

# Pupil premium strategy statement

1. Summary information					
School	Hodge Hill Girls School				
Academic Year	2016-17	Total PP budget	£301,070	Date of most recent PP Review	September 2016
Total number of pupils	750	Number of pupils eligible for PP	322	Date for next internal review of this strategy	March 2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			58.5%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)			72.3%/58.5%	75.8% / 73.4%	
Progress 8 score average			-0.21	0.12	
Attainment 8 score average			51.67	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Attendance and management of learning missed through absence				
B.	Lower attainment of PP pupils on entry				
C.	Pupils making expected progress in English and Maths				
D.	High ability disadvantaged pupils underachieving in GCSE outcomes				
E.	Disadvantaged pupils underachieving in GCSE outcomes				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of some PP pupils causing them to miss out on learning and underachieve				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>					Success criteria

<b>A.</b>	Increased attendance for all PP pupils.	All PP pupils have a minimum attendance of 96% - measured by attendance monitoring for 2016-17.
<b>B.</b>	Y7 RADY+ to support journey towards equal attainment for PP pupils at the end of Year 11.	RADY+ group uplifted and equalised, and flight path evidences this. (NB 5-year journey so progress data Y7-10 may show underachievement). Measured by SISRA flight paths.
<b>C.</b>	Y11 PP pupils make expected progress in Maths and English.	All PP pupils making 3 LOP+ in Maths and English. Measured by GCSE results 2017.
<b>D.</b>	Improve P8 for high ability disadvantaged pupils.	High ability disadvantaged pupils achieve a positive P8 in GCSEs 2017. Measured by GCSE results 2017.
<b>E.</b>	Improve P8 for disadvantaged pupils.	Disadvantaged pupils achieve a positive P8 in GCSEs 2017. Measured by GCSE results 2017.

## 5. Planned expenditure

Academic year

£301,070

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve P8 for disadvantaged pupils.	Line management meetings to focus on effective teaching strategies for working with disadvantaged pupils. Data tracking by class teachers, Subject Leaders and HOF as part of school CPD programme using SISRA. Focus on quality of feedback.	We want to ensure that the profile of disadvantaged pupils is raised with class teachers, Subject Leaders and HOF to support the diminishing of differences. Sutton Trust evidence on effectiveness of feedback.	Line management meetings. Self-review process demonstrates data tracking of disadvantaged pupils. School CPD programme.	CMi, SH (good practice sharing with HOF), data team	September 2017 - £10500
Y7 RADY+ to support journey towards equal attainment for PP pupils at the end of Year 11.	RADY+ launched to SLT and governors for approval and then launched to HOF. Work with data manager on level of uplift and equalise and agree with SLT in order to raise flight paths for current Y7 disadvantaged pupils.	BEP led initiative and case study (eg De Ferrers) demonstrating impact of increasing PP outcomes using uplifting and equalising.	RADY+ explained to HOF. Parents and pupils concerned to have the process explained with a parents' briefing held to support explanations.	CMi	June 2017

Improve outcomes in Science	Constancy support for the faculty.	Need for consistency and streamlining in procedures to support gaps in progress.	Reports from consultant, lesson observations, faculty review.	DAn, NMk	Faculty review – January 2017 July 2017  £6000
Increased knowledge of good practice from a range of other schools.	Subscription to The Key	More readily available information to support awareness of alternative strategies and approaches.	SLT access and distribution of relevant materials.	CMi	July 2017  £980
Ability to respond quickly to pupil need for curriculum needs	Teachers able to put into requests for funding and able to evidence likely impact and evaluate following implementation.	Strong teacher awareness of pupil need to support specific needs in their curriculum areas.	Evaluation of funding requested from teaching staff including impact.	CMi	September 2017  £6000

Smaller class sizes where need is greatest.	Smaller teaching groups for Maths and English where necessary, and for small Y3 teaching classes.	Supporting SEND and low ability pupils with smaller class sizes thus enabling more teacher support to impact on improving pupil outcomes.	Review of data on SISRA, pupil confidence and participation levels in class.	Class teachers, HOF, CMi	March 2017 - £40180
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<b>Total budgeted cost</b>					£63,660
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**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Y11 PP pupils make expected progress in Maths and English.	Extra interventions with PP pupils with 1:1 and small groups learning. Increased focus on quality of feedback exam technique particularly in Maths.	Pupil outcomes in Maths and English Language show a difference between PP and non-PP with not all making expected progress.	Observation of intervention sessions and discussions with HOF re: impact of interventions.	CMi, HOF Maths and HOF English	March 2017 in order to inform planning for 2017-18.  Mentors - £18000 Tuition - £60000
Improve P8 for high ability disadvantaged and disadvantaged pupils.	Targeted support staff monitoring data checks and leading discussions with pupils and relevant staff re: meeting targets. Team of additional focus to work with individual high ability disadvantaged pupils.	Pupils need further individual awareness of strategies for revision, time management etc. to support working towards their targets.	Monitoring of data to identify impact on pupil progress. Experienced targeted support staff working with pupils.	CMi, Targeted Support staff	March 2017, May 2017  Targeted support - £30000

<b>Total budgeted cost</b>					£108,000
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**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Improve attendance of some PP pupils.	Funding to support with travel costs and City Year staff to mentor relevant pupils.	Pupils need to be in school in order to learn and ensure all learning needed for revision is in their books.	Weekly meetings with City Year and reviewing whole-school attendance monitoring.	CMi, DM	May 2017, September 2017 City Year - £36000 Taxi/bus - £600
Anxiety and worry about school – including non-school based concerns – are supported by school counsellor.	Entitlement and Targeted Support refer pupils directly to school counsellor.	Pupils are able to offload in school to support personal well-being and improved academic outcomes.	Experienced school counsellor who is an established presence within the school.	Entitlement, HD	July 2017 Counsellor - £10000
Increased range of curriculum enhancement opportunities to promote development of wider learning.	School staff and pupils to identify areas in which pupils would like to further their learning, eg BSL, Arts Award, First Aid, chosen areas of interest for C and A Days.	Pupils are able to develop their metacognitive skills further and widen their interest and skill base beyond the academic curriculum (Sutton Trust evidence). Pupil voice – eg opting for activities on C and A Days – is very popular with our pupils.	Evaluations, questionnaires, discussions.	CMi	July 2017 Enhancement - £2000
Reduction in low-level behaviour (eg organisation, homework) impacting on pupil progress.	City Year to work with pupils identified by Pastoral Managers. AH to support pupils with additional behaviour needs.	Pupils who are organised, focussed and learning at home as well as school will be more likely to achieve improved academic outcomes. (Sutton Trust evidence re: homework)	Behaviour monitoring, weekly meetings with City Year.	CMi	March 2017 for City Year (Cost previously accounted for)
Increase in STEM opportunities to support with raising aspirations.	STEM to be taught on the Technology carousel and increased range of STEM enhancement opportunities.	Many pupils aspire to STEM careers and we wish to raise greater awareness of the opportunities. STEM lessons enabling challenge, problem solving, teamwork and independent learning to support metacognitive skills.	STEM aspects' reviews, pupil reviews of STEM activities, staff with strong awareness of problem solving activities and access to OCR STEM learning.	STEM teachers, CMi	May 2017
Increase elearning opportunities and independent learning through a range of additional schemes.	Renaissance Reading, Maths Wizz, The Week Junior, continue to promote GCSE Pod, Macbeth performance	Pupils who are able to work independently will be more resourceful and work towards improved outcomes in their assessments.	Renaissance Reading is monitored through the English department for impact on reading ages, Maths Wizz impact reports, use of GCSE Pod.	CMi	July 2017 £17,100

Enable all disadvantaged pupils to participate in the full range of Education Visits available.	Visits for disadvantaged pupils are covered or subsidised.	Pupils benefit from a range of learning opportunities beyond the classroom.	Evaluations for all visits.	CMi	July 2017 £2000
Support Y6-Y7 transition.	Summer School offered to Y6 pupils prior to starting in Y7.	New pupils familiar with school environment, fellow pupils and some school staff thus increasing confidence at the start of Y7.	Pastoral Managers to evaluate effectiveness.	CMi	September 2017 Summer School - £1500
Contingency for additional needs as the year progresses, including possible revision workshops and holiday revision sessions.	Staff able to request additional funding in response to pupil needs. (This could include further tuition, revision guides etc.)	With so many changes in schools, not all needs can be anticipated and we need to build contingency provision in to ensure that we are able to minimise any challenges which pupils and staff may face which could impact negatively on pupil progress.	School staff who request to evaluate.	CMi	September 2017 - £46,916
Admin. support as needs arise.	Admin. support for evaluations, requests, parental awareness of pupil involvement, RADY+ awareness to support disadvantaged pupils.	Parental involvement in pupil learning supports further progress; our home-school partnership is very strong.	Parental evaluations.	CMi	July 2017 - £10,000
ECDL Registration	Y11 pupils who would benefit from a formal ICT qualification to support future learning take ECDL.	Benefit of good ICT skills for future employment.	ICT staff	CMi, SG	September 2017 - £3294
<b>Total budgeted cost</b>					<b>£129,410</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-16 - £305,475</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Raise the quality of teaching and learning in Science	Engage external Science consultant to give advice and support to help develop Science faculty	Consultant worked with team on strategies for improvement and teaching & learning techniques Consultant also involved in faculty review - reports significant improvement in quality of teaching since last review. Pupils also gave positive feedback on their lessons, an increase in science practicals and extended curriculum opportunities	It is important to spread consultant visits to allow for planning, implementation and then review to show impact of the training, strategies etc. There are plans for the consultant to return for a final review in the next academic year.	£15,000
Continue to improve the quality of teaching, learning and assessment in English and Mathematics	Employ extra staffing to reduce teaching allocation for Maths and English teachers to allow an extra hour per week for additional planning, CPD and	This provision proved to be invaluable and allowed the teams to research alternative approaches to teaching and learning to support 100% terminal examinations in English, planning for new 9-1 GCSEs, research into different AWOL proposals. CPD sessions were held where colleagues could disseminate techniques or external training they had been on.	Whilst this worked well it may not be sustainable in terms of the impact it has on the curriculum and timetable in this small school and was only intended to support significant changes	£24,000
Use a range of online learning resources to engage pupils further during lessons and for independent/home-learning	Purchase Murderous Maths, My Maths, Maths Whizz, GCSE Pod, Renaissance reading, Alfie	Pupils enjoy alternative learning experiences and the immediate outcomes of using these resources, eg. My Maths pupils completed homeworks, were given their marks immediately and details of strengths and particular areas for improvement. Their teachers could also monitor use and point pupils and parents to these valuable resources.	Successful, will continue the approach	£50,000
Provide in-class support for pupils who are underachieving in EBACC subjects	Employ graduates with appropriate subject background as Assistant Learning Mentors in English, Mathematics, Science, Humanities	Assistant Learning Mentors worked with targeted groups of pupils as in-class support but also supported lunchtime and after-school intervention. Some mentors were dynamic and developed excellent skills in supporting as an additional adult in the class; however, this high impact was not consistent across all subjects.	Some mentors did not complete the full year, which caused some disruption in the summer term, a time when pupils needed the extra support for their exams. Whilst there was some success, this provision will not continue into next year.	£33,000
<b>ii. Targeted support</b>				



<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Progress of disadvantaged on other vulnerable pupils is monitored closely and intervention is timely	Targetted support team to meet with pupils regularly to monitor their progress and provide or seek additional support from other colleagues as required	The criteria was met as the Targetted support team identified all pupils who are underachieving, met with pupils regularly according to their individual needs. They liaised with subject teachers, pastoral managers, and other key staff to ensure pupil's needs were met. For some pupils they provided additional subject support eg. Languages, Maths, English. There are some excellent case studies of pupils who made much better progress.	This provision worked well as this additional support means pupils have a designated person who they know they can approach and there is dedicated time for them to discuss their needs. The plan is to continue with this approach.	£63,000
Provide intervention for pupils whose emotional and/or mental health needs are a barrier to learning	1 day per week support from a professional counsellor	Counsellor met with a range of disadvantaged pupils, in particular with Yr 11 pupils who were suffering stress and anxiety linked directly to examinations. Some asked for support others were encouraged to go. A number of pupils with personal needs who also benefited.	A much needed provision, therefore the plan is to continue with this provision, may also provide some mini-workshops to look at stress management as a preventative measure.	£5,000
Provide extra tuition where pupils are underachieving in Core subjects	Employ subject specialists in English, Maths, and Science to provide tuition. Use surplus staffing allocation	Pupils attended a 10-week programme of tuition based on their specific areas for development provided by their subject teachers. This programme was successful as several pupils showed marked improvement in their progress following the tuition and many gained in confidence in lessons.	This is a successful provision, however as the tuition takes place during the normal school day some pupils felt whilst it was good they missed some of their favourite subjects. May need to consider an alternative approach to provide this support.	£55,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>

Provide support requested by pupils or their families for resources which would support their learning in school or at home	Parental feedback letters sent to all PP pupils and purchases made to support individual pupil needs.	Parents and pupils appreciated the opportunity to suggest resources, intervention, opportunities that would help them to improve their learning. Resources purchased ranged from revision books, to peri-music lessons, etc.	Worked well so would continue with this approach	£10,000
Pupils experience a wider range of cultural experiences.	Financial support allocated for theatre visits, museum visit, residential, educational visits and Curriculum & Achievement Days, etc.	Did meet the criteria as group of Yr 11 pupils attended theatre visit to see Wicked during summer school, group of pupils Colomendy residential, pupils took part in the Birmingham "Big Hoot" Art Event. All of these activities took pupils out of their comfort zone and raised their self-esteem and confidence to try new things.	Good strategy to support funding for unforeseen but excellent opportunities for pupils to engage in learning and life experiences beyond school. Very successful so would continue with this approach	£20,000
Provide opportunities for pupils to study and take qualifications not currently offered in mainstream curriculum	Support exam entry, subject-specialist support and invigilation costs where appropriate	This was successful as a range of opportunities were provided, eg. There was impact in terms of 2016 results as 1 pupil sat GCSE Chinese and gained a A*, another pupil sat GCSE Italian and gained an A and a small group of pupils chose to sit the ECDL as part of their post exams enrichment.	A good strategy, which will continue next year.	£10,000
Prevent 3 pupils from becoming NEET and possible permanent exclusion	Provide external alternative provision courses in Year 11 and staffing for Guidance Centre	Impact was significant as pupils were able to attend courses relevant to their desired careers eg. Hair & Beauty, Childcare. All 3 completed their course and are in education or training post 16 (1 Pupil was not eligible for PP)	Whilst extremely successful this was a bespoke provision and there are no plans to continue with this approach	£19,000

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.



