

Hitchin Girls' School

Pupil Premium Strategy Statement



School overview

Metric	Data
Hitchin Girls' School	Secondary School
Pupils in school	923 in Y7-11 (268 in Y12&13)
Proportion of disadvantaged pupils	10.9% in Y7-11 (9.7% in Y12&13)
Pupil premium allocation this academic year	£103,635
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	October 2020
Statement authorised by	Mrs. F. Manning (Headteacher)
Pupil premium lead	Mrs. S. Mills (Assistant Headteacher)
Governor lead	Mrs. M. King

Disadvantaged pupil performance overview for last academic year

Progress 8	0.24
Ebacc entry	30.0%
Attainment 8	50.93
Percentage of Grade 5+ in English and maths	43.0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To continue to close the in-school gap between the progress made by disadvantaged students and non-disadvantaged students with a focus on improving the maths element outcomes and the progress of disadvantaged students with high prior attainment.	September 2021
Attainment 8	For those disadvantaged students with high prior attainment to be at least in line with the national non-disadvantaged figures for high prior attainment.	September 2021
Percentage of Grade 5+ in English and maths	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.	September 2021
Other	To reduce the number of disadvantaged students who are persistent absentees and improve this figure so it is at least in line with the national average.	September 2021
Ebacc entry	For the disadvantaged Ebacc entry rate to be more in line with the national Ebacc entry figures for all students.	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To continue to fund Learning Support Assistant (LSA) provision.
Priority 2	To retain the number of key pastoral support staff and develop their role.
Priority 3	To have a nominated staff Pupil Premium link in both English and Maths to work alongside the Pupil Premium Lead.
Priority 4	To support all staff to provide a quality first educational experience to meet the needs of disadvantaged students.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To provide additional support for disadvantaged students in lessons, particularly for those students who enter the school with lower numeracy and literacy skills than their peers. • To ensure that where disadvantaged students face challenging circumstances that may impact on their wellbeing including their mental health, support can be given so that they do not fall behind their peers. • To look to make sure that those disadvantaged students with high prior attainment at primary school go on to achieve the top grades in their GCSE exams in line with their peers, particularly in English and maths. • To raise staff awareness of the barriers to learning facing disadvantaged students and what can be done to maximise chances of success.
Projected spending	£67,200

Targeted academic support for current academic year

Measure	Activity
Priority 1	To provide every disadvantaged student with a named link member of staff to champion their progress. As a mentor, they will look to understand and help to address their individual barriers to learning.
Priority 2	To provide small group tuition (or one-to-one if there are more specific needs) to support progress in both English and maths at both KS3 and KS4 for disadvantaged students.
Priority 3	To ensure that disadvantaged students have access to both the revision resources recommended by staff alongside any additional activities that are offered to enrich learning and understanding.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To address specific individual identified barriers to learning such as organisational and self-management skills alongside promoting a readiness to learn. • To look to close the progress gap, particularly in the core subjects of English and maths. • To ensure that disadvantaged students have access at home to the necessary resources that can facilitate exceptional progress.
Projected spending	£11,400

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue with the parental bid system to allow parents/carers to have a voice in how a proportion of the funding for their child should be used to support their development.
Priority 2	To reduce the attendance gap and number of persistent absentees.
Priority 3	To offer the Penn Resilience programme and weekend residential trip to disadvantaged students in Year 7 and to run a follow up programme with disadvantaged students in Year 8.
Priority 4	To provide external agency support for identified disadvantaged students.
Priority 5	To ensure that all disadvantaged students in Year 9 and above have priority access to quality careers guidance and education.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To secure improved parental engagement with the school. • To increase attendance rates where these are low for disadvantaged students so that they do not fall behind their peers. • To close the gap in terms of cultural capital that can exist for disadvantaged students. • To develop a skills set around resilience to help deal with low self-esteem and confidence. • To reduce potential issues surrounding long term aspirations for disadvantaged students.
Projected spending	£25,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	To build in sufficient time to develop the new link Pupil Premium roles in English and Maths so as to devise subject specific programmes of support.	To set up regular meeting slots with the Pupil Premium Lead to monitor and review progress. To make use of any available INSET time and secure additional cover if needed.
Targeted support	To ensure that every member of staff involved is successful in championing their nominated disadvantaged student.	To provide a clear time frame for mentoring to take place and the necessary training/resources for the programme to be meaningful and productive.
Wider strategies	To engage the hardest to reach families.	To identify the hardest to reach families across the school and prioritise contact with them. Where possible look to get face to face meetings taking place to develop the home-school partnership.