

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hodge Hill College
Number of pupils in school	1201
Proportion (%) of pupil premium eligible pupils	49.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021, 2022 and 2023
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Hannah Herrmann
Pupil premium lead	Lisa Millington
Governor / Trustee lead	Roy Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£555 332
Recovery premium funding allocation this academic year	£84 463
<b>Total budget for this academic year</b>	<b>£639 795</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Main objectives:

- Closing the gap in attainment between our 'pupil premium' pupils and 'non-pupil premium' pupils.
- Achieve national averages for attainment in all subjects.
- To maintain the positive progress 8 score for all pupils.
- To maintain high levels of attendance for all pupils.

How our strategy goes towards meeting these objectives? and, what are our key principles?

- Ensure teaching is "Good all day, every day". Pupils will have engaging and purposeful lessons delivered by skilled professionals to ensure that they are equipped with the knowledge, skills and understanding to be successful.
- Develop the culture of independent learning for all pupils. Close the digital divide between 'pupil premium' pupils and 'non-pupil premium' pupils by providing access to online platforms and by loaning devices to them on which they can complete online learning/homework. This enables all pupils to develop their independent learning skills and secure learning in their long-term memory.
- Targeted interventions within school working with the National Tutoring programme (NTP) for KS4 Maths, English and Science.
- Attendance and behaviour support provided by AACs to ensure that behaviour is good all day, every day and that pupils are supported to develop the characteristics of our CARE brand and take responsibility for their own behaviour.

## Challenges

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

Challenge number	Detail of challenge
1	Not all pupils have access to resources both in school and at home to support them with their learning.
2	Many pupils lack access to online resources and do not have adequate devices to work on.
3	Maintaining attendance above national averages.

	Supporting pupils to display appropriate behaviours for learning and for interacting with others.
4	Ensure that teaching is 'good all day, every day' and that assessment is used effectively to identify underachievement and support pupils to close the gap in their knowledge, skills and understanding.

## Intended outcomes

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

Intended outcome	Success criteria
To close the gap attainment gap between 'pupil premium' pupils and 'non-pupil premium pupils' with good teaching, all day, every day.	Attainment and progress data to show that the gap between 'pupil premium' pupils and 'non-pupil premium pupils' is closing. MQTL to support the improvement of teaching across the school.
All pupils who require online access and devices are given them.	ClassCharts login figures should show that all pupils log in and use the platform.
Pupils have access to resources both in school and at home to support them with their learning.	All pupils have access to classroom resources that allow them to participate fully in lessons. All Year 11 pupils have access to revision materials to facilitate independent learning.
Attendance figures above national averages	Attendance report shows attendance for each year group is above national average figures for attendance.

## 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: £442,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in all core subjects.	“Quality first teaching” is the most effective strategy that we can employ to improve outcomes for all pupils. Overstaffing in the core subjects allows teachers in these areas to work with smaller groups of pupils in targeted intervention sessions. It also provides capacity to develop subject knowledge and pedagogical practice.	4
Ensure all Y11 pupils have access to materials to facilitate independent learning.	To be successful and achieve their target grades pupils must be able to support in-school learning with revision at home. All pupils are given the materials to facilitate this. Access to these materials will boost pupils’ confidence, exam readiness and therefore outcomes.	1

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

Budgeted cost: £96 963

Activity	Evidence that supports this approach	Challenge number(s) addressed
CoachBright – National Tutor Programme	Pupils who received tutoring through the National Tutor Programme last year all met or surpassed their target graded. We have widened the cohort size and made	4
Holiday revision sessions	HHC teachers will deliver revision session during school holiday time to Y11 pupils.	4

Devices and internet support provided to all pupils who need it.	Last year we gave out over 400 devices and found that engagement with home learning was over 90% regularly. We aim to maintain this progress. We have also invested in online platforms which have led to better revision and therefore better pupil outcomes.	2
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £100 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Sustain the employment of AACs to help maintain the attendance figures above national averages	Research has found that disadvantaged pupils have been worst affected by partial school closures (EEF). Attendance data for the last 3 years shows that we have attendance that is above national average and this is because of the work the AACs do in and around making sure that pupils attend school.	3

**Total budgeted cost: £639 795**

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

### Pupil premium strategy outcomes

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

All staff were given laptops to help them prepare and deliver effective remote learning and all pupils who required a device to work on were loaned a device/internet. The outcome was that the impact of periods of lockdown on pupil learning was reduced as we had figures in excess of 94% regularly for engagement with the online platform that we chose to use. Almost 70% of all work set for all Y11 was completed to a standard that would be accepted by teachers as classwork.

In periods that pupils were at school, our attendance figures showed that we were well above local and national averages for school attendance.

Outcomes for pupils:

62.45% of pupils achieve a grade 4 or above in both English and maths. Non-PP pupils achieved 68.0% and PP pupils achieved 58.14%

25.33% of pupils achieved the EBacc standard pass. Non-PP pupils achieved 31% and PP achieved 20.93%

The attainment 8 score for the college was 50.26. Non-PP pupils achieved 53.29 and PP pupils achieved 47.9. While both of these figures are above the 2019 national average the aim is to continue to achieve this and close the gap between the attainment of PP and Non-PP pupils.

### Externally provided programmes

Programme	Provider
Pearson National Tutoring Programme	Pearson via Bramble (Online)
National Tutoring Programme	CoachBright