



Pupil Premium strategy statement

This statement details how our school uses Pupil Premium grant (and recovery premium for the 2023 to 2024 academic year) funding to; help raise the educational attainment of our disadvantaged pupils of all abilities to help them reach their potential and provide support for children and young people with parents in the regular armed forces.

It outlines our Pupil Premium strategy, how we intend to spend the funding this academic year and the impact that last year's spending of the Pupil Premium grant had within our school.

School overview

Detail	Data
School name	Hitchin Girls' School
Number of pupils in school	1058 (Years 7-11) 313 (Sixth Form)
Proportion (%) of Pupil Premium eligible pupils	92 (Years 7-11) 8.7%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr. J. Crowther (Headteacher)
Pupil Premium lead	Mrs. R. Cooper (Assistant Headteacher)
Governor/Trustee lead	Mrs. S. Franklin

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£108,000
Recovery premium funding allocation this academic year	£25,944
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,944 Last year £135,876 (this is in line with the reduction in our overall PP numbers this year)

Part A: Pupil Premium strategy plan

Statement of intent

Hitchin Girls' School aims to ensure that all students can reach their full potential by providing a calm, safe and supportive environment which students want to attend and where they can learn, thrive and fly. Central to this are our five core values - **aspiration, perseverance, kindness, respect and positivity** - with family, relationships and community underpinning and central to the creation of our caring and supportive atmosphere for all.

We wish to provide an exceptional experience for all of our students. *'To enable all children to access and engage in rich learning and feel a deep sense of belonging in it'* (HfL October 2023). We are a fully inclusive school and are aspirational for every student, both academically and also in terms of personal, social, emotional and moral development. Our intention is that all students, irrespective of their background or the challenges that they may face, make excellent progress, achieve great outcomes and are supported to be successful young adults and lifelong learners.

We encourage students to develop independence and resilience. We work hard and play hard by providing high quality learning experiences and a wealth of opportunities for enrichment both inside and outside the classroom. Our expectation is that everyone will try their very best in all that they do; that they embody and demonstrate our core values at all times and in so doing demonstrate the very highest standards of conduct, respect, effort and personal attainment that are our goal for all members of our school community.

The focus of our Pupil Premium strategy is to ‘tackle the barriers that stand in the way of pupil progress’ (EEF September 2023) thereby ensuring the educational attainment of our disadvantaged pupils of all abilities in order to help them reach their full potential and provide support for children and young people with parents in the regular armed forces. Using our menu of approaches that align to the DfE Pupil Premium strategy template we do this by identifying and addressing the challenges which may impact on their learning and development and any barriers that may exist within the family that could mean that *‘today’s education inequalities’ do not become ‘tomorrow’s income inequalities’ (EEF November 2023) for any students in our HGS community.*

We also recognise that barriers may be faced by other vulnerable students such as those with a social worker and young carers, hence the activities outlined in this plan aim to prioritise those most in need but are applicable to all students when a need arises - *‘schools must ensure that they focus on every child in their school and not just those who are eligible for PP funding’ (EEF September 2023).*

In line with EEF (Education Endowment Foundation) guidance our strategy is underpinned but the principle that what is effective and meaningful for PP students will also be for other learners who do not fit into this category; thereby excellent provision is provision for all but with the strong focus on ensuring that PP students are always prioritised so that we can ensure that they never miss out on an opportunity or are missing a key element of their learning due to their families socioeconomic circumstances.

Our current plan considers the way in which we can have most impact on our disadvantaged students and is based on the Education Endowment Foundation’s (EEF) September 2023 recommendations.

Key to this is the three tiered approach which focuses on:

- High-quality teaching
- Targeted academic support
- Wider strategies

[EEF – Guide to the Pupil Premium – Autumn 2023](#)

Our ultimate objective is to:

‘Improve outcomes for all socioeconomically disadvantaged pupils’ ((EEF November 2023)

We will ensure this by:

- *‘Working on a case by case basis in order to understand the barriers that some students face in school’ (EEF November 2023)*
To undertake all PP planning, strategies and implementations with a steadfast and purposeful understanding that PP students are not a homogenous group and therefore each individual needs their own targeted and bespoke support system.
- Focusing on and ensuring high-quality teaching for all in the classroom, is the best approach to ensure student learning and progress at all levels. Teaching matters more than anything else; teaching is the most impactful activity and action that we can do to improve the outcomes for students.
- Guaranteeing that the very best, specialist teachers lead intervention

groups.

- Regularly and proactively using student and parent/carer feedback/voice to identify and address the challenges faced by disadvantaged students.
- Using evidence-based research to guide and inform intervention choices and their implementation and comparing our data with other similar schools both locally and nationally to identify any patterns that require attention and improvement and equally to recognise and celebrate our successes and achievements.
- Utilising frequent assessment data to identify students who required early intervention to meet individual needs.
- Ensuring that all members of staff have disadvantaged students central to their teaching planning and execution in order to maximise their chances of success.
- Having a systematic focus on clear student feedback to enable all students to reflect on their own learning and understand how they can improve.
- Having a designated member of the Senior Leadership Team who has a clear overview of the PP funding and budget.
- Ensuring early, regular and robust monitoring and evaluation of the impact of all interventions to ensure that they are having the intended and needed impact for each student. If at any time they are not then we will not be afraid to tweak, adjust or stop an intervention if it is not working for the intended student/s and look to a better alternative/outcome.

It is important to note that implicit in the intended outcomes detailed in this plan is the intention that non-disadvantaged students' attainment and development will be sustained and improved alongside their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Closing the attainment gap</u></p> <p>Especially in reading, literacy and Maths, between disadvantaged students and their non disadvantaged peers to ensure that there are no educational inequalities that prevent a child from reaching their potential.</p> <p><i>Evidence shows that there continues to be a disproportionate impact of the pandemic on disadvantaged students which is likely to widen the attainment gap, our core goal is to ensure that this is not the case for students at HGS.</i></p>
2	<p><u>Below age related expectations in reading and literacy</u></p> <p>Ensuring that all students have the reading and literacy skills needed to fully engage with, access and succeed with their full</p>

	<p>curriculum offer and are in line with or above the expected reading age for their chronological age.</p>
3	<p><u>Poor attendance</u></p> <p>Ensuring that all students are in school, all of the time so that they are able to access their full curriculum and all available learning opportunities. Thereby improving the attendance of our disadvantaged students so that they align with that of their peers and meet our school target of 97% or above.</p>
4	<p><u>Not having everything they need for school and their learning.</u></p> <p>Making sure that disadvantaged students have access to all of the necessary equipment, technology and resources they need in order to access their curriculum, blended learning and that done outside of the classroom.</p>
5	<p><u>Cultural capital and equity of access to enrichment opportunities.</u></p> <p>To proactively promote, support, encourage and enable cultural capital for our disadvantaged students by ensuring that any PP student wishing to attend an enrichment or education trip/visit has first priority for available spaces; supporting parents/carers through a systematic process that enables them to access HEF (Hitchin Education Foundation) financial support when relevant.</p>
6	<p><u>Complex personal development needs and feeling they have a 'voice'</u></p> <p>Effectively utilising our Tutor, Pastoral and PP champions team to support students where challenging circumstances may impact on their wellbeing including social, emotional and mental health. Thereby ensuring that every disadvantaged child has their own advocate and 'voice'.</p>
7	<p><u>Improving parental engagement.</u></p> <p>To proactively seek, support and secure parental engagement with the school in order to support a child's progress, well being and development. This partnership is absolutely key and when done well will ensure that all parents/carers feel seen and heard in the HGS family and therefore able to engage with the school and be actively involved in their child's learning and progress.</p>
8	<p><u>Ensuring that disadvantaged students are the focus of all staff.</u></p> <p>Targeting SIP, Performance Appraisal and CPD time, resources and opportunities for all staff (especially for Core subjects) to ensure that disadvantaged students are front and centre in all that we do; thereby rigorously promoting and implementing the highest aspirations for all regardless of their</p>

	social class and wealth and ensuring high quality teaching and best practice for all.
9	<p><u>Students arriving at school without breakfast and being cold due to the cost of living crisis.</u></p> <p>To ensure that every child starts their school day warm, well fed and ready/prepared to start their learning.</p>
10	<p><u>Disadvantaged parents/carers feeling actively involved in their child's PP funding.</u></p> <p>Empowering all parents/carers of disadvantaged students to feel part of their child's education and personal development through our Parental Bid system so that they are proactively involved in how a percentage of our Pupil Premium budget is spent.</p>
11	<p><u>Disadvantaged students not aspiring to their desired careers/goals post school.</u></p> <p>To ensure that the stubborn link between family income and educational outcomes does not impact on student aspirations through our extensive and targeted CEIAG programme.</p>

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>1. To have the same aspirational targets and goals for all students regardless of their socio-economic background.</p> <p><i>(To continue to close the in school attainment gap between the disadvantaged students and their non-disadvantaged peers).</i></p>	<ul style="list-style-type: none"> ● To close the Progress 8 gap with a focus on improving the Maths element outcomes. ● To extend and celebrate the progress of disadvantaged students of all prior attainments - LPA, MPA, HPA. ● To ensure that disadvantaged students with HPA are inspired and supported to thrive and fly on their chosen educational journeys and that they aspire to reach their goals. ● For the percentage of disadvantaged students securing a grade 5+ in English and Maths to be at least in line with the figure for the national non-disadvantaged cohort. ● For the disadvantaged EBacc entry rate to be more in line with the

	<p>school non-disadvantaged entry figures.</p>
<p>2. To achieve improved levels of attendance for all students, especially those who are disadvantaged and in particular reduce the number of persistent absentees.</p>	<ul style="list-style-type: none"> ● Improved attendance figures for disadvantaged students in comparison to historical data. ● A reduction on the number of persistent absentees. ● The gap in attendance between disadvantaged students and their non-disadvantaged peers is narrowed/diminished.
<p>3. To ensure that all disadvantaged students have access to the equipment and resources needed to support and extend their learning.</p>	<ul style="list-style-type: none"> ● An increased number of parental bids are received where parents/carers have a voice in how a proportion of the funding for their child should be used to support their development. ● Attendance at extra-curricular clubs and trips shows an increase in participation, particularly amongst disadvantaged students.
<p>4. To proactively support and encourage cultural capital for our disadvantaged students by ensuring that any PP student wishing to attend an enrichment or education trip/visit has first priority for available spaces and a systematic support process in place that enables them to access HEF (Hitchin Education Foundation) financial support. increase their cultural capital</p>	<ul style="list-style-type: none"> ● The percentage of disadvantaged students attending enrichment/educational trips/visits is proportionate. ● Participation in these activities increases. ● Disadvantaged students are prioritised for first come, first served spaces on all trips and given sufficient time to confirm funding support required. ● No disadvantaged student misses out on one of these activities because of their family's financial situation.

<p>5. Effectively utilising our Tutor, Pastoral and PP Champions to support students where challenging circumstances may impact on their wellbeing including social, emotional and mental health.</p>	<ul style="list-style-type: none"> ● Student voice shows that students know how to access pastoral support, benefit from the input of our tutor programme and Learning for Life/Headstrong programmes. ● Student records such as CPOMS show the support that students have accessed including external agencies that have been involved.
<p>6. Develop the way that we communicate and share key information with parents/carers in order to ensure strong parental engagement; in so doing trust is built through a supportive, professional partnership/relationship.</p>	<ul style="list-style-type: none"> ● Parents/carers feel seen and understood in our school community. ● Parental responses increase and are faster when accessing key information such as reading progress reports and responding to letters/surveys. ● Parental voice confirms that our alternative forms of communication are supportive and effective ie short videos to explain important information/events. ● Parental attendance at school events increases and when they do not attend this is swiftly followed up on to ensure that they have everything they need to support their child's learning and progress. ● The Attendance and Pupil Premium Admin Assistant is increasingly involved with emailing/speaking to parents/carers.
<p>7. Staff feel confident and equipped to deliver high-quality teaching allowing them to identify students' knowledge and skills gaps; receive relevant, effective and timely Thrive and Fly interventions and make sure that all students regardless of any disadvantage meet the intended end points in the curriculum.</p>	<ul style="list-style-type: none"> ● Student voice and parental feedback reflects satisfaction with high- quality teaching for all. ● Self-evaluation tasks such as learning walks and lesson observations completed at all leadership levels demonstrates high-quality teaching across the curriculum. ● Departmental intervention packages are proactively used, monitored and evaluated with regular feedback to student/parent/carer and key staff in school ie HOY/Tutor.

<p>8. Targeting SIP, Performance Appraisal and CPD time, resources and opportunities for staff (especially for Core subjects) to inspire and enable best practice regarding the teaching and supporting of disadvantaged students.</p>	<ul style="list-style-type: none"> • All staff have a disadvantaged students target for their Performance Appraisal. • Our school improvement plan has disadvantaged students and their needs at the centre of everything we do as a community. • Key staff attend relevant high quality CPD to support and develop their teaching and learning of disadvantaged students.
--	---

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: £69,000 (2022/23 £97,000 actuals including £5119 for Intervention tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To retain key staff and provide time and resources for professional development in order to enable best practice when teaching and supporting disadvantaged students.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils”. ‘Disadvantaged students with SEND have the greatest need to excellent teaching’ “Focus on high quality teaching first rather than relying on interventions to compensate”</p> <ul style="list-style-type: none"> → TAs are deployed in order to ensure that priority pupils are supported well. → Input of TAs should supplement rather than replace high quality provision from the class teacher. <p>High Quality Teaching - EEF</p>	<p>1, 2, 3, 6, 8</p>
<p>Identifying any students who are 2 or more years below the expected level for their chronological age and putting in place targeted, specialist Thrive and Fly intervention to build</p>	<p>Reading Fluency Programme - Hertfordshire. EEF Improving Literacy in Secondary Schools. EEF National Literacy Trust</p>	<p>1, 2, 3, 7, 8</p>

student confidence and support them to make progress.		
Further developing literacy across the curriculum through a variety of teacher training opportunities (CPD) in line with our 'Literacy for Learning' policy.	All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. Improving Literacy in Secondary Schools - EEF Summary of Recommendations -	1, 2, 8
To identify those students who are not meeting expectations in Maths and provide them with specialist, effective and timely Thrive and Fly interventions.	Students receive targeted/specialist support that enables them to Thrive and Fly. EEF Improving Mathematics at KS2/3/4.	1, 4
To introduce a new TLR in Maths that will focus on disadvantaged students in order to address the gap both locally and nationally of Progress 8 results at GCSE. In line with this, continue to review the delivery of Maths at KS3 to ensure that key foundations are established from Transition and that they build towards GCSE in a supportive and aspirational way.	Teaching Mathematics at KS3 - DfE EEF Improving Mathematics at KS2/3/4.	1, 7, 8

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

Estimated budgeted cost: £16,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Thrive and Fly academic interventions - to provide small group or one to one tuition to support progress in both English and Maths at both KS3 and KS4 for identified students.</p>	<p>Effective interventions must be timely, relevant and led by specialist staff. 'Research shows that this can have a big impact when provided in addition to but also linked to normal lessons' (EEF Guidance to Maximise the Pupil Premium) If intervention is to have an impact on a students' learning it must be directly linked to their classroom teaching and curriculum.</p> <p>→ EEF's Making a difference with effective tutoring guide</p> <p>→ EEF Selecting Interventions Tool</p> <p>Small Group Tuition - EEF One to One Tuition – EEF</p>	<p>1, 2, 4, 7</p>
<p>To ensure every disadvantaged student has the suitable access to technology (device and access to the internet) to enable and support their learning.</p>	<p>Ensuring availability and access to relevant technology ie Chromebooks to support students' blended learning approach that is now the norm for all students at HGS after its initial inception during the pandemic.</p>	<p>1, 2, 4</p>
<p>To provide every disadvantaged student with a named link member of staff to champion their progress and wellbeing. As a mentor, they will look to understand and help to address their mentees' individual barriers to learning.</p>	<p>To build confidence and relationships, to develop resilience and character and raise aspirations in addition to academic support. Historically in school, staff mentors for identified students have proved to be very effective in supporting them both academically and pastorally. The importance of relationships is highlighted in this book: Addressing Educational Disadvantage in Schools and Colleges – The Essex Way (Marc Rowland, 2021)</p>	<p>3, 4, 5, 6, 7, 1/2</p>

<p>The development of KS3 Assessment policy and related feedback techniques to support student progress towards intended curriculum outcomes.</p>	<p>Students receive frequent advice on how to improve their learning/work</p> <p>Feedback studies tend to show high effects on learning - Feedback - EEF</p>	<p>1, 8</p>
---	--	-------------

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

Budgeted cost: £22,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide breakfast, warmth and a calm start to disadvantaged students via breakfast club for any student who needs it.</p>	<p>EEF data shows that many students are still coming to school hungry, and with the cost of living crisis often cold. This inevitably impacts on their ability to approach their learning in the best way possible. Providing this opportunity also ensures that PP champions and other staff are able to informally 'check in' on students, identifying any issues and addressing them promptly and effectively.</p>	<p>9, 7</p>
<p>To retain our specialist pastoral support team so that students can receive proactive, targeted, relevant support to meet their needs.</p>	<p>There has been an increase in need for pastoral support in school in recent years and this has been exacerbated by the pandemic. Student, staff and parent/carer voice demonstrates the value of our pastoral team members in supporting both students and their families in times of need from Year 7 through to Year 13.</p>	<p>3, 6, 7, 9</p>

<p>Retention of pupil premium and attendance administration support and to embed principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p>	<p>The recruitment of a Pupil Premium and Attendance Admin Assistant in December 2020 has seen an increase in communication and therefore parental engagement. Last year this role was divided into Attendance Admin with the Pupil Premium Admin coming under the office manager's role to great effect.</p> <p>These 2 posts ensure that on a daily basis disadvantaged students are closely monitored and supported with both their attendance and Thrive and Fly programme.</p> <p>Student attendance monitoring has also become increasingly efficient and effective.</p> <p>Parental Engagement - EFF Working with Parents to Support Children's Learning.</p> <p>A clear link has been established between attainment and attendance. Improving School Attendance - DfE</p>	<p>3, 6, 7</p>
<p>To effectively monitor attendance and Behaviour for Learning (BfL) data.</p>	<p>Monitoring of attendance and Behaviour for Learning (BfL) data allows form tutors and Heads of Year to quickly identify where student intervention is needed in order to support progress either academically or on a SEMH level.</p> <p>Improving Behaviour in Schools</p>	<p>3, 6, 7</p>
<p>To continue with the parental bid system to allow parents/carers to have a voice in how a proportion of the Pupil Premium funding for their child should be used to support their development.</p>	<p>This strategy devised by Hitchin Girls' School staff was included as an example of good practice in the Herts for Learning 'Great Expectations' (Volume 1) which showcases initiatives implemented by Hertfordshire Schools to close the attainment gap between disadvantaged learners and their more advantaged peers.</p> <p>HfL – Great Expectations Programme Parent/carer voice around this ongoing strategy is always complimentary.</p>	<p>3, 4, 5, 7, 9, 10</p>

To provide external agency support for identified disadvantaged students as required.	Experience shows us that external agency support helps to develop resilience and coping strategies. This in turn means students are in a better place to access their learning.	6, 7, 10
Early intervention with targeted CEIAG support for identified students.	As a school we have found that early careers support gives students motivation, focus and a clear route forwards. As such disadvantaged students are prioritised to receive their CEIAG interviews in Y9 and Y11 ahead of their non-disadvantaged peers; with many receiving additional sessions/support on top of the statutory requirement. EEF Careers Advice and Guidance	11
Contingency fund for any acute issues that arise.	Each year situations arise whereby we need to respond quickly to meet the needs of individual students that have not yet been identified. Such as urgent counseling support for a non-disadvantaged student.	All

Recovery Funding (for example; whole school academic testing, T&L resources etc)

Budgeted Cost: £25,944 (Actual 2022/23 £42,381 including £15,000 carried forward)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. To use the Horsforth quadrant and other progress check data to provide meaningful, relevant and timely assessments that allow and inform the planning, delivery and evaluation of Thrive and Fly interventions.	<ul style="list-style-type: none"> ● New Group Reading Test - GL Assessment ● NGRT testing - March 2023 for Y7-11 - September 2023 for Y8-11 ● EEF Improving Literacy in Secondary Schools ● PiXL Horsforth Quadrant 	1, 2, 5, 8

<p>2. To provide relevant resources needed to support whole school Thrive and Fly interventions.</p>	<ul style="list-style-type: none"> ● TT Rockstars subscription for use with Times Table Club every week for identified students. 	<p>1, 2, 4, 8</p>
<p>3. To provide study skills/revision guides/support and relevant equipment for disadvantaged students so that they have access to the same resources as their peers without parents/carers having to meet the associated costs.</p>	<ul style="list-style-type: none"> ● 'GCSE results showing (especially post Covid) that disadvantaged students have been hit twice as hard as those of more socioeconomic secure families' (EEF November 2023) 	<p>1, 2, 4, 8</p>
<p>4. To provide timely counseling for identified students using highly qualified and relevant providers.</p>	<ul style="list-style-type: none"> ● Counseling provision in conjunction with our Pastoral Team for identified students. 	<p>6, 7</p>

Total budgeted cost: £133,944 (2023/23 £135,876)

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 2022 to 2023 academic year.

The strategic plan is now into its third year of implementation and there are many

areas to celebrate . Essential to a robust and meaningful Pupil Premium strategy however is an unwavering focus on regular and systematic review, reflection and evaluation. From this, we must never simply continue to do something just because we have in the past, if it is no longer meeting the needs of our students. We must not be afraid to tweak, adjust and stop an intervention if it is no longer working and be open to adaptation and indeed introducing revised or new interventions within this strategy throughout the school year; and not merely wait until we review in July.

For summer 2022 data outcomes for the disadvantaged students in school at GCSE level exceeded those nationally for disadvantaged students across the performance measures. In 2023 the in school variation gap dropped further despite overall figures being negatively affected by a larger cohort in 2023 than 2022 and the changes in examination protocols.

	2022	2023
Disadvantaged Progress 8	0.27	-0.12
Non-Disadvantaged Progress 8	0.86	0.58
Gap	-0.59	-0.70

Closing this attainment gap remains central to our current plan hence our core focus in our SIP and all staff Performance Appraisal objectives for the second year running.

As a school our fully integrated blended, adaptive learning approach utilises the very best of technologies to enhance learning whilst not relying on it alone to drive high-quality teaching and learning.

A proportion of funding continues to be allocated to ensure that every student, regardless of their family’s socio-economic situation has everything that they need to Thrive and Fly both academically and pastorally. In this way no disadvantaged student is at a disadvantage to their peers; access to learning is equitable to all.

Attendance in 2022-23 remained above the national average, and yet in turn sat below the school target of 97% for both disadvantaged and non-disadvantaged students. As such it has remained a key focus for our developed and fully established Attendance team consisting of our Assistant Head in charge of Attendance, Attendance Admin and Pastoral Attendance Admin.

Increasing the available pastoral support through the allocated funding has meant that we have been able to respond more effectively to the increased needs of students in terms of wellbeing and mental health needs. We are continuing to see the fall-out of lockdowns and time out of school with increased anxiety and poor mental health and increasing waiting times for support via the NHS. Targeted interventions using external agencies have been a priority to ensure disadvantaged pupils have access to mental health support in a timely manner.

Our innovative parental bid system which allows parents/carers to have a voice in how a proportion of the funding for their child should be used to support their development continues to make a difference. Parental engagement with this system is increasing year on year; in turn allowing for regular and more effective partnerships

between school and home to support each student.

The number of students who are eligible for Free School Meals (FSM) remains reasonably low in terms of national averages (HGS = 11.2%, national 23%) and figures illustrate that on average 43 students/week who are eligible for FSM are having these in the school canteen. Working with those who are not yet using this facility remains a priority for this year. We have seen an increase in the number of FSM students whose families are using the parental bid system to 'top up' their Parent Pay accounts in order to ensure that they can have both a break snack and lunch every day.

Other examples of parental bids are: helping to support attendance at outside clubs and activities, access external tuition and purchasing essential GCSE revision. Feedback is overwhelmingly positive.

A key priority continues to be to use our Pupil Premium admin support to contact all families who do not put in a bid by Christmas to ensure that they can access the support they are entitled to. We aim to have every family spend their full £200 allocation by the end of July. In line with this our PP admin and finance team are ensuring that bids are processed in a timely and appropriate manner and support is available to help complete the google forms and access external funding through HEF as required.

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
NGRT testing GL Assessment (February 2023 Y7-11 and September 2023 Y7-10)	GL Assessments
PiXL Annual Membership	PiXL

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	n/a
What was the impact of that spending on service Pupil Premium eligible pupils?	n/a