.	5, 11
Pupil Premium Review – an external review of our Pupil Premium systems in school to ensure we are getting best value for money and maximum impact from our Pupil Premium spend.		All
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: £450 000

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.

1. *Intended Outcome: Progress Gap Closed for Y11 PP 2022*

Evaluation of PP performance in 2021-22 was made difficult by two factors:

1. 10 pupils lost their PP status having left HGS in Y11. These pupils significantly impacted our PP Progress 8 score published by the DfE, however, they were PP pupils throughout their 5 years at HGS and benefitted from the strategies employed. These 10 pupils had P8 of +0.63, but are not counted by the DfE in our disadvantaged figure.
2. A small number of PP pupils were no longer receiving education at HGS in Y11. Although this was a relatively small number of pupils, they had significant impact on our PP figures.

When we focus on the PP pupils who were on roll at the school at the end of Y11, the PP P8 score rises from -0.14 to **+0.34**. We believe that there are continued improvements in the progress being made by our PP pupils, however, the DfE's change to our data set and some exceptional circumstances meant that the published P8 figure above is not representative of the PP performance of our 2022 Y11 cohort.

All figures below use the DfE's data set.

Year	2017	2018	2019	2022 (Provisional DfE data set removing 10 pupils who had been PP during their 5 years at HGS)
PP P8	-0.23	+0.07	-0.04	-0.14
Percentage of PP pupils making positive P8 score	37.3%	52.8%	48.1%	56.7%

Although the DfE data set significantly reduces our P8 score for PP pupils in 2022, the percentage of PP pupils making positive progress 8 continues to rise and was 56.7%. This figure is 4% above the national figure for all pupils.

In Year 10, the progress gap had closed for our PP pupils based on teachers' professional predictions and this again reflects the progress we are making with our PP pupils.

Year	2022 Y10 Professional Predictions
PP P8	+0.27
Other Pupils	+0.28

2. Intended Outcome: Attainment - A8 Gap closed

3. Intended Outcome: Attainment – EnMA Basics Measure closed

	9-4 EnMa	9-5 ENMA	A8 Points
PP HGS DfE provisional data set	64%	47%	4.34
National Averages for all pupils	69%	50%	4.69

English and Maths	2017	2018	2019	2022
PP 9-4%	54.2%	58.1%	56.4%	64%
PP 9-5%	27.1%	39.2%	34.5%	47%

Our PP pupils 9-4% and 9-5% in the basics continues rose again in 2022 and continues to close in on the national average for all pupils (5% gap to National 9-4 and 3% gap to National 9-5. This again reflects the continuing progress we are making in raising the attainment of our PP pupils as part of ongoing RADY project.

Our NTP tutors and Academic Mentors in English and Maths played a significant role in supporting our English and Maths departments deliver improved attainment for our PP pupils in 2021-22. Our PP targets for this cohort was 65% 9-4 (achieved 64%) and 40% 9-5 (achieved 47%).

A8 for our PP pupils was lower than we were targeting, although a significant factor in this is due to the two factors stated above. When we use the data set referred to above, A8 rises to 4.97, which we believe is more reflective of the strength of this year group and well in excess of our PP A8 target.

Maths	2017	2018	2019	2022
PP 9-4%	57.6%	62.2%	56.4%	69.8%
PP 9-5%	32.2%	43.2%	36.4%	57.1%

PP performance in Maths has been a specific focus and the department uses Pupil Premium to fund a number of key initiatives, including NTP, Academic Mentors, additional staffing and additional resources. The department achieved their best ever results in 2022 and there was a significant jump in both the 9-4 and 9-5 pass rates in Maths.

PP EBACC Entry	2017	2018	2019	2022
	23.7%	21.6%	36.4%	47.6%

As part of RADY, we aim to ensure all PP pupils have the same expectations, targets and opportunities as Other pupils. There was no gap in EBACC entry for the 2022 cohort.

4. *Intended Outcome: Attainment - closing gap in KS3 GL Assessment in English and Maths*

English Y7 GL Results	Average Points	9-4%	9-5%
PP Pupils	5.02	67.5%	55.8%
Other Pupils	4.70	82.5%	67%

Although we are very pleased with the results of our Y7 English GL Assessments, which are significantly above national averages, there is an attainment gap between PP and Other pupils. We will continue to pursue the strategies laid out in this statement to close the gap in attainment between PP and Other pupils over the next four years for this cohort.

The difference in average points met out target for Y7 GL assessments (Target gap of -0.33 or less, achieved -0.32).

Y8 and Y9 Evaluation to follow.

5. *Intended Outcome: Attendance gap reduced in 2021-2022:*

	Yr 7	Yr 8	Yr 9	Yr 10
Gap in attendance between Pupil Premium and Other Pupils	-2.2%	-3.3%	-3.9%	-3.8%

HGS PP Attendance: 88.1%

National PP Attendance: 84.9%

HGS PP Attendance gap: -3.4%

National PP Attendance Gap: -6.4%

Although the gap in attendance was greater than before the pandemic, our pupil premium attendance was greater than the national average for all year groups. Our internal research makes it clear that closing this attendance gap is essential if we are to consistently close progress and attainment gaps. We continue to increase the capacity of our attendance team to enable us to meet our attendance targets for PP pupils.

6. *Intended Outcome: Behaviour – reduced gap in L3 sanctions (rate of L3 per pupil)*

Current Year group	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Pupil Premium Pupils	n/a	0.89	1.74	1.06	2.25
Other Pupils	n/a	0.17	0.83	0.6	0.74

There remains significant gaps in the number of L3 sanctions our PP pupils gain in comparison to other pupils. We spend a significant proportion of our PP allocation on staffing and resources to reduce these gaps and ensure that a poor attitude to learning or low levels of resilience is not a barrier to learning.

7. *Intended Outcomes: AtLs: Reduced Gap in Attitude to Learning*

2021-22 Year Group	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
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Gap at start of year	0.15	0.07	0.13	0.14	0.15
Gap at end of year	0.15	0.09* (Feb 2022)	0.15* (Feb 2022)	0.06	0.06

We place a lot of emphasis on pupils developing a positive attitude to learning (AtL) and our internal evidence in school shows that high attendance and a good AtL are two vital factors in ensuring good outcomes. A significant proportion of our PP allocation is spent on improving the attitude to learning of PP pupils. These interventions are varied and included increased spending on behavioural assistants, additional pastoral staffing, additional welfare staffing, external mentoring, external speakers and workshops and progress leaders. We target the most support on PP pupils with the least good AtLs (AtL 3s) and have seen a significant reduction in the percentage of PP pupils with multiple AtL 3s. Overall, the gap in AtLs fell significantly in KS4 through the year, reflective the impact of these interventions.

In KS3, although the number of PP pupils with multiple AtL 3s reduced, the overall gap in AtLs to other pupils has not closed. We have already put additional support in place to continue to improve the AtLs of PP pupils and these are laid out in the 2022-23 plan in this document.

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

Programme	Provider
NTP Tutors	TalentEd
Academic Mentors	Randstad
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