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	1195
Proportion (%) of pupil premium eligible pupils	59.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/2026 – 2027/2028
Date this statement was published	October 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Hannah Herrmann, Headteacher
Pupil premium lead	Seyyed Zeshan Naqvi, Assistant Headteacher
Governor / Trustee lead	Wasim Arif

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£750,200
Pupil premium funding carried forward from previous years *(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

All pupils have access to high-quality teaching.	**Curriculum Planning Quality** • All departments engage in regular, structured curriculum planning sessions once per week. • Planning documents show clear progression of knowledge and skills across year groups and key stages. **Teacher Instruction and Concept Explanation** • Pupil voice surveys indicate that over 80% of students understand what they are learning and why. • CPD records show that all teaching staff have received training in pedagogical content knowledge relevant to their subject. **Effective Use of Assessment** • Departments demonstrate the use of formative and summative assessment to track progress and adjust instruction. • Data reviews show that intervention plans are in place for pupils identified as underachieving. • Teachers can articulate how assessment outcomes inform teaching and planning decisions. **Closing Knowledge Gaps** • Targeted support/intervention strategies are evident in at least 90% of departmental planning for identified pupils. • Pupil books show evidence of feedback being used effectively to improve pupil outcomes. • Student progress data shows a reduction in the percentage of pupils not meeting age-related expectations compared to the previous academic year. **Improved Pupil Outcomes** • At least 75% of subject departments meet or exceed national average outcomes in external assessments or internal benchmarks.

	• Year-on-year improvement is evident in departmental performance data. • Disadvantaged and SEND pupils demonstrate accelerated progress in identified subject areas.
All year groups reach/exceed the national average attendance figures.	**Attendance Monitoring and Reporting** • Attendance data is collected and analysed weekly for all year groups. • Attendance reports highlight any year groups or cohorts below the national average within two weeks. **Intervention and Support** • Prompt follow-up actions are taken within one week for pupils with attendance below 90%. • Targeted attendance improvement plans are in place for identified year groups or individuals. • Engagement with parents/carers is documented and occurs for all persistent absentees (attendance below 85%). **Year Group Attendance Targets** • Each year group sets a clear target to meet or exceed the current national average attendance rate (e.g., 94%+). • Monthly attendance figures for each year group consistently meet or surpass these targets. **Whole School Attendance Culture** • Positive attendance initiatives (e.g., rewards, assemblies) are implemented and attended by all year groups. • Staff demonstrate awareness and proactive promotion of good attendance in lessons and pastoral care. **Outcome Measures** • By the end of each term, 100% of year groups have attendance figures at or above the national average.

	• Year-on-year attendance trends show continuous improvement or maintenance above the national average.
All pupils to reach their chronological reading age	**Regular Monitoring** • Reading ages are reassessed at least twice per year (mid-year and end of year) to track progress. • Progress data is analysed by year group and individual pupil to identify those below chronological age. **Targeted Support** • Individualized reading intervention plans are in place for pupils reading below their chronological age. • Evidence of regular reading practice and support both in school (e.g., guided reading sessions) and at home is documented. **Teaching Strategies** • Curriculum includes explicit instruction to develop vocabulary, comprehension, and fluency skills. • Teachers receive training on effective reading strategies and differentiation to support diverse learner needs. **Pupil Engagement and Motivation** • Pupils demonstrate positive attitudes towards reading, as measured through surveys or pupil voice. • Access to a wide range of age-appropriate reading materials is available and utilized. **Outcome Measures** • By the end of the academic year, at least 90% of pupils meet or exceed their chronological reading age. • Pupils previously below chronological reading age show measurable improvement (e.g., at least 6 months reading age growth in one academic year).

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.	**Access and Engagement with Unifrog** • 100% of pupils from Year 9 upwards have active Unifrog accounts and complete key career exploration activities. • At least 90% of pupils regularly log in to Unifrog (e.g., monthly) during the relevant academic years. **Career Exploration and Self-Assessment** • All pupils complete self-assessment modules on Unifrog to identify their strengths, interests, and skills by the end of Year 10. • Pupils research a minimum of three post-16 pathways (e.g., apprenticeships, college courses, A-levels) using Unifrog's resources. **Informed Decision-Making** • 95% of pupils complete a personalised career plan on Unifrog, reflecting realistic and well-researched post-16 options. • Careers staff and tutors regularly review pupils' progress on Unifrog and provide tailored guidance. **Parental and Staff Involvement** • Parents/carers receive guidance on how to support pupils' career planning via Unifrog through workshops or communications. • Staff complete training on effectively using Unifrog to support pupil career development. **Impact on NEET Figures** • Year-on-year reduction in NEET rates, with at least a 5% decrease compared to the previous cohort. • Post-16 destination data shows at least 95% of leavers engaged in education, employment, or training.

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: £712,690

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
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: £ 12,974

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 identify pupils for reading interventions.	We have invested in GL assessment which has a better interface and better outputs which staff can make conclusions from.	3

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

Budgeted cost: £19.178

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £ 744,842

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes analysis 2026

The Year 11 cohort has a positive overall progress profile, with Progress 8 of +0.46 and 66.34% of pupils making positive Progress 8.

The key message is that PP pupils are making positive progress overall.

Overall Progress 8

+0.46

Positive overall progress

PP Progress 8

+0.28

Positive, but below non-PP

PP Attainment 8

42.41

4.65 points below non-PP

PP pupils below target

48.09%

9.33 percentage points above non-PP

2. PP versus non-PP: attainment and progress

The strongest evidence of the disadvantage gap is in the following comparison.

Measure	PP (135)	Non-PP (98)	Gap
Progress 8	+0.28	+0.69	−0.41
Attainment 8	42.41	47.06	−4.65
English bucket	8.74	9.88	−1.14
Maths bucket	8.28	9.47	−1.19
EBacc bucket	12.07	13.66	−1.59
Other bucket	13.32	14.05	−0.73
Average points score (APS)	4.19	4.63	−0.44
Average PTT	−0.38	−0.12	−0.26
Exceeding target	28.97%	33.24%	−4.27 pp

Achieving target	51.91%	61.24%	−9.33 pp
Below target	48.09%	38.76%	+9.33 pp

What the figures tell us

Positive: PP progress is above zero

PP pupils achieved Progress 8 of +0.28. This suggests that, on the dashboard's measure, they made progress above their prior-attainment expectations overall. This is an important strength and provides a foundation for further improvement.

Priority: close the overall progress gap

Non-PP Progress 8 is +0.69, a difference of 0.41 points. PP pupils are making positive progress, but are not benefiting from the same level of progress as their peers.

Priority: strengthen English, maths and EBacc attainment

The largest bucket gap is in the EBacc at 1.59 points, followed by Maths at 1.19 and English at 1.14. These should be central to the PP improvement strategy, particularly where they affect progression to further education and post-16 courses.

Priority: improve target achievement

3. Positives to celebrate

- Positive PP progress: a Progress 8 score of +0.28 indicates that PP pupils are, on average, performing above their prior-attainment expectations according to this measure.
- A positive whole-cohort picture: overall Progress 8 is +0.46, with the dashboard reporting positive progress for 136 of 205 pupils in its headline measure.
- Strong progress in several subjects: the school-wide Progress 8 bucket contribution is particularly strong in Chinese (+3.683), Italian (+2.840), Spanish (+2.730), Urdu (+1.903), Arabic (+1.730), Photography (+1.618), Biology (+1.514) and Art (+1.316).
- Biology, chemistry and physics all show positive Progress 8 bucket contributions, ranging from +1.140 to +1.514.
- Maths progress is positive overall: the maths bucket contribution is +0.484, providing a basis for improving PP attainment further.

4. Areas for improvement: subject outcomes

The school-wide subject data identifies several areas that warrant closer scrutiny, particularly because English, maths and humanities are important contributors to pupils' overall GCSE profiles.

Subject	Progress 8 bucket contribution	Priority
English	−0.031	Improve progress and identify PP-specific gaps
English Literature	−0.319	Review teaching, assessment and grade-boundary performance
Geography	−0.727	High priority for subject-level investigation
History	−0.739	High priority for subject-level investigation
Business Studies	−0.256	Review progress and target achievement
Computer Science	−0.323	Investigate outcomes and pupil-level variation

3. English and maths

English and Maths deserve particular attention because the PP group is behind the non-PP group in both subject buckets:

- English: PP 8.74 versus non-PP 9.88.
- Maths: PP 8.28 versus non-PP 9.47.

4. Additional context: PP, FSM and SEN

The group comparisons suggest that disadvantage is an important factor in the cohort's outcomes, but it should not be considered in isolation.

Group	Progress 8	Attainment 8	Below target
PP	+0.28	42.41	48.09%
FSM	+0.27	42.36	49.33%
SEN	−0.24	29.23	56.94%
Whole cohort	+0.46	44.37	44.21%

PP and FSM outcomes are similar, SEN pupils have substantially lower attainment and negative Progress 8, suggesting that leaders should also examine the overlap between PP, FSM and SEN and whether pupils with multiple barriers receive sufficiently coordinated support.

Reading age impact update 2026

Year 8

- Mean Reading Age 13Y8M
- Mean PP Reading Age 13Y8M
- Average reading age increased by +0.4 months
- PP average reading age +1.9 months

- % of pupils at ARE (12+) = 70.7%

Year 9

- Mean Reading Age 13Y9M
- Mean PP Reading Age 13Y9M
- Average reading age increased by +9.2 months
- PP average reading age +4.1 months
- % of pupils at ARE (13+) = 57.4%

Year 10

- Mean Reading Age 14Y7M
- Mean PP Reading Age 14Y2M
- Average reading age increased by +13.1 months
- PP average reading age +13 months
- % of pupils at ARE (14+) = 64.3%

Year 11

- Mean Reading Age 14Y2M
- Mean PP Reading Age 13Y5M
- Average reading age increased by +13 months
- PP average reading age +13 months
- % of pupils at ARE (15+) = 34.8%

<u>Attendance update 2026</u>

- Y7: 92.5%
- Y8: 89.8%
- Y9: 90.3%
- Y10: 93.5%
- Y11: 92.1%
- Whole school: 91.6% - Just above national average

<u>SEMH support impact update 2026</u>

A total of 166 pupil interventions/supports were recorded across the SEMH provision. The provision continues to demonstrate a positive impact overall, with several interventions achieving high levels of success and engagement.

High-Performing Interventions (100% success)

- School Counsellor, COMPASS and Performance Learning all achieved 100% success, demonstrating consistent impact on pupils' emotional well-being, confidence and engagement.

Strong Impact Interventions (80–95% success)

- Cameron Parker, providing motivational speaking and one-to-one mentoring for SEMH, supported 12 pupils, with 90% regularly attending sessions, demonstrating strong engagement with the provision.
- ELSA supported 14 pupils, achieving an 84% success rate, indicating a positive impact on pupils' emotional development and well-being.

Moderate Impact

- Helen Dixon supported 72 pupils, with a 70% success rate, indicating a positive impact while highlighting scope for further improvement.
- Reading for SEMH supported 58 pupils, achieving 70% engagement, suggesting the intervention is reaching a significant number of pupils while providing scope to increase participation further.
- Maths Intervention for SEMH supported 10 pupils, with approximately 60% achieving successful outcomes, suggesting a need for continued monitoring and evaluation of the intervention's impact.

The school's SEMH provision continues to provide a range of targeted interventions supporting pupils' emotional well-being, confidence, engagement and access to learning. School Counsellor, COMPASS and Performance Learning achieved 100% success, while Cameron Parker and ELSA demonstrated strong levels of engagement and successful outcomes. Continued evaluation of interventions with lower success or engagement rates will help identify opportunities to further strengthen the provision.

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.

Programme	Provider
Reading intervention with Y7	CoachBright
Reading intervention with Y7 and Y8	Bedrock