

Hitchin Girls' School

Pupil Premium Strategy Statement



Please also see the Coronavirus (COVID-19) Catch-Up Premium Statement

School overview

Metric	Data
Hitchin Girls' School	Secondary School
Pupils in school	960 in Y7-11 (289 in Y12&13)
Proportion of disadvantaged pupils	12.1% in Y7-11 (8.9% in Y12&13)
Pupil premium allocation this academic year	£107,680
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	August 2021
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	n/a
Ebacc entry	n/a
Attainment 8	n/a
Percentage of Grade 5+ in English and maths	n/a

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 2022
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 2022
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 2022
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 2022
Ebacc entry	For the disadvantaged Ebacc entry rate to be more in line with the national Ebacc entry figures for all students.	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	To support all staff to provide a quality first educational experience to meet the needs of disadvantaged students.
Priority 2	To fund pupil premium and attendance administration support.
Priority 3	To continue to fund LSA support both in and out of the classroom.
Priority 4	To retain the number of key pastoral support staff and develop their role.
Priority 5	To retain a nominated staff pupil premium link in both English and Maths to work alongside the Pupil Premium Lead.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To raise staff awareness of the barriers to learning facing disadvantaged students and what can be done to maximise chances of success, especially in light of the coronavirus pandemic and lost learning time. • To increase engagement with disadvantaged families and improve attendance rates where these are low for disadvantaged students so that they do not fall behind their peers, particularly in view of ensuring access to the recovery curriculum and access to relevant technology. • To provide additional in-class 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.
Projected spending	£83,000

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 and support their return to school.
Priority 2	To ensure every disadvantaged student has suitable access to technology (device and access to the internet) for their studies.
Priority 3	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 (or in other subject areas) for disadvantaged students (please note that for 2020-2021 this will also be funded through the allocated catch-up premium).
Priority 4	To ensure that disadvantaged students have access to both the revision resources recommended by staff alongside any additional enrichment 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 ensure that disadvantaged students are able and to access learning materials supplied through electronic platforms, especially in the event of enforced blended/remote provision. • To look to close the progress gap, particularly in the core subjects of English and maths (and other identified subjects through work on the recovery curriculum). • To ensure that disadvantaged students have access at home to the necessary resources that can facilitate exceptional progress.
Projected spending	£4,680

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 offer the Penn Resilience programme and to disadvantaged students in Year 7 and 8.
Priority 3	To provide external agency support for identified disadvantaged students.
Priority 4	To ensure that all disadvantaged students in Year 9 and above have priority access to quality CIAG.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • To secure improved parental engagement with the school and close the gap in terms of cultural capital that can exist for disadvantaged students alongside meeting individual student needs. • To develop a skills set around resilience to help deal with low self-esteem and confidence, especially with the transition back to school. • To reduce potential issues surrounding long term aspirations for disadvantaged students.
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	To ensure that every teacher is supported and prepared for the return to school in order to achieve the best outcomes for students.	To provide staff opportunities for professional development and resources to support curriculum planning and enable effective assessment of both student wellbeing and learning. This will be in conjunction supporting staff to adjust to the organisational and logistical aspects of school life this academic year.
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/remote meetings taking place to develop the home-school partnership.

Progress to date:

Given that a number of elements of the 2019-2020 pupil premium strategy were unable to be completed given lockdown, the majority of the priorities have been carried forward. There is, however, an added emphasis on the recovery curriculum, use of technology and any future blended/remote learning provision.

Chromebooks

As the allocated budget for intervention teaching following lockdown was not used, in August 2020, the decision was made to purchase a further 47 Chromebooks with the available funds. Along with the three allocated by the DfE, that means there are now 50 available to loan to pupil premium students. Returns are currently coming in to an 'Access to Technology' survey sent out on the 13th October to all pupil premium families in order to prioritise need. The first few Chromebooks will be loaned to students (for the remainder of the academic year) prior to the half-term break. Usage can be easily monitored, there is the ability to disable them remotely if needed, they can only be accessed by a Hitchin Girls' School email address and they will benefit from the same internet filtering system that safeguards students in school when used offsite.

Teaching priorities

The advert for the pupil premium and attendance support role will be going out imminently with a view to conducting interviews in early November.

Targeted academic support

As indicated, the new Chromebooks are being allocated following identification of need.

The small group tuition process is well underway (see the Coronavirus (COVID-19) Catch-Up Premium Statement).

Wider strategies

The letters outlining the parental bid process have already gone out with a number of requests already being processed. To try and secure additional engagement with families and to make the process more user friendly, knowledge accrued over lockdown with respect to using Google Forms to collect and collate information has been used. The benefits are apparent already; 21 bids have been made, far more than would usually be received following the launch.