

Hall Green School Pupil premium strategy statement

2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 what the Government calls disadvantaged pupils as either pupil premium pupils or PP pupils.

School overview

Detail	Data
School name	Hall Green School
Number of pupils in school	917
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	28.11.23
Date on which it will be reviewed	28.11.24 (interim reviews throughout year – schedule is here)
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	£365 873
LAC Funding	£16 500 (11 LAC pupils)
Recovery premium funding allocation this academic year	£102 464
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£732.36
Total budget for this academic year	£485 569.36

Part A: Pupil premium strategy plan

Statement of intent

At Hall Green, our aim is to not only ensure Pupil Premium pupils make as much progress as their peers in school, but to strive to ensure PP and Other (not PP) pupils leave with the same levels of attainment. Since 2017 we have been a RADY (Raising Attainment of 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 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 and KS2 does not lead to lower targets for the end of KS4. We have restructured our curriculum model in KS3 to enable more of our PP pupils make outstanding progress and to help us close gaps.

We look to put PP pupils first at every opportunity to help them close the gap to Other pupils: We put PP pupils first in the class room when asking questions, reframing work 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 progress, attendance and pastoral systems have a strong PP focus that identifies how we best support PP pupils in school. We strive to ensure 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 funding 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 evidence based and use internal data alongside national research (including the EEF, Ofsted and the Social Mobility Commission) 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 our work has been shared nationally by both [Ofsted](#) and the [Social Mobility Commission](#). However, we also recognise that gaps widened during the pandemic, both nationally and at Hall Green, and we are determined to meet and overcome these additional challenges.

In October 2023, an externally commissioned BEP Pupil Premium review reflected the strength of our approach to raising attainment for PP pupils:

- *The HT has created a team in school to have direct oversight of the pupil premium strategy and its implementation and this is led by an experienced member of the senior leadership team ably supported by other senior academic and pastoral leaders who act as pupil premium champions.*
- *The vision and values of the school and passion shown by leaders in raising aspirations and outcomes for disadvantaged students is palpable. Leaders have ensured that no student has felt to be part of an intervention plan or singled out for support. Intervention work is carried out quietly and methodically for pupils' benefit and with their full engagement.*
- *Leaders clearly work with passion and drive, were knowledgeable about the requirements this money brings with it, and work to a well-constructed plan which is constantly reviewed and evaluated.*

Challenges

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

Challenge number	Detail of challenge																								
1	<p>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. There were gaps in prior attainment on entry for all year groups, but our targets are uplifted for PP pupils as part of our RADY process. For current Y7, the prior attainment gap in Maths is double that for Reading.</p> <table><tr><th>Current Y7 Intake</th><th>Reading KS2</th><th>Maths KS2</th><th>Ave EM</th></tr><tr><td>PP</td><td>103.1</td><td>101.7</td><td>102.2</td></tr><tr><td>Other</td><td>104.8</td><td>105.9</td><td>105.4</td></tr><tr><td>Gap</td><td>-1.7</td><td>-4.2</td><td>-3.2</td></tr></table> <p>This gap exists in all year groups and when the current Y11 joined in Y7, there was a significant prior attainment gap:</p> <table><tr><th>Current Y11</th><th>Ave KS PA</th></tr><tr><td>PP</td><td>102.5</td></tr><tr><td>Other</td><td>106</td></tr><tr><td>Gap</td><td>-3.5</td></tr></table>	Current Y7 Intake	Reading KS2	Maths KS2	Ave EM	PP	103.1	101.7	102.2	Other	104.8	105.9	105.4	Gap	-1.7	-4.2	-3.2	Current Y11	Ave KS PA	PP	102.5	Other	106	Gap	-3.5
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2	<p>Gaps in literacy and reading levels on entry into Y7. Less fluent reading and literacy skills limit progress in all subjects.</p> <p>Our internal NGRT testing on entry identify the extent of the in reading, represented by a Standard Age Score (SAS). For current Y7 the gaps is:</p> <table><tr><th>Current Y7 Intake</th><th>Reading SAS</th></tr><tr><td>PP</td><td>98.3</td></tr><tr><td>Other</td><td>102.3</td></tr></table>	Current Y7 Intake	Reading SAS	PP	98.3	Other	102.3																		
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3	Lower Prior Attainment in Maths (as above) leading to lack of mastery of basic topics and numeracy skills which can be applied to all subjects.																				
4	<p>Less engagement and lower AtLs for proportion of PP pupils leading to missed learning opportunities. Attitude to Learning (AtL) is an internal measure we monitor closely in school. Our internal data shows the close correlation between AtLs and final outcomes at GCSE – closing this gap is a key focus for staff.</p> <table><tr><th>Year Group</th><th>Pupil Premium</th><th>Other</th><th>AtL Gap in 2022-23</th></tr><tr><td>Y7</td><td>1.75</td><td>1.69</td><td>-0.06</td></tr><tr><td>Y8</td><td>1.84</td><td>1.68</td><td>-0.16</td></tr><tr><td>Y9</td><td>1.86</td><td>1.72</td><td>-0.14</td></tr><tr><td>Y10</td><td>1.83</td><td>1.64</td><td>-0.19</td></tr></table>	Year Group	Pupil Premium	Other	AtL Gap in 2022-23	Y7	1.75	1.69	-0.06	Y8	1.84	1.68	-0.16	Y9	1.86	1.72	-0.14	Y10	1.83	1.64	-0.19
Year Group	Pupil Premium	Other	AtL Gap in 2022-23																		
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5	<p>Lower levels of attendance meaning lost learning time. Again, our internal data supports national data that lower attendance leads to poorer outcomes for pupils at GCSE. Our pupil premium attendance is above that of pupil premium pupils nationally, but 4.7% below the attendance of our Other pupils.</p> <ul style="list-style-type: none">• Pupil premium pupils at Hall Green attend better than pupil premium pupils nationally (87.9% HGS vs 85.3% National)• However, there remains a gap between the attendance of PP pupils and Other pupils at Hall Green (4.7%)• For the year 22-23, persistent absence for PP pupils (43%) is still nearly double that of Other pupils.																				
6	Lower rates of independent study, including homework and revision, mean pupils can be less prepared for in-school assessments and external exams. Part of this can be attributed to a lack of ICT equipment at home for some PP pupils that reduces access to independent study materials.																				
7	Poorer self-regulation of a proportion of PP pupils, leading to increased number of low level behaviour incidents, reducing learning opportunities. Pupil premium pupils at Hall Green have a higher rate of suspensions and this impacts significantly on the progress these pupils make.																				
8	Less clearly defined career pathways, leading to lower levels of aspiration.																				
9	External issues faced by PP pupils that impacts on their welfare and reduces their resilience to make good progress academically.																				
10	Gaps in prior knowledge created by lockdown that need closing to enable progress gaps to be closed further.																				
11	Additional barriers to learning some of our SEN pupils face.																				

Intended outcomes

This explains the outcomes we are aiming for **by the end of this 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress gap closing for Y11 leavers	<p>The target for Progress in 2024 is that pupil premium pupils have a positive Progress 8 score.</p> <p>The target for 2025 is that pupil premium pupils have a Progress 8 score equal to that for National Other pupils in 2025 (+0.15 in 2023 based on provisional DfE figures).</p> <p>The target for Progress is to fully close the gap to Other pupils in school by 2026.</p>
In school A8 gap reduced for Y11 leavers	<p>In 2024, the target is to reduce the attainment gap to less than a grade per pupil per subject.</p> <p>The target for Attainment 8 is to reduce the gap to Other pupils in school to less than quarter of a grade per pupil per subject by 2026.</p>
Basics gap closing for Y11 leavers	<p>In 2024 the target is:</p> <p>35% Pupil Premium pupils 9-5 Basics 55% Pupil Premium pupils 9-4 Basics</p> <p>The target for Pupil Premium pupils 9-5 and 9-4 Basics is to be above the national average for all pupils by 2026.</p>
Gap in KS3 GL Results closing	<p>The gap in KS3 GL test SAS scores continues to close year on year in Maths and English.</p>
Attendance gap closing	<p>In 2024 the target is for pupil premium attendance to be over 90% and for persistent absence of pupil premium pupils to reduce to below 25%.</p> <p>The school gap in attendance reduced to 0 in final term of 2026.</p>
Behaviour gaps closing	<p>The target is to half the gap in suspension and permanent exclusion rates by 2024 and to reduce the gap to a quarter of its current level by 2026.</p>

AtL gaps closing	Reduction in AtL gaps in all 5 years in 2024 and removal of AtL gaps by 2026.
Engagement with Pupil Leadership and Extra-curricular opportunities gaps closing	By 2024 we are targeting there to be no gap between pupil premium and other pupils engagement with leadership and extra-curricular activities.

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:£240 000

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. Internal CPD task group programme focuses on development of T&L in key areas that will support the learning of PP pupils.	Clear evidence from national research, including the EEF, of the impact of high quality teaching and quality feedback as principal factors in improving outcomes for PP pupils. EEF Impact of High Quality Teaching and Learning	1, 2, 3, 4, 6, 7, 10, 11
Employment of 3 additional members of teaching staff to ensure smaller group sizes for specific key groups and to provide additional planning and preparation time for staff to deliver high quality lessons for all PP pupils.	Clear evidence from national research, including the EEF, of the impact of high quality teaching and quality feedback as principal factors in improving outcomes for pupil premium pupils. Identification by OFSTED of lost learning through low level disruption and from internal identification of need. EEF Impact of High Quality Teaching and Learning	1, 2, 3, 4, 6, 7, 10, 11
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 PP pupils. Time to enable class teachers to identify DRAP	Clear evidence from national research, including the EEF of the impact of high quality teaching and quality of feedback as principal factors in improving outcomes for PP pupils and further evidence from Challenging Education that 'direct action'	1, 2, 3, 4, 6, 7, 10

<p>pupils in department data meetings following assessments and whole school data returns. Planned interventions agreed in department data meetings.</p> <p>Time to enable DRAP Actions to be monitored by HoDs and evidenced in Learning Walks and book monitoring. LMs review DRAP actions at each data point.</p>	<p>leads to improved outcomes for under-performing PP pupils.</p> <p>EEF Impact of High Quality Teaching and Learning</p>	
<p>Purchase of SISRA Analytics and FFT subscriptions to enable improved target setting and analysis of pupil performance.</p> <p>Improved data analysis helps identify needs and enable earlier interventions. Supported through additional time and calendared meetings for HODs to implement interventions and feedback to seniors via timetabled line management meetings.</p> <p>GCSE targets for all pupils based on FFT top 20% with RADY uplift for PP pupils.</p>	<p>Challenging Education's RADY evidence of attainment gaps developing from targeting gaps created by systems based on performance in KS1, 2 and 3.</p>	1, 2, 3, 10
<p>GL NGRT testing on entry in Year 7 that identifies gaps in reading and provides access to reading interventions that better enable pupils to access the wider curriculum.</p> <p>PinPoint Maths – a diagnostic tool introduced by the Maths department to help staff and pupils identify areas of weakness and gaps in knowledge to be closed.</p>	<p>National research, including from the EEF, showing the importance of closing gaps in reading. The NGRT tests enable us to diagnostically identify gaps in reading and then use the information to plan actions to close these gaps.</p> <p>Evidence from the EEF and PIXL of the importance of identifying gaps in learning to enable pupils to make progress in Maths.</p> <p>EEF: Importance of Diagnostic Assessment</p>	1, 2, 3, 10

GL Assessments in English in Yr 7 and in English and Maths in Yr 8 and Yr 9. Results provide Question Level Analysis (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.	Importance of accurately assessing gaps in English and Maths in KS3. Departments use data from these assessments to identify PP pupils who are making less than expected progress or who are below age expected level. Interventions put in place through departments to support these pupils EEF: Importance of Diagnostic Assessment	1, 2, 3, 10
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. Implementation of the school's behaviour policy supported by employment of two Behavioural Support Assistants.	Research by DHT pastoral into approaches being successfully used in other successful schools and analysis of current systems and their suitability for a changing intake. 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 grade 3s.	4, 5, 7
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. EEF evidence on the impact of high quality teaching on PP pupils progress.	1, 2, 3, 4,10
Extended study skills through Study Skills Zone. Follow up resources shared through form and PSHE programmes led 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.	Evidence from EEF to support development of independent study skills and meta cognition. EEF Impact of Metacognition and Self regulation Pupil voice and internal evaluation. Increased PP P8 following development of this programme.	4, 6, 10
Investment in GCSE Pod to provide PP pupils with additional resources for independent study and revision	Internal evidence of pupil needs for additional resources for independent study to support learning in lessons.	6

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 and School Led Tuition	National evidence from EEF, supported by first two years initial phase of NTP in school in 2020-2021 and 2021-22, that small group tuition can add 4-5 months of progress. The 2021-22 impact is below: 2021-22 NTP English / NTP Maths (through Talent Ed)	1, 2, 3, 10												
Academic Mentors – initially two Academic Mentors (1 in English and 1 in Maths) place for 2023, contracted through the NTP Scheme. Academic Mentors support focus pupils in class, as well as providing 1-1 and small group tuition in lesson time and after school.	<table><tr><td></td><td>Y11 D1 P8 (Eng or Maths)</td><td>Final P8 (Eng or Maths)</td><td>Impact</td></tr><tr><td>NTP English (37 pupils)</td><td>+0.10</td><td>+0.63</td><td>+0.53</td></tr><tr><td>NTP Maths (19 pupils)</td><td>-0.37</td><td>+0.15</td><td>+0.52</td></tr></table>		Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact	NTP English (37 pupils)	+0.10	+0.63	+0.53	NTP Maths (19 pupils)	-0.37	+0.15	+0.52	
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Contribution to Salary of NTP Coordinator to coordinate small group tuition sessions and to monitor attendance to NTP sessions and chase absences.	2021-22 Academic Mentor English / Academic Mentor Maths (through Randstad) <table><tr><td></td><td>Y11 D1 P8 (Eng or Maths)</td><td>Final P8 (Eng or Maths)</td><td>Impact</td></tr><tr><td>English (30 pupils)</td><td>+0.20</td><td>+0.57</td><td>+0.37</td></tr><tr><td>Maths (14 pupils)</td><td>+0.01</td><td>+0.65</td><td>+0.64</td></tr></table>		Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact	English (30 pupils)	+0.20	+0.57	+0.37	Maths (14 pupils)	+0.01	+0.65	+0.64	
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	<p>National evidence on the impact of small group tuition:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Progress Leaders/Lead Progress Leader – 8 experienced staff members who have TLR 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. Progress Leaders also focus on developing projects that improve PP pupils' engagement with school and attitude to learning in all subjects.</p>	<p>1, 2, 3, 4, 6, 10</p>
<p>Mentoring and independent study support through:</p> <ul style="list-style-type: none"> • Mentoring provided through Forward Thinking and internal mentoring programmes. • Silent Study – in 2023-24 we are expanding the extended day after school provision for Y11 pupils who are currently unable to complete independent work at home. This programme also includes 'Period 6' subject specific after school and lunchtime support. • Purchase of Cornell Notes revision books for all Y11 pupils to support our internal independent study programme. 	<p>External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017, 2018, 2019, 2020, 2021, 2022 and 2023 results. This has been a very effective program that supports MMA PP pupils in Y8 – Y11.</p> <p>PIXL evidence of the effectiveness of assertive mentoring schemes, supported by internal progress data.</p> <p>Internal evidence of the effectiveness of the Silent Study provision – now in its 6th year. This programme is led by the school's Progress Leaders.</p> <p>Evidence from EEF of the importance of meta-cognition and developing independent study skills. Internal evidence identifying that many of our PP pupils lack these skills.</p> <p>EEF Impact of Metacognition and Self regulation</p>	<p>4, 6, 10</p>
<p>Additional small group tuition in Maths supported by reduced timetables to enable extended day intervention and in-class support by experienced</p>	<p>Evidence from EEF and internal evidence from exam results (HGS Pupil Premium KS4 Report 2017, 2018, 2019 and 2022), GL Assessments and internal data in SISRA.</p> <p>National evidence on the impact of small group tuition:</p>	<p>1, 3</p>

staff funded by pupil premium.	Small group tuition Toolkit Strand Education Endowment Foundation EEF 2021-22 Teacher-led tuition through HGS staff <table><tr><td></td><td>Y11 D1 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 D1 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	
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Purchase of Crick software to support PP pupils with specific SEN needs. Strategy led by SENCO to support specific pupils.	Part of delivery of EEF 5 a day SEN strategy – by utilising technology to support PP pupils with specific SEN. EEF 5 a day evidence.	11												
Pupil Premium Plus provides additional support for LAC pupils. We use the Pupil Premium Plus to provide a LAC TA and to fund additional 1-1 and small group tutoring and revision resources. The LAC Pupil Premium Plus also enables to meet individual pupils needs.	Strategies including small group tuition evidenced as above. Bespoke strategies are also targeted at individual pupil needs. National evidence of the impact of 1-1 tuition: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 10												
Employment of High Quality Maths TA to support learning of pupils in key groups and help reduce class sizes where appropriate.	National evidence, including from the EEF of the impact of effective small group intervention in Maths, that supports Internal evidence on the impact of High Quality TAs working in maths with specific pupils. National evidence on the impact of small group tuition: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 10												
Use of Lexonic and Lexia to deliver reading interventions, led by trained staff supporting pupils	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, 2, 10, 11												

identified by internal testing of reading levels.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text – evidenced by the EEF here:</p> <p>EEF Impact of High Quality Reading Interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £135 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership and extra curricular programme, with a focus on maximising attendance and engagement of PP pupils.</p> <p>We additionally support PP pupils to provide access to trips and visits and focus on the creation of cultural capital (including music lessons) for our PP pupils. Included in this strategy is part funding of the schools DoE programme for pupil premium pupils.</p> <p>Engagement Mentor (PE). Additional member of PE department who supports enrichment activities made possible by reduced timetable. This is part funded by the FA.</p>	<p>The Social Mobility Commission (An Unequal Playing Field) states:</p> <p><i>Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long term career aspirations as well as useful in building stronger university and job applications.</i></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 BEP, Sutton Trust and DfE.</p> <p>Internal evidence of the benefit of enrichment activities for pupil premium pupils.</p>	4, 5 , 7
Humanutopia – workshop introduced for Y8, Y9 and Y11 pupils to support their motivation and better manage peer relationships.	<p>Internal evidence of the need to better support PP pupils peer-to-peer relationships and aspirations. Internal evidence of gaps in attitude to learning and behaviour data in these year groups.</p>	4, 5, 7, 8

	<p>Evidence of impact from Humanutopia and from our previous work with this provider.</p> <p>Humanutopia 'Who Am I' programme</p>	
<p>Additional careers and WRL opportunities for targeted and 'at RISK' pupil premium pupils, including 1-1 careers meetings for identified pupils in all year groups through the Birmingham Careers Service.</p> <p>Purchase of Xello careers interface.</p>	<p>Internal evidence and evidence from Forward Thinking programme and Destinations Data.</p> <p>Pupil voice conducted by careers department.</p> <p>NEET figures, OFSTED report, Gatsby Benchmarks</p> <p><i>Research from Education and Employers shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their careers. Students with access to meaningful employer encounters build up a rich picture of the world of work and are well prepared to take up workplace opportunities.</i></p>	4, 8
<p>Providing laptops and wifi access to PP pupils to take home where there is an identified need.</p>	<p>Internal evidence of the impact the lack of appropriate ICT resources has on pupils' ability to study independently at home.</p>	6
<p>Employment of school Welfare Officer and school inclusion manager.</p>	<p>Internal evidence of the increased needs of a proportion of our pupils. Mirroring the national picture, the pandemic and associated lockdowns have increased demand for Welfare support in school.</p>	9
<p>Purchase of resources to support school's behaviour base.</p>	<p>Internal evidence that shows how we can best support individual pupils to better manage behavioural issues.</p>	7, 9
<p>Employment of second attendance officer and introduction of penalties for unauthorised absences.</p>	<p>National and Internal evidence of attendance and its impact on Progress 8.</p> <p>FFT Data lab evidence here.</p>	5
<p>Employ external behaviour support services (COBs) and counselling (currently Yvonne Murray Counselling) to support behaviour of individual pupils.</p>	<p>Internal evidence that shows how we can best support individual pupils to better manage behavioural issues.</p>	7
<p>Purchasing resources, clothing, food for at risk pupil premium pupils.</p>	<p>Meeting the needs of individual pupils on a case by case basis to ensure they have the resources to access learning.</p>	9

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.	External review commissioned to evaluate our pupil premium strategy and make recommendations for further progress.	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.	All

Total budgeted cost:£485 000

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 2022 to 2023 academic year.

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 2023 (+0.15 in 2022 based on provisional DfE figures).	2023 Outcomes:																				
	The Pupil Premium gap did close in school as pupil continue their recovery from the pandemic. However, Pupil Premium P8 was -0.28 in 2023, which was lower than we projected and targeted.																				
	Progress (P8) Gap:																				
	<table><tr><td>Year</td><td>2018</td><td>2019</td><td>2022</td><td>2023</td></tr><tr><td>PP P8</td><td>+0.07</td><td>-0.04</td><td>-0.05</td><td>-0.28</td></tr><tr><td>Other P8</td><td>+0.07</td><td>+0.28</td><td>+0.55</td><td>-0.05</td></tr><tr><td>Gap</td><td>0</td><td>-0.32</td><td>-0.60</td><td>-0.23</td></tr></table>	Year	2018	2019	2022	2023	PP P8	+0.07	-0.04	-0.05	-0.28	Other P8	+0.07	+0.28	+0.55	-0.05	Gap	0	-0.32	-0.60	-0.23
	Year	2018	2019	2022	2023																
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Other P8	+0.07	+0.28	+0.55	-0.05																	
Gap	0	-0.32	-0.60	-0.23																	
We have made a number of changes in response to the lower than expected Progress 8 figure and are determined to improve the Progress of PP pupils in 2024 and beyond.																					
In school A8 gap reduced for Y11 leavers Pupil premium pupils Attainment 8 gap to other pupils in school reduces to less than half a grade per pupil in 2023.	2023 Outcomes:																				
	The gap in Attainment 8 between PP and Other pupils in school was a grade, and we continue to strive to reduce this gap as part of our RADY strategy.																				
	Our PP pupils had attainment in line with PP pupils nationally, despite having lower start points (based on 1500 schools collaboration data):																				
	<table><tr><td></td><td>KS2 Prior Attainment</td><td>Attainment 8</td></tr><tr><td>PP at HGS</td><td>102</td><td>3.84</td></tr><tr><td>PP nationally</td><td>102.79</td><td>3.83</td></tr></table>		KS2 Prior Attainment	Attainment 8	PP at HGS	102	3.84	PP nationally	102.79	3.83											
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Basics gap closed for Y11 leavers Pupil premium pupils 9-5 Basics above 40% in 2023. Pupil premium pupils 9-4 Basics above 65% in 2023.	2023 Outcomes:				
	Although we were disappointed to miss our targets for pupil premium pupils 9-4 and 9-5 basics, our 9-4 ENMA measure was again well above the national average for pupil premium pupils and close to the national average for all pupils (65.4%).				
	PP at HGS	57.7%	28.2%		
	PP Nationally	49%	29.3%		
	Our PP pupils consistently perform between 55%-65% for the 9-4 measure in the basics and maintained this performance in 2023, however, the 9-5 measure was lower than in previous years.				
	English and Maths	2018	2019	2022	2023
	PP 9-4%	58.1%	56.4%	64%	57.7%
	PP 9-5%	39.2%	34.5%	47%	28.2%

GL Results: 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.	2023 Outcomes:			
	In Y8, GL assessment gaps did narrow compared to Y7 performance, but at a slower rate than we were targeting. In both Maths and English, PP pupils are close to 100 which is the average SAS score (Standardised Age score for all pupils nationally in both English and Maths, but the gap to Other pupils in school persists.			
	GL Assessments – Y8			
	English	99.3	105	-5.7
	Maths	98.7	104.9	-6.2
	In Y9, it is very similar and gaps did narrow, although currently the PP pupils in this year group are further from the SAS average of 100 than in Y8. The gaps are closing from entry in Y7, but not at the pace we want to see. All departments, including English and Maths, are focusing on reducing gaps more effectively in 23-24.			

	GL Assessments – Y9			
		PP	Other	Gap
	English	97.2	104.1	-6.9
	Maths	97.3	102.9	-5.6
Attendance: Gap in attendance reduced to 1.5% in final term of 2023.	2023 Outcomes:			
	<p>Pupil premium pupils at Hall Green continue to attend better than pupil premium pupils nationally (88.6% vs 85.5%)</p> <p>The gap between pupil premium and others at Hall Green (3.5%) is much smaller than the gap nationally between pupil premium and others (7.2%)</p> <p>For the year to date, persistent absence for pupil premium pupils (43%) is still nearly double that of “others”. However, in the last half term, persistent absence for pupil premium pupils was at a similar level to the rest of the year, whereas it was persistent absence for “others” that showed an increase.</p> <p>We are already making progress with Pupil Premium attendance in 2023-24, and we are currently on track to exceed our new target.</p>			
Behaviour: To reduce the gaps in Level 3 removals, internal reflections and suspensions.	2023 Outcomes:			
	<p>Despite the strategies in place, significantly, more PP pupils were being removed in 2022-23 and to reduce this gap we have had altered aspects of our behaviour policy and supported this with staff CPD in June 2023 and Sept 2023. This CPD focused on managing behavior and reducing call outs. Staff feedback to sessions was positive and to date we have reduced the number of call outs for pupil premium pupils in 2023-24.</p>			
			Number of pupils	Per pupil
	Other	59	523	0.11
	Pupil premium	105	401	0.26

AtLs: Further reduction in gaps in average AtLs for each year group.	2023 Outcomes:					
	Year Group	D1		D2		Change in gap during 2022-23
		Pupil Premium	Other	Pupil Premium	Other	
	Y7	1.63	1.55	1.75	1.69	-0.02
	Y8	1.79	1.63	1.84	1.68	0
	Y9	1.84	1.71	1.86	1.72	+0.01
	Y10	1.77	1.60	1.83	1.64	+0.06
	Y11	1.91	1.72	1.93	1.72	+0.02
	In 2022-23, the AtL gap widened in Y10, widened slightly in Y9 and Y11 and narrowed slightly in Y7.					
We continue to work to improve the AtLs of our PP pupils. Heads of House focus on PP pupils with a high number of AtL 3s following data returns and we are increasingly successful in reducing the number of pupils with multiple AtL 3s. Staff are expected to focus on their DRAP pupils in every lesson with additional feedback and encouraged to use the 5-1 praise to penalty ratio. Staff are also encouraged to select PP pupils for leadership roles and extra-curricular trips as part of improving the AtL of pupils. Form tutors will be having scheduled learning conversations with PP pupils following data returns. We also held Humanutopia 'Who am I' events for Y8, Y9 and Y11 in September 2023.						

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 Lexonic
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
Behaviour and aspiration	Humanutopia
Development of oracy in target pupils	Talk the Talk
Staff CPD	External CPD providers to support in house provision
Access Education	GCSE Pod
Data analysis and target setting	SISRA and FFT