

Hall Green School Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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. In this statement we will refer to what the Government calls disadvantaged pupils as either pupil premium pupils or PP pupils.

School overview

Detail	Data
School name	Hall Green School
Number of pupils in school	920
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	28.11.24
Date on which it will be reviewed	28.11.25
Statement authorised by	K. Slater
Pupil premium lead	Z. Ziebeck
Governor / Trustee lead	M. Shellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371 700
LAC Funding	£16 500 (11 LAC pupils)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£517.08
Total budget for this academic year	£388 717.08

Part A: Pupil premium strategy plan

Statement of intent

At Hall Green, our aim is to not only ensure Pupil Premium pupils make as much progress as their peers in school, but to strive to ensure PP and Other (not PP) pupils leave with the same levels of attainment. Since 2017 we have been a RADY (Raising Attainment of Disadvantaged Youngsters) school and work with Challenging Education and their network of schools to help us achieve our aims. When pupils arrive at Hall Green, they are set challenging targets based on FFT 20 benchmarking in all of their academic subjects and these challenging targets reflect our ambition. PP pupils also have their targets uplifted to ensure that the gap that has been opened in KS1 and KS2 does not lead to lower targets for the end of KS4. We have restructured our curriculum model in KS3 to enable more of our PP pupils make outstanding progress and to help us close gaps.

We look to put PP pupils first at every opportunity to help them close the gap to Other pupils: We put PP pupils first in the class room when asking questions, reframing work and when classwork is being assessed; we make sure that there is full access to trips and visits offered by the school and access to our wider curriculum offer; we make sure all progress, attendance and pastoral systems have a strong PP focus that identifies how we best support PP pupils in school. We strive to ensure that all support for PP pupils becomes systemic as a result of the leadership and processes of all staff in school.

We spend the pupil premium funding as laid out in this statement and evaluate the impact of this additional funding regularly and objectively. Whilst recognising that success is multi-causal, we are evidence based and use internal data alongside national research (including the EEF, Ofsted and the Social Mobility Commission) and evidence from the South Network in Birmingham, BEP and Challenging Education to help evaluate the impact of our work and identify areas in which more progress can be made.

We are proud of our record with PP pupils and our work has been shared nationally by both [Ofsted](#) and the [Social Mobility Commission](#). However, we also recognise that gaps widened during the pandemic, both nationally and at Hall Green, and we are determined to meet and overcome these additional challenges.

In October 2023, an externally commissioned BEP Pupil Premium review reflected the strength of our approach to raising attainment for PP pupils:

- *The HT has created a team in school to have direct oversight of the pupil premium strategy and its implementation and this is led by an experienced member of the senior leadership team ably supported by other senior academic and pastoral leaders who act as pupil premium champions.*
- *The vision and values of the school and passion shown by leaders in raising aspirations and outcomes for disadvantaged students is palpable. Leaders have ensured that no student has felt to be part of an intervention plan or singled out for support. Intervention work is carried out quietly and methodically for pupils' benefit and with their full engagement.*
- *Leaders clearly work with passion and drive, were knowledgeable about the requirements this money brings with it, and work to a well-constructed plan which is constantly reviewed and evaluated.*

Challenges

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

Challenge number	Detail of challenge																												
1	<p>One of the primary challenges in raising attainment for our PP pupils lies in their lower prior attainment. Upon arrival at Hall Green School (HGS), a significant proportion of these pupils demonstrate achievement levels below national age-related expectations. This necessitates substantial intervention and support to help them progress and achieve their RADY (Raising Attainment for Disadvantaged Youngsters) targets.</p> <p>Our current Year 7 includes a number of pupils with Pre-Key Stage (PK) scores, awarded to pupils working below the KS2 threshold. These scores are given to pupils with significant learning needs or insufficient understanding to take standard KS2 tests.</p> <table border="1"> <thead> <tr> <th>Current Y7 Intake (28/29)</th> <th>Reading KS2</th> <th>Maths KS2</th> </tr> </thead> <tbody> <tr> <td>PP HGS</td> <td>102.0</td> <td>102.3</td> </tr> <tr> <td>National Average</td> <td>105</td> <td>104</td> </tr> <tr> <td>Gap</td> <td>-3.0</td> <td>-1.7</td> </tr> </tbody> </table> <p>These factors underscore the importance of tailored strategies, targeted interventions, and robust tracking to ensure PP pupils are supported in overcoming their initial challenges and achieving their potential.</p> <p>In Y8 the in-school KS2 prior attainment gap in reading stands at 1.6 points, indicating a notable disparity in literacy skills. However, the gap in maths is even more pronounced, with a difference of 4.0, one of the largest observed in our school. This substantial gap highlights the urgent need for targeted interventions and support to ensure PP pupils can make the necessary progress and achieve parity with their peers.</p> <table border="1"> <thead> <tr> <th>Current Y8 Intake (27/28)</th> <th>Reading KS2</th> <th>Maths KS2</th> <th>Ave EM</th> </tr> </thead> <tbody> <tr> <td>PP HGS</td> <td>103.5</td> <td>102.3</td> <td>102.9</td> </tr> <tr> <td>Other HGS</td> <td>105.1</td> <td>106.3</td> <td>105.7</td> </tr> <tr> <td>Gap</td> <td>-1.6</td> <td>-4.0</td> <td>-2.8</td> </tr> </tbody> </table> <p>The current Year 11 cohort has no KS2 prior attainment data due to the cancellation of SATs nationwide. To effectively monitor their progress, we</p>	Current Y7 Intake (28/29)	Reading KS2	Maths KS2	PP HGS	102.0	102.3	National Average	105	104	Gap	-3.0	-1.7	Current Y8 Intake (27/28)	Reading KS2	Maths KS2	Ave EM	PP HGS	103.5	102.3	102.9	Other HGS	105.1	106.3	105.7	Gap	-1.6	-4.0	-2.8
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have utilised their CAT4 test scores to generate a prior attainment measure. This approach provides a suitable baseline for setting appropriate levels of challenge.

Current Y11	Ave KS2 (estimate)
PP	103
Other	104.5
Gap	-1.5

2

Gaps in literacy and reading levels on entry to HGS. Less fluent reading and literacy skills limit progress in all subjects.

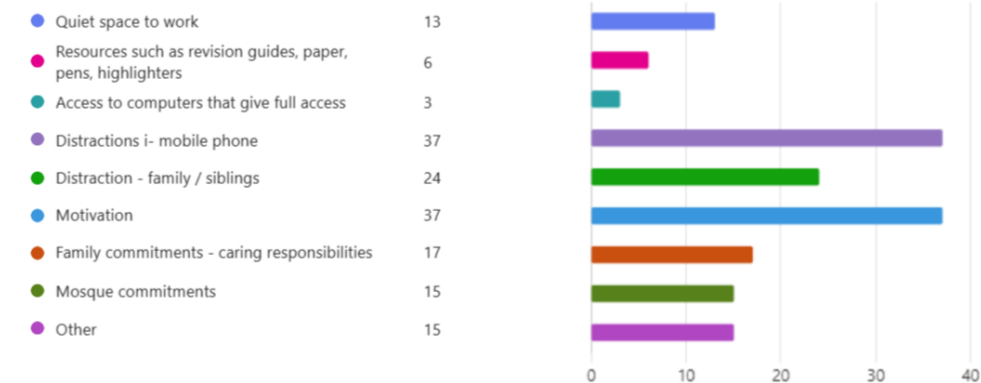
Our internal NGRT testing on entry identifies the extent of the in-school reading gap, represented by a Standard Age Score (SAS). As an example, in current Year 8, there is a 4 point gap between PP and Other pupils.

Current Y8 Intake	Reading SAS
PP	98.3
Other	102.3

3

Lower Prior Attainment in Maths leading to lack of mastery of basic topics and numeracy skills which can be applied to all subjects. As an example of the extent of the challenge, there is a 4 point gap on prior attainment in Maths between PP and Other pupils in current Y8.

Current Y8 Intake (27/28)	Maths KS2
PP HGS	102.3
Other HGS	106.3
Gap	-4.0

4	<p>Less engagement and lower AtLs for a proportion of PP pupils leading to missed learning opportunities. Attitude to Learning (AtL) is an internal measure we monitor closely in school. Our internal data shows the close correlation between AtLs and final outcomes at GCSE; closing this gap is a key focus for staff.</p> <table border="1" data-bbox="363 371 1059 775"> <thead> <tr> <th>Year Group</th> <th>Pupil Premium</th> <th>Other</th> <th>AtL Gap in 2023-24</th> </tr> </thead> <tbody> <tr> <td>Y8</td> <td>1.68</td> <td>1.47</td> <td>-0.21</td> </tr> <tr> <td>Y9</td> <td>1.75</td> <td>1.71</td> <td>-0.04</td> </tr> <tr> <td>Y10</td> <td>1.76</td> <td>1.65</td> <td>-0.11</td> </tr> <tr> <td>Y11</td> <td>1.88</td> <td>1.73</td> <td>-0.15</td> </tr> </tbody> </table>	Year Group	Pupil Premium	Other	AtL Gap in 2023-24	Y8	1.68	1.47	-0.21	Y9	1.75	1.71	-0.04	Y10	1.76	1.65	-0.11	Y11	1.88	1.73	-0.15
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5	<p>Lower levels of attendance meaning lost learning time. Again, our internal data supports national data that lower attendance leads to poorer outcomes for pupils at GCSE. Our pupil premium attendance is above that of pupil premium pupils nationally, but 4.7% below the attendance of our Other pupils.</p> <ul style="list-style-type: none"> • Pupil premium pupils at Hall Green attend better than pupil premium pupils nationally (at week 7 of Autumn term 2024 93% HGS Pupil Premium attendance vs 88% National Pupil Premium) • However, there remains a gap between the attendance of PP pupils and Other pupils at Hall Green (2 %) • There is also a gap between persistent absence for PP pupils (currently 22%) and Other pupils (currently 14%) 																				
6	<p>Lower rates of independent study, including homework and revision, mean pupils can be less prepared for in-school assessments and external exams. There are a variety of barriers we need to remove to increase the independent study completed by Pupil Premium pupils.</p> <p>11. What are the barriers that prevent you from revising as much as you could</p>  <table border="1" data-bbox="379 1518 821 1899"> <thead> <tr> <th>Barrier</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Quiet space to work</td> <td>13</td> </tr> <tr> <td>Resources such as revision guides, paper, pens, highlighters</td> <td>6</td> </tr> <tr> <td>Access to computers that give full access</td> <td>3</td> </tr> <tr> <td>Distractions i- mobile phone</td> <td>37</td> </tr> <tr> <td>Distraction - family / siblings</td> <td>24</td> </tr> <tr> <td>Motivation</td> <td>37</td> </tr> <tr> <td>Family commitments - caring responsibilities</td> <td>17</td> </tr> <tr> <td>Mosque commitments</td> <td>15</td> </tr> <tr> <td>Other</td> <td>15</td> </tr> </tbody> </table> <p>2023 pupil Voice Y11</p>	Barrier	Count	Quiet space to work	13	Resources such as revision guides, paper, pens, highlighters	6	Access to computers that give full access	3	Distractions i- mobile phone	37	Distraction - family / siblings	24	Motivation	37	Family commitments - caring responsibilities	17	Mosque commitments	15	Other	15
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7	<p>Poorer self-regulation of a proportion of PP pupils, leading to increased number of low level behaviour incidents, reducing learning opportunities.</p> <p>Pupil premium pupils at Hall Green have a significantly higher rate of suspensions and permanent exclusions and this impacts significantly on the progress these pupils make.</p>																																																								
8	<p>Lower levels of aspiration, partially due to less clearly defined career pathways.</p> <p>The most recent IDSR data show that there is a 7% gap between PP and others at HGS and remaining in sustained education, employment or training.</p> <p>Destinations after key stage 4 (2021 leavers)</p> <p>All pupils</p> <table border="1" data-bbox="395 745 1353 929"> <thead> <tr> <th></th> <th>2018/19 (178 pupils in scope)</th> <th>2019/20 (178 pupils in scope)</th> <th>2020/21 (178 pupils in scope)</th> </tr> </thead> <tbody> <tr> <td>Sustained education, employment or training</td> <td>Average 93%</td> <td>Average 93%</td> <td>Average 93%</td> </tr> <tr> <td>Any sustained education</td> <td>Average 91%</td> <td>Average 91%</td> <td>Average 89%</td> </tr> <tr> <td>Sustained employment</td> <td>Sig below 0%</td> <td>Average 1%</td> <td>Average 3%</td> </tr> <tr> <td>Sustained apprenticeship</td> <td>Average 2%</td> <td>Average 1%</td> <td>Average 1%</td> </tr> <tr> <td>Destination not sustained</td> <td>Average 5%</td> <td>Average 7%</td> <td>Average 5%</td> </tr> <tr> <td>Activity not captured</td> <td>Average 2%</td> <td>Average 1%</td> <td>Average 2%</td> </tr> </tbody> </table> <p>Disadvantaged pupils</p> <table border="1" data-bbox="395 1048 1353 1232"> <thead> <tr> <th></th> <th>2018/19 (55 pupils in scope)</th> <th>2019/20 (65 pupils in scope)</th> <th>2020/21 (71 pupils in scope)</th> </tr> </thead> <tbody> <tr> <td>Sustained education, employment or training</td> <td>Average 87%</td> <td>Average 89%</td> <td>Average 86%</td> </tr> <tr> <td>Any sustained education</td> <td>Average 87%</td> <td>Average 86%</td> <td>Sig below 77%</td> </tr> <tr> <td>Sustained employment</td> <td>Average 0%</td> <td>Small cohort</td> <td>Small cohort</td> </tr> <tr> <td>Sustained apprenticeship</td> <td>Average 0%</td> <td>Small cohort</td> <td>Small cohort</td> </tr> <tr> <td>Destination not sustained</td> <td>Average 11%</td> <td>Small cohort</td> <td>Small cohort</td> </tr> <tr> <td>Activity not captured</td> <td>Average 2%</td> <td>Small cohort</td> <td>Small cohort</td> </tr> </tbody> </table>		2018/19 (178 pupils in scope)	2019/20 (178 pupils in scope)	2020/21 (178 pupils in scope)	Sustained education, employment or training	Average 93%	Average 93%	Average 93%	Any sustained education	Average 91%	Average 91%	Average 89%	Sustained employment	Sig below 0%	Average 1%	Average 3%	Sustained apprenticeship	Average 2%	Average 1%	Average 1%	Destination not sustained	Average 5%	Average 7%	Average 5%	Activity not captured	Average 2%	Average 1%	Average 2%		2018/19 (55 pupils in scope)	2019/20 (65 pupils in scope)	2020/21 (71 pupils in scope)	Sustained education, employment or training	Average 87%	Average 89%	Average 86%	Any sustained education	Average 87%	Average 86%	Sig below 77%	Sustained employment	Average 0%	Small cohort	Small cohort	Sustained apprenticeship	Average 0%	Small cohort	Small cohort	Destination not sustained	Average 11%	Small cohort	Small cohort	Activity not captured	Average 2%	Small cohort	Small cohort
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9	<p>External issues faced by PP pupils that impacts on their welfare and reduces their resilience to make good progress academically.</p>																																																								
10	<p>Gaps in prior knowledge and skills created by lockdown partially remain and these need closing to enable progress gaps to be closed further.</p>																																																								
11	<p>Additional barriers to learning some of our SEN pupils face due to their additional needs.</p>																																																								

Intended outcomes

This section explains the outcomes we are aiming for **by the end of this 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress gap closing for Y11 leavers	The target for 2025 is that pupil premium pupils have a Progress 8 score equal to that for National Other pupils in 2025 (+0.15 in 2024 based on provisional DfE figures).

	The target for Progress is to fully close the gap to Other pupils in school by 2026.
In school A8 gap reduced for Y11 leavers	<p>The target for Attainment 8 is to reduce the gap to Other pupils in school to less than three quarters of a grade per pupil per subject by 2025.</p> <p>The target for Attainment 8 is to reduce the gap to Other pupils in school to less than quarter of a grade per pupil per subject by 2026.</p>
Basics gap closing for Y11 leavers	<p>The target for Pupil Premium pupils 9-4 Basics is to be above 55% in 2025 and above the national average for all pupils by 2026.</p> <p>The target for Pupil Premium pupils 9-5 Basics is to be above 30% in 2025 and above the national average for all pupils by 2026.</p>
Gap in KS3 GL Results closing and internal projections showing reduction in gaps	The gap in KS3 GL test SAS scores continues to close year on year in Maths and English.
Attendance gap closing	<p>In 2025 the target is for pupil premium attendance to be over 90% and for persistent absence of pupil premium pupils to reduce to below 27%.</p> <p>The school gap in attendance reduced to 0 in final term of 2026.</p>
Behaviour gaps closing	The target is to half the gap in suspension and permanent exclusion rates by 2025 and to reduce the gap to a quarter of its current level by 2026.
AtL gaps closing	Reduction in AtL gaps in all 5 years in 2025 and removal of AtL gaps by 2026.
Engagement with Pupil Leadership and Extra-curricular opportunities gaps closing	By 2025 we are targeting there to be no gap between pupil premium and other pupils engagement with leadership and extra-curricular activities.

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:£194 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke, high-quality T&L/behaviour management CPD provided internally with further external CPD where appropriate. Internal CPD task group programme focuses on development of T&L in key areas that will support the learning of PP pupils.</p>	<p>Clear evidence from national research, including the EEF, of the impact of high quality teaching and quality feedback as principal factors in improving outcomes for PP pupils.</p> <p>EEF Impact of High Quality Teaching and Learning</p>	<p>1, 2, 3, 4, 6, 7, 10, 11</p>
<p>Employment of 3 additional members of teaching staff to ensure smaller group sizes for specific key groups and to provide additional planning and preparation time for staff to deliver high quality lessons for all PP pupils.</p>	<p>Clear evidence from national research, including the EEF, of the impact of high quality teaching and quality feedback as principal factors in improving outcomes for pupil premium pupils. Identification by OFSTED of lost learning through low level disruption and from internal identification of need.</p> <p>EEF Impact of High Quality Teaching and Learning</p>	<p>1, 2, 3, 4, 6, 7, 10, 11</p>
<p>Continue to embed RADY ‘pupil premium first strategy’ – making sure books are marked first, additional in lesson book checks are carried out and extra questions are targeted towards PP pupils. Time to enable class teachers to identify DRAP pupils in department data meetings following assessments and whole school data returns. Planned interventions agreed in department data meetings.</p> <p>Time to enable DRAP Actions to be monitored by HoDs and evidenced in Learning Walks and book</p>	<p>Clear evidence from national research, including the EEF of the impact of high quality teaching and quality of feedback as principal factors in improving outcomes for PP pupils and further evidence from Challenging Education that ‘direct action’ leads to improved outcomes for under-performing PP pupils.</p> <p>EEF Impact of High Quality Teaching and Learning</p>	<p>1, 2, 3, 4, 6, 7, 10</p>

<p>monitoring. LMs review DRAP actions at each data point.</p>		
<p>Purchase of SISRA Analytics and FFT subscriptions to enable improved target setting and analysis of pupil performance.</p> <p>Improved data analysis helps identify needs and enable earlier interventions. Supported through additional time and calendared meetings for HODs to implement interventions and feedback to seniors via timetabled line management meetings.</p> <p>GCSE targets for all pupils based on FFT top 20% with RADY uplift for PP pupils.</p>	<p>Challenging Education's RADY evidence of attainment gaps developing from targeting gaps created by systems based on performance in KS1, 2 and 3.</p>	<p>1, 2, 3, 10</p>
<p>GL NGRT testing on entry in Year 7 that identifies gaps in reading and provides access to reading interventions that better enable pupils to access the wider curriculum.</p> <p>PinPoint Maths – a diagnostic tool introduced by the Maths department to help staff and pupils identify areas of weakness and gaps in knowledge to be closed.</p>	<p>National research, including from the EEF, showing the importance of closing gaps in reading. The NGRT tests enable us to diagnostically identify gaps in reading and then use the information to plan actions to close these gaps.</p> <p>Evidence from the EEF and PIXL of the importance of identifying gaps in learning to enable pupils to make progress in Maths.</p> <p>EEF: Importance of Diagnostic Assessment</p>	<p>1, 2, 3, 10</p>
<p>GL Assessments in English in Yr 7 and in English and Maths in Yr 8 and Yr 9.</p> <p>Results provide Question Level Analysis (QLA) to core departments and allow for setting of externally validated KS3 progress summative assessments. Results fed back to parents with advice on how to support pupils at home with their learning in English and Maths.</p>	<p>Importance of accurately assessing gaps in English and Maths in KS3. Departments use data from these assessments to identify PP pupils who are making less than expected progress or who are below age expected level. Interventions put in place through departments to support these pupils</p> <p>EEF: Importance of Diagnostic Assessment</p>	<p>1, 2, 3, 10</p>

<p>Changes to the school behavioural policy to move to a system based more on restorative conversations and a better understanding of attachment disorder. External training funded by PP to support this initiative.</p> <p>Implementation of the school's behaviour policy supported by employment of Behavioural Pastoral Manager.</p>	<p>Research by DHT for Pastoral into approaches being successfully used in other successful schools and analysis of current systems and their suitability for a changing intake.</p> <p>Identification by OFSTED of lost learning through low level disruption and from internal identification of need. Internal evidence showing that PP pupils have a disproportionate number of negative behavioural incidents and a disproportionate number of AtL grade 3s.</p>	<p>4, 5, 7</p>
<p>Supporting departments when additional resources are requested through internal bid process.</p>	<p>Previous bids evaluated for impact and subsequent bids considered in the light of that analysis. EEF evidence on the impact of high quality teaching on PP pupils progress.</p>	<p>1, 2, 3, 4,10</p>
<p>Extended study skills through Study Skills Zone. Follow up resources shared through form and PSHE programmes led by Yr11 Form tutors and shared with parents via parent study skills workshop. Extended day programme provides Silent Study opportunities.</p> <p>Remote resources to help independent learning available on school website.</p>	<p>Evidence from EEF to support development of independent study skills and meta cognition.</p> <p>EEF Impact of Metacognition and Self regulation</p> <p>Pupil voice and internal evaluation.</p> <p>Increased PP P8 following development of this programme.</p>	<p>4, 6, 10</p>
<p>Investment in GCSE Pod to provide PP pupils with additional resources for independent study and revision</p>	<p>Internal evidence of pupil needs for additional resources for independent study to support learning in lessons.</p>	<p>6</p>

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Y7-10 Form time guided reading programme led by TLR holder.</p>	<p>Modelled on approach used at Yardleys school (neighbouring school with similar intake). It's difficult to argue against the importance of reading; we inherently know and think of it as the silver bullet for academic success, but also, almost as one of the rites of passage into societal participation and progression. For specific evidence, see the EEF review of reading comprehension, which indicates a positive impact of +6 months on pupil-progress. Two sources of further evidence (and reading) would be Daniel Willingham's <i>The Reading Mind</i> (2017) and Ofsted's curriculum research review for English (2022), particularly the later which places English, via reading, at the epicentre of education, curriculum and learning.</p>													
<p>Academic Mentor in Maths. Our Academic Mentor supports focus pupils in class, as well as providing 1-1 and small group tuition in lesson time, form time and after school.</p>	<p>National evidence from EEF, supported by first two years initial phase of NTP in school in 2020-2021 and 2021-22, that small group tuition can add 4-5 months of progress. The 2021-22 impact is below:</p> <p>2021-22 NTP English / NTP Maths (through Talent Ed)</p> <table border="1" data-bbox="612 1469 1222 2042"> <thead> <tr> <th></th> <th>Y11 D1 P8 (Eng or Maths)</th> <th>Final P8 (Eng or Maths)</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>NTP English (37 pupils)</td> <td>+0.10</td> <td>+0.63</td> <td>+0.53</td> </tr> <tr> <td>NTP Maths (19 pupils)</td> <td>-0.37</td> <td>+0.15</td> <td>+0.52</td> </tr> </tbody> </table>		Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact	NTP English (37 pupils)	+0.10	+0.63	+0.53	NTP Maths (19 pupils)	-0.37	+0.15	+0.52	<p>1, 2, 3, 10</p>
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2021-22 Academic Mentor English / Academic Mentor Maths (through Randstad)

	Y11 D1 P8 (Eng or Maths)	Final P8 (Eng or Maths)	Impact
English (30 pupils)	+0.20	+0.57	+0.37
Maths (14 pupils)	+0.01	+0.65	+0.64

National evidence on the impact of small group tuition:

[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)

4, 6, 10

Mentoring and independent study support through:

- Mentoring provided through Forward Thinking and internal mentoring programmes.
- Silent Study – 90 minutes after school.
- Purchase of Cornell Notes revision books for all Y11 pupils to support our internal independent study programme.

External evidence provided by Forward Thinking provider. Internal evidence of impact from 2017, 2018, 2019, 2020, 2021, 2022 and 2023 results. This has been a very effective program that supports MMA PP pupils in Y8 – Y11.

PIXL evidence of the effectiveness of assertive mentoring schemes, supported by internal progress data.

Internal evidence of the effectiveness of the Silent Study provision – now in its 6th year. This programme will be led by the Senior team.


2023-2024

	<table border="1"> <thead> <tr> <th></th> <th>Y10 Exams</th> <th>Final</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>-1.70</td> <td>+0.13</td> <td>+1.82</td> </tr> <tr> <td>Silent Study (27 pupils)</td> <td>-2.51</td> <td>-1.11</td> <td>+1.40</td> </tr> <tr> <td>Silent Study pupils with >90%</td> <td>-2.53</td> <td>-0.91</td> <td>+1.82</td> </tr> <tr> <td>Progress leader mentored pupils (70)</td> <td>-2.49</td> <td>-0.79</td> <td>+1.70</td> </tr> </tbody> </table>		Y10 Exams	Final	Diff	All pupils	-1.70	+0.13	+1.82	Silent Study (27 pupils)	-2.51	-1.11	+1.40	Silent Study pupils with >90%	-2.53	-0.91	+1.82	Progress leader mentored pupils (70)	-2.49	-0.79	+1.70	
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	<p>Evidence from EEF of the importance of meta-cognition and developing independent study skills. Internal evidence identifying that many of our PP pupils lack these skills.</p> <p>EEF Impact of Metacognition and Self regulation</p>																					
<p>Additional small group tuition in Maths supported by reduced timetables to enable extended day intervention and in-class support by experienced staff funded by pupil premium.</p>	<p>Evidence from EEF and internal evidence from exam results (HGS Pupil Premium KS4 Report 2017, 2018, 2019 and 2022), GL Assessments and internal data in SISRA.</p> <p>National evidence on the impact of small group tuition:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>2023-24 Teacher-led tuition through HGS staff</p> <table border="1"> <thead> <tr> <th></th> <th>Av Y11 Mock 2 GCSE</th> <th>Final GCSE (Maths)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Av Y11 Mock 2 GCSE	Final GCSE (Maths)				1, 3														
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	Maths	3c	4a	
Purchase of Crick software to support PP pupils with specific SEN needs. Strategy led by SENCO to support specific pupils.	Part of delivery of EEF 5 a day SEN strategy – by utilising technology to support PP pupils with specific SEN. EEF 5 a day evidence.			11
Pupil Premium Plus provides additional support for LAC pupils. We use the Pupil Premium Plus to provide a LAC TA and to fund additional 1-1 and small group tutoring and revision resources. The LAC Pupil Premium Plus also enables to meet individual pupils needs.	Strategies including small group tuition evidenced as above. Bespoke strategies are also targeted at individual pupil needs. National evidence of the impact of 1-1 tuition: One to one tuition EEF (educationendowmentfoundation.org.uk)			1, 2, 3, 10
Employment of Maths TA to support learning of pupils in key groups and help reduce class sizes where appropriate.	National evidence, including from the EEF of the impact of effective small group intervention in Maths that supports Internal evidence on the impact of High Quality TAs working in maths with specific pupils. National evidence on the impact of small group tuition: Small group tuition Toolkit Strand Education Endowment Foundation EEF			1, 3, 10
Use of Lexonik to deliver reading interventions, led by trained staff supporting Y9 pupils	National evidence in the importance of literacy and internal evidence from improved Red Reader performance and measured improvement of pupils in current Lexia programmes. This programme is supported by our Academic Mentor. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text – evidenced by the EEF here: EEF Impact of High Quality Reading Interventions			1, 2, 10, 11

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

Budgeted cost: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership and extra curricular programme, with a focus on maximising attendance and engagement of PP pupils.</p> <p>We additionally support PP pupils to provide access to trips and visits and focus on the creation of cultural capital (including music lessons) for our PP pupils. Included in this strategy is part funding of the schools DoE programme for pupil premium pupils.</p> <p>Engagement Mentor (PE). Additional member of PE department who supports enrichment activities made possible by reduced timetable. This is part funded by the FA.</p>	<p>The Social Mobility Commission (An Unequal Playing Field) states:</p> <p><i>Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long term career aspirations as well as useful in building stronger university and job applications.</i></p> <p>Current Y11 Pupil voice “What are you most proud of?”</p>  <p>Evidence collated by Challenging Education that identifies a lack of cultural capital as a barrier to learning for pupil premium pupils. Additional evidence from BEP, Sutton Trust and DfE.</p> <p>Internal evidence of the benefit of enrichment activities for pupil premium pupils.</p>	4, 5, 7
<p>Additional careers and WRL opportunities for targeted and ‘at RISK’ pupil premium pupils, including 1-1 careers meetings for identified pupils in all year groups through the Birmingham Careers Service.</p> <p>Purchase of Unifrog careers interface.</p>	<p>Internal evidence and evidence from Forward Thinking programme and Destinations Data.</p> <p>Pupil voice conducted by careers department.</p> <p>NEET figures, OFSTED report, Gatsby Benchmarks</p> <p><i>Research from Education and Employers shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their careers. Pupils with access to meaningful employer encounters build up a rich picture of the world of work and are well prepared to take up workplace opportunities.</i></p>	4, 8
<p>Providing laptops and wifi access to PP pupils to take home where</p>	<p>Internal evidence of the impact the lack of appropriate ICT resources has on pupils’ ability to study independently at home.</p>	6

there is an identified need.		
Employment of school Welfare Officer and school inclusion manager.	Internal evidence of the increased needs of a proportion of our pupils. Mirroring the national picture, the pandemic and associated lockdowns have increased demand for Welfare support in school.	9
Purchase of resources to support school's behaviour base.	Internal evidence that shows how we can best support individual pupils to better manage behavioural issues.	7, 9
Employment of second attendance officer and introduction of penalties for unauthorised absences.	National and Internal evidence of attendance and its impact on Progress 8. FFT Data lab evidence here.	5
Employ external behaviour support services (COBs) and counselling (currently Yvonne Murray Counselling) to support behaviour of individual pupils.	Internal evidence that shows how we can best support individual pupils to better manage behavioural issues.	7
Purchasing resources, clothing, food for at risk pupil premium pupils.	Meeting the needs of individual pupils on a case by case basis to ensure they have the resources to access learning.	9
Pupil Premium Review – an external review of our Pupil Premium systems in school to ensure we are getting best value for money and maximum impact from our Pupil Premium spend.	External review commissioned to evaluate our pupil premium strategy and make recommendations for further progress.	All
Associate Senior Leader has overall responsibility for pupil premium pupils. RADY focus has closing the gap in attainment is the school's first priority.	Evidence from OFSTED and The Social Mobility Commission of the importance of having a member of SMT act as 'pupil premium champion' with overall responsibility for pupil premium pupils and their outcomes.	All

Total budgeted cost:£387 000

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 2023 to 2024 academic year.

Intended outcome	Success criteria											
<p>Progress gap closed for Y11 leavers: Pupil premium pupils have Progress 8 figure equal to that for national other pupils in 2024 (+0.15 in 2023 based on provisional DfE figures).</p>	<p>2024 Outcomes:</p>											
	<p>The in-school Pupil Premium gap did close in 2023 as pupils continued their recovery from the pandemic. However, in 2024 our pupil premium pupils did not perform as well as projected and the in-school Pupil Premium gap grew.</p> <table border="1" data-bbox="603 757 1369 954"> <thead> <tr> <th></th> <th>GAP 2024</th> <th>Gap 2023</th> <th>Gap 2022</th> <th>Gap 2019</th> <th>Gap 2018</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.64</td> <td>-0.31</td> <td>-0.60</td> <td>-0.32</td> <td>+0.01</td> </tr> </tbody> </table> <p>While the overall data is lower than historic trends at our school, there are notable successes worth celebrating: 38% of Pupil Premium pupils had a positive progress 8 score and collectively achieved a Progress 8 score of +0.84, reflecting the significant impact of our targeted interventions and support strategies on many of our pupil premium pupils. This achievement underscores the potential for our pupil premium pupils to excel when they attend school and access the provision we provide.</p> <p>A significant proportion (39%) of those who failed to gain a positive Progress 8 score had attendance below 90%, and many faced challenging welfare situations that undoubtedly impacted their engagement and outcomes. This data provides both a moment to reflect on the successes achieved and a clear direction for improvement. By focusing on strategies to address attendance and offering tailored support for those with additional challenges, we can work toward raising outcomes for all Pupil Premium pupils, building on the foundations of progress already evident.</p>		GAP 2024	Gap 2023	Gap 2022	Gap 2019	Gap 2018	P8	-0.64	-0.31	-0.60	-0.32
	GAP 2024	Gap 2023	Gap 2022	Gap 2019	Gap 2018							
P8	-0.64	-0.31	-0.60	-0.32	+0.01							

	PPI all	PPI more than 90% attendance	PPI less than 90% attendance
Progress 8	-0.32	-0.02	-0.81
Attainment 8	3.85	4.46	2.80
9-5 Basics	26.2%	36.6%	8.3%
9-4 Basics	44.6%	61.0%	16.7%
KS2 PA*	102	103	99

Overall, we were disappointed that PP Progress 8 dipped in 2024. We have made a number of changes in response to the lower than expected Progress 8 figure for PP pupils in 2024 and are determined to improve the progress of PP pupils in 2025 and beyond.

In school A8 gap reduced for Y11 leavers
Pupil premium pupils Attainment 8 gap to other pupils in school reduces to less than half a grade per pupil in 2024.

2024 Outcomes:

In 2023 (2024 score unavailable at present, but expected to be lower), the National Attainment 8 score for PP pupils was 37.5, whereas at Hall Green School, PP pupils achieved a higher average score of 38.49. This positive difference shows that the targeted interventions and support provided to PP pupils at Hall Green have contributed to better outcomes compared to the national average for PP pupils.

The higher performance of PP pupils at Hall Green can be attributed to several key factors, including:

1. Targeted Interventions: Focused support tailored to the specific needs of PP pupils, such as academic mentoring has played a significant role in bridging the attainment gap.
2. Individualised Support: Personalised learning strategies and early identification of barriers to learning have helped address gaps effectively. DRAP strategies including checking of PP pupils lesson every lesson.
3. Parental Engagement: Efforts to increase communication and collaboration with families of PP pupils may have enhanced student engagement and motivation, Progress leaders were in regular contact with PL pupils throughout the year.
4. Continued developments in T&L across school.

However, the in school gap remains wider than we are targeting and our long term ambition remains to remove the attainment gap and this is central to our RADY focus.

<p>Basics gap closed for Y11 leavers</p> <p>Pupil premium pupils 9-5 Basics above 40% in 2023.</p> <p>Pupil premium pupils 9-4 Basics above 65% in 2023.</p>	2024 Outcomes:																			
		9-4%	9-5%	PP at HGS	44.6	26.2	PP Nationally (2023)	43.1	25.2											
	9-4%	9-5%																		
PP at HGS	44.6	26.2																		
PP Nationally (2023)	43.1	25.2																		
<p>GL Results:</p> <p>The gap in both English and Maths GL tests in June 2024 scores to reduce to a 1/3rd of a grade in both Yr 8 and Yr 9.</p>	2024 Outcomes:																			
<p>The GL assessment data provides us with a valuable and consistent measure of student progress, allowing us to monitor trends and identify areas where targeted support is needed. Our internal analysis shows where gaps persist and where gaps are closing. As an example, for Y9 in 2024 the gap closed in Maths, but widened in English in the compared to 2023.</p> <table border="1"> <thead> <tr> <th rowspan="2">2024 Y9 GLs</th> <th colspan="2">Maths</th> <th colspan="3">English</th> </tr> <tr> <th>2024 Mean SAS</th> <th>2023 Mean SAS</th> <th>2024 Mean SAS</th> <th>2023 Mean SAS</th> <th>2022 Mean SAS</th> </tr> </thead> <tbody> <tr> <td>PP Gap</td> <td>-5.7</td> <td>-5.6</td> <td>-4.6</td> <td>-4.3</td> <td>-4.3</td> </tr> </tbody> </table> <p>To address this, we are implementing a new form-time reading strategy. This initiative is designed to:</p> <ul style="list-style-type: none"> Foster a love of reading by exposing engaging texts during form time. Build reading fluency and comprehension skills, which are critical for success in English and other subjects. 				2024 Y9 GLs	Maths		English			2024 Mean SAS	2023 Mean SAS	2024 Mean SAS	2023 Mean SAS	2022 Mean SAS	PP Gap	-5.7	-5.6	-4.6	-4.3	-4.3
2024 Y9 GLs	Maths		English																	
	2024 Mean SAS	2023 Mean SAS	2024 Mean SAS	2023 Mean SAS	2022 Mean SAS															
PP Gap	-5.7	-5.6	-4.6	-4.3	-4.3															

- Provide regular, structured reading practice, ensuring all pupils have equal opportunities to develop their literacy

2024 Y8 English compared to 2023

	2024 Mean SAS	2023 Mean SAS
PP Gap	-2.6	-3.3

The data for Year 9 English GL assessments is also encouraging, showing that the gap has reduced from -3.3 points in 2023 to -2.6 points in 2024.

Attendance:
Gap in attendance reduced to 1.5% in final term of 2024.

2024 Outcomes:

In the last half term of 2023-24 school year, the in school attendance gap was 4%, although it had been lower at differing stages of the year.

So far in 2024-25, attendance is as follows:

	All	PP	Other	Gap
HGS	94.1%	93%	95%	-2%
National	92.7%	88.2%	94.4%	-6.2%
Gap	+1.4%	+4.8%	+0.6%	

We are getting closer to removing the in school attendance gap and PP attendance is significantly higher than for PP pupils nationally and above the national average for all pupils.

Attendance remains a key focus area at Hall Green School, and all of our internal data shows that it is crucial to PP success.

Behaviour:
To reduce the gaps in Level 3 removals, internal reflections and suspensions.

2024 Outcomes:

Despite the strategies in place, significantly, more PP pupils were being removed from lessons in 2023-24 and to reduce this gap we have had altered aspects of our behaviour policy and supported this with staff CPD in June 2024 and Sept 2024. This CPD focused on managing behavior and reducing call outs. Staff feedback to sessions was positive and to date we have reduced the number of call outs for pupil premium pupils in 2023-24

AtLs:
Further reduction in gaps in average AtLs for each year group.

2024 Outcomes:

Year Group	D1		D2		PP Change in gap during
	Pupil Premium	Other	Pupil Premium	Other	
Y7	1.66	1.48	1.68	1.47	+0.02
Y8	1.79	1.71	1.75	1.71	-0.04
Y9	1.76	1.64	1.76	1.65	0
Y10	1.86	1.69	1.82	1.70	-0.04
Y11	1.91	1.69	1.86	1.70	-0.05

In 2023-24, the PP AtL gap widened slightly in Y8,10 & 11, stayed the same in Y9 and improved in Yr7.

We continue to work to improve the AtLs of our PP pupils. Heads of Years focus on PP pupils with a high number of AtL 3s following data returns and we are increasingly successful in reducing the number of pupils with multiple AtL 3s. Staff are expected to focus on their DRAP pupils in every lesson with additional feedback and are encouraged to use the 5-1 praise to penalty ratio. Staff are also encouraged to select PP pupils for leadership roles and extra-curricular trips as part of improving the AtL of pupils. Form tutors will be having scheduled learning conversations with PP pupils following data returns. We also held Humanutopia 'Who am I' events for Y8, Y9 and Y11 in September 2023. This external agency worked with pupils to increase their resilience and motivation. It was well received by pupils across the year groups/

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Y7 and Y8 Reading Programme for targeted pupils	Lexonic
KS3 external exams in Core subjects	GL Assessments
Mock exams in Maths	Pearson
Independent learning workshops	Elevate and Study Skills Zone
Careers support package	UniFrog
Behaviour and aspiration	Humanutopia
Development of oracy in target pupils	Talk the Talk
Staff CPD	External CPD providers to support in house provision
Access Education	GCSE Pod
Data analysis and target setting	SISRA and FFT