

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Hasmonean High School for Girls
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr McClusky Head of Hasmonean MAT
Pupil premium lead	Mrs M Sutton, PP Lead
Governor	Mrs S Solomon, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,380
Recovery premium funding allocation this academic year	£6,000
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	£40,380

Part A: Pupil premium strategy plan

Statement of intent

Hasmonean High School for Girls is committed to creating opportunity and diminishing the difference in terms of the academic, social and emotional achievements between students who come from disadvantaged backgrounds and those who do not. Hasmonean's aim is to nurture students to become happy, confident and respectful adults committed to living a life of Torah im Derech Eretz, ready to thrive in the wider world as proud members of the community with the Torah as their guide.

The Trust receives Pupil Premium (PP) funding for students who are currently, or have in the last six years have been, eligible for Free School Meals (FSM) or have Looked After Child (LAC) status or Post Looked After Status (Post LAC). Our current Pupil Premium strategy plan is to use that funding to implement strategies which positively contribute to the experience students have throughout their school journey. This financial support will ensure complete access to online learning, trips and resources that encourage students to achieve their full potential.

The key principles of this strategy aim to address the barriers to learning faced by this group of pupils within our school context. Our focus on high quality teaching, targeted academic support and wider strategies for success align with accepted national best practice and school policy. The data reflects our commitment to use additional school funding to support all of our students to aspire to live a life enriched by education, driven by personal development and striving for opportunities to succeed in whatever vocation they find themselves drawn to. The MAT's Operational Objectives (2020-2023) links to this strategy throughout.

The challenges that Covid-19 has presented for our Pupil Premium and Free School Meal students will hopefully diminish over time, however the legacy of this will be addressed here. Encouraging success via opportunity is the core to every element of this strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>The academic attainment of our PP students is lower than that of their peers and teacher diagnostic assessments suggest that many of these pupils particularly struggle with processing. Assessment on entry to Year 7 through Lucid testing measures reading comprehension. This data indicates a need for extra time in assessment for 22% of our disadvantaged students. One student has an Educational Health and Care Plan in place via the Student Support Unit, supporting additional need through Learning Support assistance.</p> <p>To ascertain baseline English, Maths and Science data regarding student progress, recorded in Full Reports from July 2021, have highlighted that 27% of our Pupil Premium students are working below the level needed to achieve minimum expected grades (MEG) in one or more of these three subjects.</p>

2	Assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings provide data that aligns to several national studies (Young Minds , 2020). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in science.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive/ self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers, but especially in their ability to recall, link and apply knowledge. This is indicated across the curriculum, particularly maths, science and modern foreign languages.
4	Our assessments, including regular well-being surveys, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concerns about catching up lost learning and sense of assessment pressure. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for emotional support markedly increased. School well-being provision, including regular 1:1 delivery and small group sessions, is currently in place for 25% of PP students with increasing demand.
5	Our attendance data over the last 3 years indicates that attendance for our disadvantaged students is between 6-9% lower than for other pupils. Data during lockdown for disadvantaged pupils' attendance reflected the transition into blended learning via school use of Google Classroom.
6	Our behaviour data over the last year indicates that 4% of our most disadvantaged students can struggle to make positive choices regarding attendance of lessons when in school (truancy) and attitude to learning (work completion, homework, respect and discipline). Whilst low, the impact of this in the classroom can be extensive and our disadvantaged pupils account for nearly half our fixed term exclusions.

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
Improved attainment among disadvantaged pupils across the curriculum.	80% of PP students meet or exceed MEG in English, Maths and Science by Summer 2022.
Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Via Lucid retesting in Year 9, the number of disadvantaged students requiring extra time due to a lack of parity with their peers will have reduced. Teachers should have seen improvement through engagement in lessons and homework completion.
Improved wellbeing provision for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing from 2022, demonstrated by:

	<ul style="list-style-type: none"> - Qualitative data from student voice, students and parent surveys and teacher observation - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate being no more than 85%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced to no more than 5% unless medically required. - The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.
Improved goal setting and personal progress tracking for all disadvantaged pupils, regardless of SEND need.	<p>By end of 2022, all disadvantaged students to have a personal progress record to identify SMART targets shared with all staff.</p> <p>Targets to include:</p> <ul style="list-style-type: none"> - Classroom profile including student voice - Targeted classroom support identified - Enrichment activity plan

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: **£6, 013**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote high quality teaching for all through continuous professional development. Training will be provided for staff to ensure outcome of assessments are interpreted correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional assessment support through interventions or teacher instruction. Lucid by Exact	1, 2, 3
Whole school staff training to be provided	Mastery teaching ensures the foundations of subject knowledge are	2, 3, 4

regarding best practice for supporting our disadvantaged students through mastery teaching.	<p>taught in a sequence that allows for improved understanding and confidence, whilst providing stretch and challenge for students of all levels. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science.</p> <p>EEF – Mastery Learning Ambition Institute – Expert Teaching</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary School guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher’s subject area. It will be rolled out first in science to help raise science attainment, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Through comparative judgement software, success can be measured:</p> <p>Comparative judgement</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in science.</p> <p>KS3 National Strategy Training</p>	1, 2, 3

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

Budgeted cost: £7, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those falling behind, both 1:1:</p> <p>EEF – One to One Tuition</p> <p>And in small groups:</p> <p>EEF – Small Group Tuition</p>	1, 2, 3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£27, 267**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a Social and Emotional Learning (SEL) intervention for specific pupils that require support with regulating their behaviour and emotions. This includes training for school staff (via pupil profiles), collaboration with local partners and teacher release time.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF – Social and Emotional Learning Extra curricular opportunities offered for Arts and Physical Activity	4, 5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance Officer appointed to improve attendance and reporting. Staff to receive training and release time to develop and implement improved procedures.	The DfE guidance is informed through engagement with schools that have significantly reduced persistent absence levels to establish and share best practice. Engagement with the Barnet Education Welfare Team to identify families for early intervention support where pupils' attendance patterns indicate they are at risk of becoming persistent absentees from school, and encourages schools to work closely with parents on all matters affecting attendance. Education Welfare Officers work with parents to resolve attendance issues, offering both support and challenge to effect the required improvement.	5
Improving teachers' behaviour management and pupils' cognitive and social skills.	According to figures from the Department for Education, disadvantaged pupils are more likely to receive a fixed period or permanent exclusion compared to those who do not. EEF – Behaviour Intervention	6
Contingency fund for acute issues	Based on our experiences and those of similar schools to us, we have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £40, 380

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 2020 to 2021 academic year.

Teaching Priorities

The promotion of Blended Learning by Digital Coordinators increased teachers' pedagogical repertoires to and pupil engagement both inside the classroom and remotely. A significant achievement was that we ensure that all students had access to their own device, ensuring that they had equal opportunities accessing their education. Progress 8 results demonstrated that most students made progress, which is an achievement considering the constraints that Covid-19 presented:

Non Pupil Premium 1.53

Pupil Premium 1.71

These are calculated by comparing the actual results to the MEGs which are calculated using FFT20 (averaged the value added for each result in the cohort).

Targeted Academic Support

Year 10 and 11 data was used to identify pupils who were struggling to achieve their target grades in certain subjects. The Designated Teacher worked with teachers and DOLS to consider what interventions could be implemented to support the pupils. Year 11 tuition in Maths and English was offered via Google Classroom by an external agency ([Expert Tuition](#)). The Designated Teacher liaised with parents and staff to ensure that pupils had all relevant equipment and clothes for school.

The feedback about the online Year 11 tuition was excellent (as evidenced by emails the Designated Teacher received from pupils and parents). The Designated Teacher worked directly with parents to help them purchase equipment and clothes. A strong rapport was built up to the extent that a number of parents would reach out directly to ask for support.

Wider Strategies

Pupil Premium students were given priority status for counselling/ pastoral support and had the opportunity to be taught in school during the lockdowns. Overall attendance for this academic year was 94.2%, whilst Pupil Premium attendance was 91.7%. Covid-19 had implications on Pupil Premium students' attendance figures due to isolations of bubbles but poor attendance for other reasons was mitigated by pastoral support, counselling, inviting Pupil Premium Students into school and Educational Welfare Officer support. Remote teaching was offered to all students throughout the lockdowns/any absences due to Covid. We will continue to build on that in our new plan.

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
Google Classroom	Google
Show My Homework/My Child at School	Satchel:one
Power Up Literacy	Lexia UK
HegartyMaths	HegartyMaths
Kerboodle	Oxford University Press
Britannica	Britannica Group, Inc.
Lucid	Exact from GL Assessment
Professional Development Programmes (various)	Ambition Institute
Tuition (various)	Expert Tuition
Heads Up	Norwood

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback, including introduction and implementation of metacognition techniques within the classroom. The aim is to encourage self-reflection, which [research](#) suggests underachieving students can struggle to do effectively, with a risk of demonstrating over/under-confidence. Students will be confident and realistic in reflecting on academic performance whilst being able to self-assess and address strategies for future success.
- All students are to have clarity on the sequencing of their curriculum and what is expected of them. This will help to address concerns around learning loss – one of the main drivers of pupil anxiety. [Dual coding](#) will be encouraged to ensure that the verbal explanation of a student's journey is available alongside a visual representation for student reference.
- We will continue to work in partnership with local agencies offering mental health support, referring students to services as appropriate. Engagement with [Noa](#), [Jewish Women's Aid](#) and [JTeen](#) ensure we are able to share best practice with our parents and students, ensuring disadvantaged pupils' mental-health and well-being is proactively nurtured, and then supported as appropriate.
- Support from organisations regarding health and medical services ensure that our most financially vulnerable students are aware of the services available to them in the wider Brent district. Our school nurse is engaged in the management of healthcare education in school, including healthy eating.
- We offer a wide range of high-quality extracurricular activities to supplement our academic provision. Our wide range of arts, sports, music and performing arts clubs will be available to all of our disadvantaged students.
- Our informal education team (HIPE) will continue to provide meaningful, exciting and engaging activity to highlight the sense of community both in school and locally.

Planning, implementation and evaluation

In planning this new pupil premium strategy, reviewing the previous activity and evaluating how to increase the degree of impact was essential in identifying key areas of focus.

The EEF's [implementation guidance](#), combined with reports, research and studies, has provided a clear approach to use in developing this strategy. Multiple sources of data including assessments, engagement in student profile analysis, and communication with parents, students and teachers improved target setting for future success. This has provided specific objectives based on the needs of our disadvantaged students, leading to increased accuracy for future measurement regarding the impact of intervention.