

# Pupil premium strategy statement – Hodge Hill College

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data  |
|--|---|
| Number of pupils in school   | 1183  |
| Proportion (%) of pupil premium eligible pupils  | 55.9%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025/2026 – 2027/2028                         |
| Date this statement was published  | September 2025                                |
| Date on which it will be reviewed  | June 2026                                     |
| Statement authorised by  | Hannah Herrmann,<br>Headteacher               |
| Pupil premium lead   | Seyyed Zeshan Naqvi,<br>Assistant Headteacher |
| Governor / Trustee lead  | John Allen                                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year                                       | £683,700 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0       |

# Part A: Pupil premium strategy plan

## Statement of intent

At Hodge Hill College, our intention is that all pupils, regardless of background or individual challenges, are supported to make sustained progress and achieve their full potential. Our pupil premium strategy is centred on addressing key areas that will have the greatest impact on pupils' outcomes: improving reading ages, maintaining excellent attendance, delivering consistently high-quality teaching, and cultivating future-focused learners who are prepared to make informed choices about their career paths.

We recognise that strong literacy is the foundation for success across the curriculum. Improving reading ages is therefore a key priority in ensuring that all pupils can access and engage with their learning. We are committed to narrowing literacy gaps early and building confident, fluent readers who can thrive in all subject areas.

Excellent attendance is another vital ingredient in achieving academic success and personal development. We aim to maintain and improve attendance levels for all pupils, with particular focus on removing barriers for disadvantaged and vulnerable students.

At the heart of our strategy is a commitment to quality first teaching in every classroom. This ensures that all pupils, especially those who are disadvantaged, benefit from high expectations, strong subject knowledge, and inclusive practices that enable them to succeed.

Our approach is also designed to support pupils in becoming future-ready. Throughout their time at Hodge Hill College, we will equip them with the knowledge, experiences, and aspirations to make informed, ambitious choices about their futures. We aim to embed career-related learning and personal development into the curriculum, so pupils leave us confident and prepared for their next steps.

Our strategy is rooted in understanding individual needs through robust assessment and early intervention. To ensure it is effective, we will:

- Prioritise reading development across all year groups, particularly for those with the greatest need
- Intervene early to support attendance where patterns of concern emerge
- Embed a whole-school commitment to delivering high-quality teaching that challenges and supports all learners
- Provide sustained exposure to careers education and guidance to support long-term aspirations

Through this joined-up approach, we will ensure that disadvantaged pupils at Hodge Hill College are not only supported to achieve academic success but are also equipped to thrive in the wider world.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Raising the standard of teaching across all departments by embedding effective curriculum planning and assessment practices, so that a greater number of subject areas achieve outcomes in line with or above national averages. We need to strengthen the quality of teaching through focused Curriculum Planning Meetings (CPMs) that enable teachers to explain concepts with clarity and use assessment effectively to identify underachievement and address gaps in pupils' knowledge, skills, and understanding—supporting more subject departments to meet or exceed national average outcomes.  |
| 2                | Reducing the attendance gap between disadvantaged and non-disadvantaged pupils, while promoting positive behaviours for learning and social interaction, to ensure improved engagement and academic progress for all. We aim to maintain attendance levels above national averages by supporting all pupils—particularly those who are disadvantaged—to engage positively with their learning and interact appropriately with others. Current attendance data shows that disadvantaged pupils attend less frequently than their peers, and this absenteeism is having a negative impact on their academic progress, as evidenced by assessments and observations. |
| 3                | Raising literacy levels, particularly among disadvantaged pupils, by embedding effective reading strategies and strengthening parental engagement to ensure pupils reach the reading age necessary for exam success. Improve reading ages across all year groups, with a focus on disadvantaged pupils, as diagnostic assessments and reading age tests show that many have lower-than-expected literacy levels. Since a reading age of 15.7 is typically required to achieve a grade 4 or higher in exams, sustained parental engagement is essential to support reading outside of school.  |
| 4                | Embedding a future-focused culture across the school to reduce NEET figures further by ensuring all pupils can effectively explore career options, identify their strengths, and make informed decisions about their post-16 pathways. Our priority is to develop pupils' future-focused mind-sets by encouraging them to actively consider their career paths. We aim to further reduce the number of pupils not in education, employment, or training (NEETs). Through the use of platforms like Unifrog, we are supporting pupils in identifying potential career pathways and better understanding their individual strengths.                                |

## 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   |
|---|--|
| <p>All pupils have access to high quality teaching.</p> | <p><b>Curriculum Planning Quality</b></p> <ul style="list-style-type: none"> <li>• All departments engage in regular, structured curriculum planning sessions once per week.</li> <li>• Planning documents show clear progression of knowledge and skills across year groups and key stages.</li> </ul> <p><b>Teacher Instruction and Concept Explanation</b></p> <ul style="list-style-type: none"> <li>• Pupil voice surveys indicate that over 80% of students understand what they are learning and why.</li> <li>• CPD records show that all teaching staff have received training in pedagogical content knowledge relevant to their subject.</li> </ul> <p><b>Effective Use of Assessment</b></p> <ul style="list-style-type: none"> <li>• Departments demonstrate the use of formative and summative assessment to track progress and adjust instruction.</li> <li>• Data reviews show that intervention plans are in place for pupils identified as underachieving.</li> <li>• Teachers can articulate how assessment outcomes inform teaching and planning decisions.</li> </ul> <p><b>Closing Knowledge Gaps</b></p> <ul style="list-style-type: none"> <li>• Targeted support/intervention strategies are evident in at least 90% of departmental planning for identified pupils.</li> <li>• Pupil books show evidence of feedback being used effectively to improve pupil outcomes.</li> <li>• Student progress data shows a reduction in the percentage of pupils</li> </ul> |

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|  | <p>not meeting age-related expectations compared to the previous academic year.</p> <p><b>Improved Pupil Outcomes</b></p> <ul style="list-style-type: none"> <li>• At least 75% of subject departments meet or exceed national average outcomes in external assessments or internal benchmarks.</li> <li>• Year-on-year improvement is evident in departmental performance data.</li> <li>• Disadvantaged and SEND pupils demonstrate accelerated progress in identified subject areas.</li> </ul>  |
| <p>All year groups reach/exceed the national average attendance figures.</p> | <p><b>Attendance Monitoring and Reporting</b></p> <ul style="list-style-type: none"> <li>• Attendance data is collected and analysed weekly for all year groups.</li> <li>• Attendance reports highlight any year groups or cohorts below the national average within two weeks.</li> </ul> <p><b>Intervention and Support</b></p> <ul style="list-style-type: none"> <li>• Prompt follow-up actions are taken within one week for pupils with attendance below 90%.</li> <li>• Targeted attendance improvement plans are in place for identified year groups or individuals.</li> <li>• Engagement with parents/carers is documented and occurs for all persistent absentees (attendance below 85%).</li> </ul> <p><b>Year Group Attendance Targets</b></p> <ul style="list-style-type: none"> <li>• Each year group sets a clear target to meet or exceed the current national average attendance rate (e.g., 94%+).</li> <li>• Monthly attendance figures for each year group consistently meet or surpass these targets.</li> </ul> <p><b>Whole School Attendance Culture</b></p> |

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|  | <ul style="list-style-type: none"> <li>• Positive attendance initiatives (e.g., rewards, assemblies) are implemented and attended by all year groups.</li> <li>• Staff demonstrate awareness and proactive promotion of good attendance in lessons and pastoral care.</li> </ul> <p><b>Outcome Measures</b></p> <ul style="list-style-type: none"> <li>• By the end of each term, 100% of year groups have attendance figures at or above the national average.</li> <li>• Year-on-year attendance trends show continuous improvement or maintenance above the national average.</li> </ul>   |
| <p>All pupils to reach their chronological reading age</p> | <p><b>Regular Monitoring</b></p> <ul style="list-style-type: none"> <li>• Reading ages are reassessed at least twice per year (mid-year and end of year) to track progress.</li> <li>• Progress data is analysed by year group and individual pupil to identify those below chronological age.</li> </ul> <p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>• Individualized reading intervention plans are in place for pupils reading below their chronological age.</li> <li>• Evidence of regular reading practice and support both in school (e.g., guided reading sessions) and at home is documented.</li> </ul> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>• Curriculum includes explicit instruction to develop vocabulary, comprehension, and fluency skills.</li> <li>• Teachers receive training on effective reading strategies and differentiation to support diverse learner needs.</li> </ul> <p><b>Pupil Engagement and Motivation</b></p> |

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|  | <ul style="list-style-type: none"> <li>• Pupils demonstrate positive attitudes towards reading, as measured through surveys or pupil voice.</li> <li>• Access to a wide range of age-appropriate reading materials is available and utilized.</li> </ul> <p><b>Outcome Measures</b></p> <ul style="list-style-type: none"> <li>• By the end of the academic year, at least 90% of pupils meet or exceed their chronological reading age.</li> <li>• Pupils previously below chronological reading age show measurable improvement (e.g., at least 6 months reading age growth in one academic year).</li> </ul>  |
| <p>Reduce NEET figures further by ensuring all pupils can effectively explore career options, identify their strengths, and make informed decisions about their post-16 pathways through the use of Unifrog.</p> | <p><b>Access and Engagement with Unifrog</b></p> <ul style="list-style-type: none"> <li>• 100% of pupils from Year 9 upwards have active Unifrog accounts and complete key career exploration activities.</li> <li>• At least 90% of pupils regularly log in to Unifrog (e.g., monthly) during the relevant academic years.</li> </ul> <p><b>Career Exploration and Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• All pupils complete self-assessment modules on Unifrog to identify their strengths, interests, and skills by the end of Year 10.</li> <li>• Pupils research a minimum of three post-16 pathways (e.g., apprenticeships, college courses, A-levels) using Unifrog’s resources.</li> </ul> <p><b>Informed Decision-Making</b></p> <ul style="list-style-type: none"> <li>• 95% of pupils complete a personalised career plan on Unifrog, reflecting realistic and well-researched post-16 options.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Careers staff and tutors regularly review pupils' progress on Unifrog and provide tailored guidance.</li> </ul> <p><b>Parental and Staff Involvement</b></p> <ul style="list-style-type: none"> <li>• Parents/carers receive guidance on how to support pupils' career planning via Unifrog through workshops or communications.</li> <li>• Staff complete training on effectively using Unifrog to support pupil career development.</li> </ul> <p><b>Impact on NEET Figures</b></p> <ul style="list-style-type: none"> <li>• Year-on-year reduction in NEET rates, with at least a 5% decrease compared to the previous cohort.</li> <li>• Post-16 destination data shows at least 95% of leavers engaged in education, employment, or training.</li> </ul> |
|--|--|

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £654,398

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Unifrog training for all pupils and logins shared with all staff | All pupils in Y9, Y10 and Y11 have been shown how to log in to Unifrog and have had a walkthrough on how to use it. Teachers also had a 1-hour CPD session on how Unifrog works and how to use it. | 4                             |

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| Assessment and marking CPD session   | Teachers had a training session on the intent, purpose and validity of assessment with specific foci on use of formative and summative data to inform planning and interventions via Raising Achievement Plans (RAPs). Teachers also went through the expectations of the marking policy at Hodge Hill College and the importance of effective feedback. | 1 |
| Staff have access to CPM planning sessions. These have been timetabled into school teaching hours. | 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   | 1 |
| Reading tests  | All pupils will have reading tests through the year. This will happen twice in the year and will help us identify pupils for reading interventions.  | 3 |
| Steplab coaching for staff   | All teachers will be introduced to Steplab coaching starting from September 2025. A culture of self-improvement is to be developed through open door coaching and dialogue where all teachers, regardless of experience or years of service, can improve their teaching practice.  | 1 |

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

Budgeted cost: £ 11,824

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Unifrog training for all pupils and logins shared with all staff   | We have invested £2500 in the Unifrog platform and have received training on how to use it for pupils and teachers.      | 4                             |
| All pupils will have reading tests through the year. This will happen twice in the year and will help us | We have invested in GL assessment which has a better interface and better outputs which staff can make conclusions from. | 3                             |

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| identify pupils for reading interventions. |  |  |
|--|--|--|

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

Budgeted cost: £17,478

| <b>Activity</b>      | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|----------------------|---|--------------------------------------|
| SEMH support         | We have awarded a member of staff a TLR 3.3 for taking the lead in identifying pupils with SEMH needs. They will subsequently develop and implement a programme aimed at improving these pupils' SEMH outcomes.                           | 2, 3, 4                              |
| Reading intervention | CoachBright will be working with us to help improve the reading ages of 20 Year 8 pupils identified through GL assessment with the aim of improving the reading ages of these pupils to correspond with their chronological reading ages. | 3                                    |

**Total budgeted cost: £ 576,232**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

## Y11 GCSE/BTEC outcomes:

### Strengths

- Progress 8 is very strong overall: overall cohort has +0.65, which is well above the national average ( $\approx -0.03$ ). Students are making above-expected progress from their KS2 baselines.
- Non-FSM / Non-PP students are performing well: closer to or above many national averages in Attainment 8 & standard passes.
- EAL students are a real strength: strong in many measures.

### Areas to Improve

- Attainment 8 is slightly under national average
- EBacc APS, and EBacc Strong Pass / Entry: these are below or slightly under national averages; increasing entry, and stronger performance in the EBacc subjects would help improve this.

### Gaps vs National Averages

Progress 8 is  $\sim 0.68$  points higher than national average (0.65 vs  $\sim -0.03$ ).

Attainment 8 is  $\sim 1.7$  points lower (44.19 vs  $\sim 45.9$ ).

EBacc APS is  $\sim 0.37$  lower than national ( $\sim 3.70$  vs 4.07).

### Attendance figures for 24/25 vs. National average attendance.

- Y7: 92.1% - above national average
- Y8: 91.4% - just below national average
- Y9: 92.7% - significantly above national average
- Y10: 91.2% - below national average
- Y11: 90.6% - below national average
- Whole school: 91.6% - Above national average

### Reading age impact (2024 to 2025)

Y9:

|                  |                     |     |
|------------------|---------------------|-----|
| <b>June 2024</b> | <b>235 Students</b> |     |
| <b>Above</b>     | 47                  | 20% |
| <b>Below</b>     | 186                 | 79% |
| <b>On</b>        | 2                   | 1%  |
|                  |                     |     |
| <b>June 2025</b> | <b>224 Students</b> |     |
| <b>Above</b>     | 101                 | 45% |
| <b>Below</b>     | 123                 | 55% |
| <b>On</b>        | 0                   | 0%  |

Y8:

|                     |                     |     |
|---------------------|---------------------|-----|
| <b>2024</b>         | <b>220 Students</b> |     |
| <b>Above</b>        | 146                 | 66% |
| <b>Below</b>        | 74                  | 34% |
| <b>On</b>           | 0                   | 0%  |
|                     |                     |     |
| <b>January 2025</b> | <b>230 Students</b> |     |
| <b>Above</b>        | 172                 | 81% |
| <b>Below</b>        | 58                  | 19% |
| <b>On</b>           | 0                   | 0%  |

### SEMH support impact

A total of 151 pupils received support through one or more interventions. Of these, 137 pupils (91%) met their intended outcomes, demonstrating the strong impact of the provision overall.

#### High-Performing Interventions (100% success)

- School Counsellor, COMPASS, Performance Learning, Peer Mentoring, and SEMH Workshops all achieved full success, demonstrating consistent impact on pupils' emotional well-being, confidence, and engagement.

#### Strong Impact Interventions (80–95% success)

- MW Impact Mentoring, Behaviour Support, Self-Worth Interventions, and Key Worker support show high levels of success, indicating well-targeted support with room for marginal improvement.

#### Moderate Impact

- ELSA (73%) and COBS (60%) had lower success rates compared to others, suggesting a need for:
  - Closer evaluation of individual pupil needs
  - Enhanced targeting or intensity of intervention
  - Additional training or review of implementation models

The school's SEMH provision is highly effective overall, with 91% of supported pupils meeting intended outcomes. Most interventions are producing consistently positive results, particularly those offering structured emotional support and counselling.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| <b>Programme</b>                    | <b>Provider</b> |
|-------------------------------------|-----------------|
| Reading intervention with Y7        | CoachBright     |
| Reading intervention with Y7 and Y8 | Bedrock         |