

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Hodge Hill College
Number of pupils in school	1227
Proportion (%) of pupil premium eligible pupils	47.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 and 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£566, 375
Recovery premium funding allocation this academic year	£81,667.25
Total budget for this academic year	£648,042.25

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?

- Develop teaching for excellence through the use of Curriculum Planning sessions to facilitate teachers to explain concepts clearly. 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 that work 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	Improving Reading Ages across all year groups Diagnostic assessment and reading age tests indicate that a significant number of disadvantaged pupils have lower literacy skills Pupils need a reading age of 15.7 to pass exams at a 4+ - parental engagement must be sustained to help reading to happen at home.
2	Identifying pupils who require SEMH support Pupils are not forthcoming at owning their emotions – pupils will give information in anonymous platforms but struggle elsewhere – parental engagement must be sustained to help pupils feel open about emotions and mental health.
3	Maintaining attendance above National Averages Supporting pupils to display appropriate behaviours for learning and for interacting with others. Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
4	Develop teaching for excellence through the use of Curriculum Planning sessions to facilitate teachers to explain concepts clearly 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
Reading ages will improve across all year groups - there will be a specific focus on those pupils below their chronological reading age in KS3 and KS4.	Reading ages report shows reading ages for each year group is in line with National Average. Reading tests demonstrate improved fluency and comprehension skills – pupils will be in line with their chronological age.
Pupils who require SEMH support receive it.	Pupils feel 'happier and safer' in school. Pupils will be open about their emotional and mental health needs
Attendance figures above national Averages.	Attendance report shows attendance for each year group is above National figures for attendance.
Teaching is 'good' across the school with quality assessment used.	Pupils feel confident in their assessments and understand how and where to improve. Teachers feel confident in their teaching and use a range of strategies and techniques to enthuse and engage the pupils in their classes. Observations and data will show improvement in teaching and attainment.

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: £525,042.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have access to NPQ programme and CPM/PLG	By providing time and support for teachers to define high quality teaching, this can be translated into high quality work in all subjects. We have calculated that CPMs come at a cost of £146,440	4
Rollout of coaching programme within school	By providing coaching for those staff who require it or want it it will ensure	1, 2, 4

	that high quality teaching and supportive roles will become evident.	
Focus on high quality teaching where every teacher is challenged and supported.	Research shows that 'high quality teaching' is the most important lever that will help to improve disadvantaged outcomes. Internal quality assurance also supports this rationale, not only helping disadvantaged pupils, but all pupils across the school.	1, 4
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

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

Budgeted cost: £23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional support for pupils who are underperforming and need additional help.	Research shows that having a structured approach to teaching reading comprehension strategies results in pupils making progress quickly in overall reading.	1
Engaging with national tutoring programme and other mentoring intervention programmes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind; both one-to-one and small groups.	1, 3
'Motional' programme.	A school wide approach to SEMH needs will ensure that pupils feel the messages and help is clear and safe for them to engage with. Research has shown that a form tutor will know their tutees more than the subject teachers and will have more opportunities to look and support with the SEMH needs of their tutor group.	2, 3
Intervention at Faculty level.	Research has shown that subject teachers will know what the needs of the pupils are and will be able to intervene where needed. A structured approach to intervention focussing on the pupils with specific	All

	needs can be an effective method to support low attaining pupils or those falling behind.	
Saturday study sessions.	A structured approach to intervention focussing on specific needs of pupils can be an effective method to support low attaining pupils or those falling behind.	3, 4

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £648,042.25

Externally provided programmes

Programme	Provider
National Tutoring Programme	Manning's Tutors (Online)
National Tutoring Programme	CoachBright
Power Programme	Motivational-CP limited