

Hall Green School Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium 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	920
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K. Slater
Pupil premium lead	Z. Ziebeck
Governor / Trustee lead	M. Shellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£434 000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£434 000

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.

At Hall Green School, we place Pupil Premium (PP) pupils at the heart of our practice. Our aim is to ensure that they are prioritised in every aspect of school life so that they can make accelerated progress and close the attainment gap with their non-disadvantaged peers. In the classroom, teachers deliberately prioritise PP pupils when questioning, providing feedback, and assessing learning, ensuring they receive the high-quality support and challenge needed to achieve their full potential.

Beyond the classroom, we are committed to removing barriers to participation by ensuring that PP pupils have full access to enrichment opportunities, trips, visits, and our wider curriculum offer. Our pastoral, attendance, and academic systems are designed with a clear focus on identifying need and tailoring support accordingly. Through strong leadership and consistent whole-school processes, we strive to make support for disadvantaged pupils systematic, embedded, and sustainable across all areas of school life.

We are committed to using Pupil Premium funding strategically and transparently to deliver the greatest possible impact for our disadvantaged pupils. Funding is allocated as outlined within this statement and its effectiveness is evaluated regularly and objectively. Our approach is evidence-informed, drawing on internal data, national research, and collaboration with external partners including the Education Endowment Foundation (EEF), Ofsted, the Social Mobility Commission, the South Network in Birmingham, BEP, and Challenging Education. These sources help us to evaluate our work rigorously and identify areas where further progress can be made.

We are proud of our strong record in improving outcomes for disadvantaged pupils, with aspects of our practice shared nationally by Ofsted and the Social Mobility Commission. Nonetheless, we recognise that the pandemic has widened gaps both nationally and within our own context. We remain determined to address these

challenges with renewed focus, ensuring that every Pupil Premium student is supported to thrive academically and personally.

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>One of the primary challenges in raising attainment for our PP pupils lies in their lower prior attainment. Upon arrival at Hall Green School (HGS), a significant proportion of these pupils demonstrate achievement levels below national age-related expectations. This necessitates substantial intervention and support to help them progress and achieve their RADY (Raising Attainment for Disadvantaged Youngsters) targets.</p> <table border="1" data-bbox="363 741 759 981"> <thead> <tr> <th data-bbox="363 741 588 815">Y8 Cohort 2029</th> <th data-bbox="593 741 759 815">Reading KS2</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 822 588 857">PP HGS</td> <td data-bbox="593 822 759 857">101.9</td> </tr> <tr> <td data-bbox="363 864 588 900">Non PP HGS</td> <td data-bbox="593 864 759 900">101.3</td> </tr> <tr> <td data-bbox="363 907 588 943">National PP</td> <td data-bbox="593 907 759 943">103</td> </tr> <tr> <td data-bbox="363 949 588 981">National Non PP</td> <td data-bbox="593 949 759 981">106</td> </tr> </tbody> </table> <p>For the 2029 cohort, disadvantaged pupils join HGS with Reading KS2 scores that are broadly similar to their non-PP peers, meaning both groups enter KS3 with low prior attainment compared to national expectations. However, a significant challenge remains when viewed against national benchmarks: PP pupils at HGS start below the national PP average and well below national non-PP pupils. This represents a considerable disadvantage gap at the point of entry to secondary school. The strategic challenge for HGS is therefore to accelerate the progress of disadvantaged pupils from the start of Year 7, ensuring that the existing gap to national non-PP pupils does not widen across KS3 and that PP students build the reading fluency, comprehension, and disciplinary literacy needed to access the full curriculum. Closing this gap early is essential to securing equitable outcomes by KS4.</p>	Y8 Cohort 2029	Reading KS2	PP HGS	101.9	Non PP HGS	101.3	National PP	103	National Non PP	106
Y8 Cohort 2029	Reading KS2										
PP HGS	101.9										
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2	<p>Lower prior attainment in maths remains a significant barrier for our Pupil Premium pupils, leading to gaps in core numeracy and the secure mastery of fundamental concepts that underpin learning across the curriculum.</p> <table border="1" data-bbox="363 1939 735 2047"> <thead> <tr> <th data-bbox="363 1939 588 2013">Y10 Cohort 2027</th> <th data-bbox="593 1939 735 2013">Maths KS2</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 2020 588 2047">PP HGS</td> <td data-bbox="593 2020 735 2047">101.5</td> </tr> </tbody> </table>	Y10 Cohort 2027	Maths KS2	PP HGS	101.5						
Y10 Cohort 2027	Maths KS2										
PP HGS	101.5										

Non PP HGS	104.0
National	104

For the 2027 cohort, disadvantaged pupils arrive at HGS with lower prior attainment in Maths than their non-PP peers, creating an early attainment gap before secondary learning even begins. This difference in starting points is significant, as it means PP pupils begin KS3 with less secure knowledge in core. When compared to national benchmarks, PP pupils at HGS are below the overall national average and sit well below the national non-PP benchmark. This indicates that disadvantaged pupils are entering secondary school already behind the expectations for their more advantaged peers nationally. The challenge for the school is to rapidly strengthen mathematical foundations and maintain accelerated progress, ensuring PP pupils can confidently access increasingly complex KS4 content and close the attainment gap by GCSE.

3

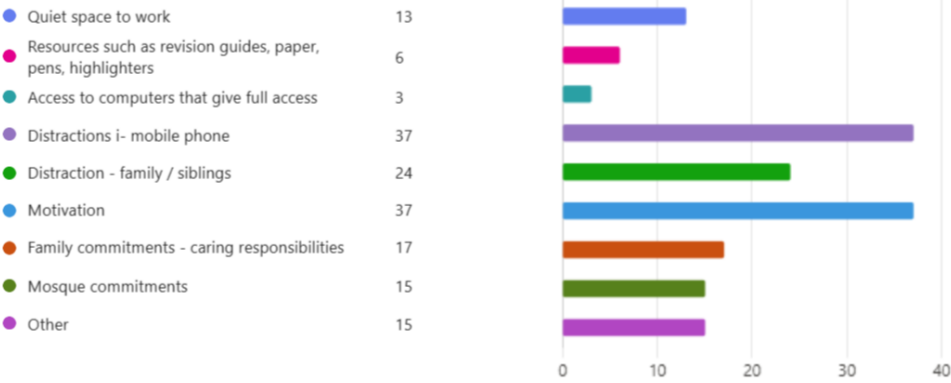
Less engagement and lower AtLs for a proportion of PP pupils leading to missed learning opportunities. Attitude to Learning (AtL) is an internal measure we monitor closely in school. Our internal data shows the close correlation between AtLs and final outcomes at GCSE; closing this gap is a key focus for staff.

Year Group	Pupil Premium	Other	AtL Gap
Y8 Cohort 2029	1.58	1.52	-0.06
Y9 Cohort 2028	1.73	1.56	-0.17
Y10 Cohort 2027	1.7	1.68	-0.02
Y11 Cohort 2026	1.86	1.77	-0.09

4

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 3.4% below the attendance of our non-PP pupils.

- Pupil premium pupils at Hall Green attend 2.8% better than pupil premium pupils nationally
- There is also a gap between persistent absence for PP pupils and non-PP pupils (15.3%)

5	<p>Lower rates of independent study, including homework and revision, mean pupils can be less prepared for in-school assessments and external exams. There are a variety of barriers we need to remove to increase the independent study completed by Pupil Premium pupils.</p> <div data-bbox="371 315 1390 797" style="border: 1px solid black; padding: 10px;"> <p>11. What are the barriers that prevent you from revising as much as you could</p>  <table border="1" data-bbox="411 405 1366 786"> <thead> <tr> <th>Barrier</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Quiet space to work</td> <td>13</td> </tr> <tr> <td>Resources such as revision guides, paper, pens, highlighters</td> <td>6</td> </tr> <tr> <td>Access to computers that give full access</td> <td>3</td> </tr> <tr> <td>Distractions i- mobile phone</td> <td>37</td> </tr> <tr> <td>Distraction - family / siblings</td> <td>24</td> </tr> <tr> <td>Motivation</td> <td>37</td> </tr> <tr> <td>Family commitments - caring responsibilities</td> <td>17</td> </tr> <tr> <td>Mosque commitments</td> <td>15</td> </tr> <tr> <td>Other</td> <td>15</td> </tr> </tbody> </table> </div> <p><i>2023 pupil Voice Y11</i></p>	Barrier	Count	Quiet space to work	13	Resources such as revision guides, paper, pens, highlighters	6	Access to computers that give full access	3	Distractions i- mobile phone	37	Distraction - family / siblings	24	Motivation	37	Family commitments - caring responsibilities	17	Mosque commitments	15	Other	15
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6	<p>Poorer self-regulation of a proportion of PP pupils, leading to increased number of low level behaviour incidents, reducing learning opportunities.</p> <p>Pupil premium pupils at Hall Green have a significantly higher rate of suspensions and permanent exclusions and this impacts significantly on the progress these pupils make.</p>																				
7	<p>A key challenge identified through our destinations data is the persistent and widening gap between disadvantaged pupils and their peers in sustaining education, employment or training after Key Stage 4. While whole-school sustained destinations remain consistently strong (92–93%), outcomes for disadvantaged pupils have declined to 85% (2022).</p>																				
8	<p>External issues faced by PP pupils that impacts on their welfare and reduces their resilience to make good progress academically.</p>																				
9	<p>Gaps in prior knowledge and skills created by lockdown partially remain and these need closing to enable progress gaps to be closed further.</p>																				
10	<p>Additional barriers to learning some of our SEN pupils face due to their additional needs.</p>																				

Intended outcomes

This section 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 2026 is that pupil premium pupils have a Progress 8 score equal to that for National Other pupils (in 2023/24 this was +0.16)</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>The target for Attainment 8 is to reduce the gap to Other pupils in school to less than three quarters of a grade per pupil per subject by 2026.</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>The target for Pupil Premium pupils 9-4 Basics is to be above 55% in 2025 and above the national average for all pupils by 2026.</p> <p>The target for Pupil Premium pupils 9-5 Basics is to be above 30% in 2026 and above the national average for all pupils by 2026.</p>
Gap in KS3 GL Results closing and internal projections showing reduction in gaps	<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 2026 the target is for pupil premium attendance to be over 90% and for persistent absence of pupil premium pupils to reduce to below 27%.</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 2025 and to reduce the gap to a quarter of its current level by 2026.</p>
AtL gaps closing	<p>Reduction in AtL gaps in all 5 years in 2026 and removal of AtL gaps by 2027.</p>

Engagement with Pupil Leadership and Extra-curricular opportunities gaps closing	By 2026 we are targeting there to be no gap between pupil premium and other pupils engagement with leadership and extra-curricular activities.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£ 189 047

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 pupils in department data meetings	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' leads to improved outcomes for under-performing PP pupils.	1, 2, 3, 4, 6, 7, 10

<p>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>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>	<p>1, 2, 3, 10</p>
<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>	<p>1, 2, 3, 10</p>

<p>GL Assessments in English in Yr 7 and in English and Maths in Yr 8 and Yr 9.</p> <p>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.</p>	<p>Importance of accurately assessing gaps in English and Maths in KS3.</p> <p>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</p> <p>EEF: Importance of Diagnostic Assessment</p>	<p>1, 2, 3, 10</p>
<p>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.</p> <p>Implementation of the school's behaviour policy supported by employment of Behavioural Pastoral Manager.</p>	<p>Research by DHT for Pastoral into approaches being successfully used in other successful schools and analysis of current systems and their suitability for a changing intake.</p> <p>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.</p>	<p>4, 5, 7</p>
<p>Supporting departments when additional resources are requested through internal bid process.</p>	<p>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.</p>	<p>1, 2, 3, 4,10</p>
<p>Extended study skills through Study Skills Zone. Follow up resources shared through form and PSHE programmes led by Yr11 Form tutors and shared with parents via parent study skills workshop. Extended day programme provides Silent Study opportunities.</p> <p>Remote resources to help independent learning available on school website.</p>	<p>Evidence from EEF to support development of independent study skills and meta cognition.</p> <p>EEF Impact of Metacognition and Self regulation</p> <p>Pupil voice and internal evaluation.</p> <p>Increased PP P8 following development of this programme.</p>	<p>4, 6, 10</p>

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

Budgeted cost: £76 148

Activity	Evidence that supports this approach	Challenge number(s) addressed								
Y7-10 Form time guided reading programme led by Head of English	Modelled on approach used at Yardleys school (neighbouring school with similar intake). It's difficult to argue against the importance of reading; we inherently know and think of it as the silver bullet for academic success, but also, almost as one of the rites of passage into societal participation and progression. For specific evidence, see the EEF review of reading comprehension , which indicates a positive impact of +6 months on pupil-progress. Two sources of further evidence (and reading) would be Daniel Willingham's <i>The Reading Mind</i> (2017) and Ofsted's curriculum research review for English (2022), particularly the later which places English, via reading, at the epicentre of education, curriculum and learning.									
Academic Mentor in Maths. Our Academic Mentor supports focus pupils in class, as well as providing 1-1 and small group tuition in lesson time, form time and after school.	<p>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:</p> <p>2021-22 NTP English / NTP Maths (through Talent Ed)</p> <table border="1"> <thead> <tr> <th></th> <th>Y11 D1 P8 (Eng or Maths)</th> <th>Final P8 (Eng or Maths)</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>NTP English</td> <td>+0.10</td> <td>+0.63</td> <td>+0.53</td> </tr> </tbody> </table>		Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact	NTP English	+0.10	+0.63	+0.53	1, 2, 3, 10
	Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact							
NTP English	+0.10	+0.63	+0.53							

(37 pupils)			
NTP Maths (19 pupils)	-0.37	+0.15	+0.52

2021-22 Academic Mentor English / Academic Mentor Maths (through Randstad)

	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

National evidence on the impact of small group tuition:

[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)

Mentoring and independent study support through:

- Mentoring provided through Forward Thinking and internal mentoring programmes.
- Silent Study – 90 minutes after school.
- Purchase of Cornell Notes revision books for all Y11 pupils to support our internal independent study programme.

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.

PIXL evidence of the effectiveness of assertive mentoring schemes, supported by internal progress data.

Internal evidence of the effectiveness of the Silent Study provision – now in its 6th year. This programme will be led by the Senior team.

2023-2024


	Y10 Exams	Final	Diff
All pupils	-1.70	+0.13	+1.82
Silent Study (27 pupils)	-2.51	-1.11	+1.40
Silent Study pupils with >90%	-2.53	-0.91	+1.82
Progress leader mentored pupils (70)	-2.49	-0.79	+1.70

	<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>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.</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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>2023-24 Teacher-led tuition through HGS staff</p> <table border="1" data-bbox="568 1348 1195 1666"> <tr> <td></td> <td>Av Y11 Mock 2 GCSE</td> <td>Final GCSE (Maths)</td> </tr> <tr> <td>Maths</td> <td>3c</td> <td>4a</td> </tr> </table>		Av Y11 Mock 2 GCSE	Final GCSE (Maths)	Maths	3c	4a	1, 3
	Av Y11 Mock 2 GCSE	Final GCSE (Maths)						
Maths	3c	4a						
<p>Purchase of Crick software to support PP pupils with specific SEN needs. Strategy led by SENCO to support specific pupils.</p>	<p>Part of delivery of EEF 5 a day SEN strategy – by utilising technology to support PP pupils with specific SEN.</p> <p>EEF 5 a day evidence.</p>	11						

<p>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.</p>	<p>Strategies including small group tuition evidenced as above. Bespoke strategies are also targeted at individual pupil needs.</p> <p>National evidence of the impact of 1-1 tuition:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 10</p>
<p>Employment of Maths TA to support learning of pupils in key groups and help reduce class sizes where appropriate.</p>	<p>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.</p> <p>National evidence on the impact of small group tuition:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 10</p>
<p>Use of Lexonik to deliver reading interventions, led by trained staff supporting Y9 pupils</p>	<p>National evidence in the importance of literacy and internal evidence from improved Red Reader performance and measured improvement of pupils in current Lexia programmes. This programme is supported by our Academic Mentor.</p> <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>	<p>1, 2, 10, 11</p>

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

Budgeted cost: £168 605

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>Current Y11 Pupil voice “What are you most proud of?”</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
<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>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</i></p>	4, 8

Purchase of Unifrog careers interface.	<i>or training and can earn up to 22% more during their careers. Pupils 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>	
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
Employment of school Welfare Officer and school inclusion manager.	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.	9
Purchase of resources to support school's behaviour base.	Internal evidence that shows how we can best support individual pupils to better manage behavioural issues.	7, 9
Employment of second attendance officer and introduction of penalties for unauthorised absences.	National and Internal evidence of attendance and its impact on Progress 8. FFT Data lab evidence here.	5
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 to better manage behavioural issues.	7
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.	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

<p>Associate Senior Leader has overall responsibility for pupil premium pupils. RADY focus has closing the gap in attainment is the school's first priority.</p>	<p>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.</p>	<p>All</p>
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Total budgeted cost: £433 800

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 2024 to 2025 academic year.

Intended outcome	Success criteria						
Progress gap closed for Y11 leavers	2025 Outcomes:						
		GAP 2025	GAP 2024	Gap 2023	Gap 2022	Gap 2019	Gap 2018
	P8	*-0.26	-0.64	-0.31	-0.60	-0.32	+0.01
<p>*The current Progress 8 measures are based on adjusted prior attainment data, as this cohort did not sit formal KS2 SATs due to the national disruption caused by the COVID-19 pandemic.</p> <p>In 2025, 40% of students achieving a positive Progress 8 score were Pupil Premium, compared with 25% in 2024 and 32% in 2023. While this represents a strong recovery for disadvantaged pupils, it should be noted that overall GCSE outcomes declined slightly across non-Pupil Premium students in 2025, contributing in part to the relative improvement in the PP proportion.</p> <p>Nonetheless, the data indicates that Pupil Premium pupils are sustaining progress more effectively than in previous years, reflecting improved classroom practice, stronger attendance, and a sharper focus on personalised support and accountability for PP learners.</p> <p>Overall attendance for PP pupils at Hall Green School is above the national average for PP students (+4.3%), however persistent absence remains a significant barrier to progress. Nationally, 29% of PP pupils were classed as persistently absent, compared with 35.4% at our school. This means that over one in three of our PP pupils missed 10% or more of school sessions across the year.</p> <p>Persistent absence has had a direct impact on learning continuity, engagement, and assessment outcomes. Pupils with lower attendance have had reduced exposure to high-quality teaching, less opportunity to embed knowledge and skills, and fewer chances to benefit from targeted intervention and feedback. As a result,</p>							

attendance patterns are a key factor in explaining why Pupil Premium pupils, on average, have not achieved the same outcomes as their non-disadvantaged peers. Reducing persistent absence and increasing day-to-day attendance remains a core focus of our current strategy to narrow the attainment gap.

Analysis shows that attendance has a significant impact on outcomes for PP students. Those with attendance above 95% achieved a Progress 8 score of +0.13 and an Attainment 8 score of 42.23, compared to -0.32 and 38.19 respectively for pupils with attendance below 90%. Despite similar prior attainment, low attendance clearly limits progress, making attendance a key priority for closing the attainment gap.

	PPI all	PPI more than 95% attendance	PPI less than 90% attendance
Progress 8	-0.036	0.13	-0.32
Attainment 8 (non PP)	38.50 (45.30)	42.23 (49.67)	38.19 (35.78)
9-5 Basics	18 pupils	6 pupils	3 pupils
9-4 Basics	41 pupils	16 pupils	9 pupils
KS2 PA* (non PP)	101.5 (103)	101.5 (103.5)	101 (102)

In school A8 gap reduced for Y11 leavers

2025 Outcomes

	GAP 2025	GAP 2024	Gap 2023	Gap 2022	Gap 2019	Gap 2018
A8	-6.8	-13.33	-10.21	-9.15	-6.37	-3.79

The

Attainment 8 gap between PP and non-PP pupils at Hall Green School has narrowed significantly, from 13.3 points in 2024 to 6.8 points in 2025, equivalent to an improvement of around 0.85 of a grade per subject. This represents the smallest gap since 2018 and reflects both the impact of refined Pupil Premium strategies and changes in cohort performance.

Pupil Premium students continue to achieve strongly in English and maths. In both 2025 and 2023, the proportion of PP students achieving Grade 4+ was significantly above the national figure for PP learners (56.9% vs 43.5% in 2025; 57.7% vs 43.4% in 2023), demonstrating high levels of effort, curriculum engagement and secure learning in core subjects. Even in 2024, outcomes remained in line with national PP performance, reflecting consistency rather than decline.

Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	72	56.9%	43.5%	Above (sig+)	72.7%	-15.8	Narrowing	-
2024	64	43.8%	43.4%	Close to average (non-sig)	72.8%	-29.0	Widening	-
2023	71	57.7%	43.4%	Above (sig+)	72.8%	-15.1	Not available	High - FSM

While the average Attainment 8 score for PP pupils remained stable (38.49 in 2024 to 38.50 in 2025), the reduction in non-Pupil Premium performance contributed in part to the narrowing of the gap. Therefore, although the improvement cannot be fully attributed to Pupil Premium strategies alone, it nevertheless demonstrates that PP pupils have maintained their performance despite school-level declines.

Nationally, the average Attainment 8 score for PP pupils in 2025 was 34.9, compared to 38.5 at Hall Green School, showing that our PP pupils achieved above the national average for similar learners. Science is a notable strength: PP students have made progress in

line with or above national PP students for three years, demonstrating effective curriculum delivery and targeted support in a core subject

Disadvantaged pupils - Science grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	72	56.9%	47.2%	Above (non-sig)	72.3%	-15.4	Narrowing	-
2024	62	48.4%	46.6%	Close to average (non-sig)	72.0%	-23.6	Widening	-
2023	70	54.3%	46.0%	Close to average (non-sig)	71.9%	-17.6	Not available	High - FSM

This improvement aligns with the targeted support delivered through our Pupil Premium strategy, including:

1. Individualised Support: Implementation of DRAP strategies such as lesson-by-lesson monitoring of PP pupils and provision of knowledge organisers for those with attendance below 90%.
2. Teaching and Learning: Continued development of high-quality classroom practice through metacognitive strategies and the consistent use of MINT icons across all subjects.

To support disadvantaged pupils with attendance below 90%, knowledge organisers were provided across core and EBacc subjects to help them study independently when absent. While the success of this approach depended on motivation and home circumstances, measurable gains were seen:

Subject	Percentage of pupils increased by at least a grade from Mock 1
Bio and Physics	100
Combined Science Higher	64
Combined Science Found	38
Business Studies	50

History	36
English Lang	21
English Literature	38

Although the in-school gap remains wider than our long-term ambition, the overall pattern of improvement highlights the resilience and progress of PP pupils. Our focus moving forward remains on eliminating the attainment gap entirely, ensuring that outcomes for PP learners are consistently aligned with or above those of their non-PP peers.

<p>Basics gap closed for Y11 leavers</p> <p>PP pupils outperform national disadvantaged averages in both 9–5 EngMaths and EBacc APS</p>	<p>2025 Outcomes:</p>
	<p>For English and Mathematics, the proportion of Pupil Premium pupils achieving grades 9–5 at Hall Green School continues to be in line with national averages for similar pupils.</p> <p>In addition, the average EBacc APS score for PP pupils was 3.33, exceeding the national PP average of 3.02. Although this remains below the non-PP national average of 4.49, the data highlights that PP learners at Hall Green School are achieving higher standards than their peers nationally, reflecting the positive impact of targeted support, consistent classroom practice, and an improving culture of aspiration and accountability.</p> <p>It is important to note that the 2025 cohort did not sit formal KS2 SATs, and their prior attainment data (PP 101.5, non-PP 103) was based on teacher predictions. Even so, the stability in PP outcomes provides compelling evidence that the school's pupil premium strategies are embedded and effective.</p> <p>This consistency demonstrates that interventions such as targeted mentoring from experienced mentors have helped to protect PP learners from dropping further behind.</p>

27b Final results against mock results Maths Extended After School Group

	Mock 2 Result (March 2025)	<u>Final Result</u>
9-5 Maths Extended After School Group	17.5%	34.1%
9-4 Ma Extended After School Group	62.5%	80.5%

27c Final results against mock results English Extended After School Group

	Mock 2 Result (March 2025)	<u>Final Result</u>
9-5 English Extended After School Group	25%	35%
9-4 English Extended After School Group	50%	80%

GL Results:

2025 Outcomes:

GL Assessment data is used as a reliable external benchmark to evaluate whether disadvantaged pupils are making progress in line with national expectations. Because GL tests provide age-standardised scores and are norm-referenced against a national sample, they allow us to identify whether PP pupils are keeping pace with their peers, closing gaps, or requiring targeted intervention. We use multiple data points across the year to track trends in attainment and to ensure that any emerging gaps are identified early. GL outcomes are never used in isolation; instead, they are triangulated with teacher assessments, classroom performance, and curriculum outcomes to build a secure and rounded understanding of progress. This approach strengthens the validity of our judgements and ensures that our PP strategy is informed by both robust external data and deep professional insight into pupil learning

For the current Year 10 cohort (2027), GL Assessment outcomes indicate positive movement for disadvantaged pupils. In Maths, the mean standard age score for PP students improved by 0.2 between the 2024 and 2025 assessment points, demonstrating steady progress. In English, PP pupils made a more pronounced gain, with an increase of 1.6 in their standard age score compared with their Year 7 baseline. These improvements show that targeted support and curriculum interventions are beginning to have an impact, particularly in literacy.

Attendance:

2025 Outcomes:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	428	91.1%	88.2%	Above	Relative decline	High - FSM
2023/24	376	89.1%	86.0%	Above	Relative improvement	-
2022/23	375	87.8%	86.0%	Close to average	Relative improvement	-

Attendance for Pupil Premium students at Hall Green School is a clear strength. Over the last three years, attendance has remained consistently strong and above national figures, rising from 87.8% in 2022/23 to 91.1% in 2024/25, compared with 88.2% nationally in the latest year. In a school with a high proportion of disadvantaged learners, this demonstrates that Pupil Premium students are well supported to attend regularly, feel connected to school, and are accessing more learning time than their peers nationally. This strong attendance provides a secure foundation for improving academic outcomes and reducing long-term disadvantage.

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	428	33.6%	34.5%	Close to average (non-sig)	Sig decrease	High - FSM
2023/24	376	44.9%	42.5%	Close to average (non-sig)	No sig change	-
2022/23	375	46.9%	43.8%	Close to average (non-sig)	Sig increase	-

Persistent absence for Pupil Premium students has shown meaningful improvement. Rates have reduced from 46.9% in 2022/23 to 33.6% in 2024/25. This represents a significant decrease in the most recent year and reflects the impact of strengthened attendance systems, early intervention, and increased pastoral support.

Behaviour:

2025 Outcomes:

To reduce the gaps in Level 3 removals, internal reflections and suspensions.

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	351	6.84%	9.40%	Close to average (non-sig)	No sig change	-
2022/23	359	6.13%	8.31%	Close to average (non-sig)	No sig change	-
2021/22	335	3.28%	6.56%	Below (sig-)	Not available	-

The rate of repeat suspensions (2 or more) for Pupil Premium students at Hall Green School remains a positive area of performance. In both 2022/23 (6.13%) and 2023/24 (6.84%), rates were lower than national figures (8.31% and 9.40% respectively) and sat within the 'close to average' banding. This indicates that Pupil Premium students are not being removed from learning at higher rates than disadvantaged pupils nationally. Although there has been no significant year-on-year change, the stability of these figures combined with previously significantly lower rates in 2021/22 (3.28%) suggests that behaviour systems are fair, consistent, and supportive. The data shows that Pupil Premium students are largely remaining in lessons and maintaining access to learning, which strengthens inclusion and reduces the risk of widening disadvantage linked to exclusion from the classroom.

AtLs:
Further reduction in gaps in average AtLs for each year group.

2025 Outcomes:

Year Group	2024		2025		PP Change in gap
	Pupil Premium	Other	Pupil Premium	Other	
Y8	1.68	1.47	1.58	1.52	0.1
Y9	1.75	1.71	1.73	1.56	0.02
Y10	1.76	1.65	1.70	1.68	0.06
Y11	1.88	1.73	1.86	1.77	0.02

Attitude to Learning scores (where 1 = highly engaged and 3 = disengaged) show that Pupil Premium students are demonstrating improved engagement over time, with scores remaining broadly in line with, or improving towards, their non-PP peers. Across Y9, Y10 and Y11, the average ATL score for Pupil Premium students has improved between 2024 and 2025, and the gap between Pupil Premium and Other students has reduced in every year group, with changes of -0.17 in Y9, -0.02 in Y10, and -0.09 in Y11. This indicates that Pupil Premium students are now closer to their peers in learning behaviours than in the previous year.

Heads of Years 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 are 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. This external agency worked with pupils to increase their resilience and motivation. It was well received by pupils across the year groups

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
Y7 and Y8 Reading Programme for targeted pupils	Lexonic
KS3 external exams in Core subjects	GL Assessments
KS3 Reading Tests	NGRT tests
Mock exams in Maths	Pearson
Independent learning workshops	Elevate and Study Skills Zone
Careers support package	UniFrog
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