

Pupil Premium Strategy statement December 2022

This statement details our school's use of Pupil Premium (PP) funding to help improve the educational outcomes of our disadvantaged pupils. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. The school receives Pupil Premium funding for students currently (or within the last six years) eligible for Free School Meals (FSM) or have Looked After Child (LAC) status or Post Looked After Status (Post LAC).

This document 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 on the students who benefit from this funding.

School overview

Detail	Data
School name	Hasmonean High School for Girls
Number of pupils in school	581
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr McClusky CEO 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	£32,505
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	£32,505

Part A: Pupil premium strategy plan

Statement of intent

Hasmonean High School for Girls' 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.

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.

This strategy focuses on the following areas:

1. Improving academic attainment across all key stages
2. Improving wellbeing provision
3. Improving attendance
4. Improving behaviour
5. Enhanced personal development opportunities for disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic attainment</p> <p>Academic attainment is measured by assessing a student's performance against predicted minimum targets. These are established through the combination of Key Stage 2 SATS and CATs assessment and are subject specific.</p> <p>25% of pupil premium students in our school are working below their academic targets in English, Maths and/or Science, according to July 2022 academic data. Of this group, whilst many are on the SEN Aware register, there is an opportunity to provide additional targeted academic support to these students.</p>
2	<p>Wellbeing</p> <p>The emotional education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. According to several national studies (Young Minds, 2020). This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, impacting on students' confidence and wellbeing.</p> <p>Regular wellbeing surveys, observations and discussions of and with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression 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.</p> <p>School well-being provision, including regular 1:1 delivery and small group sessions, is currently in place for 30% of PP students with increasing demand exceeding what is ordinarily available. We also provide wellbeing education</p>

	within PSHE and through our pastoral staff. Delivering student wellbeing support, whether via education or specific intervention, is key to ensuring students are equip to deal with emotional challenge throughout school and into later life.
3	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance for our disadvantaged students is between 3-6% lower than for other pupils. In the past academic year, we have seen the attendance of our disadvantaged pupils' remain a concern. For the 202/21 academic year, PP students' attendance was 89%, compared with 92% attendance school wide suggesting that there is an opportunity to support families to ensure PP students are in school consistently.</p>
4	<p>Behaviour</p> <p>Some of our 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). Our Director of Standards has identified that PP students may benefit from bespoke incentives that recognise positive behaviour change.</p>
5	<p>Personal Development</p> <p>PP students should have the same opportunities as non-PP students to engage in extra-curricular activities This includes lunchtime and after school clubs, sports teams, volunteering and charity work. Access to after-school activities by PP students requires clear communication about what club opportunities are available, financial support of the activities, alongside encouragement and rewarding consistent attendance.</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
Improve academic attainment among disadvantaged pupils across the curriculum	<p>We are ambitious for all students, and aim to achieve a Fischer Family Trust target of 20. This is a national measure of school students' academic success, providing a comparative point of reference between schools. We aim for all students to meet and exceed their minimum expected grades (MEGS).</p> <ul style="list-style-type: none"> • by the end of Key Stage 3, we would anticipate PP students to be confident making ambitious choices regarding their GCSE subjects • by the end of Key Stage 4, and the completion of GCSEs students have met (or exceeded) their academic target grades with aspirations to access further academic study, appropriate to their interests.

<p>Improve access to wellbeing provision for all pupils</p>	<p>All students should have access to wellbeing support on request. Pastoral leaders are able to signpost disadvantaged students to access appropriate counselling or wellbeing service. This is delivered via the following steps:</p> <ol style="list-style-type: none"> 1. Student wellbeing is surveyed on a termly basis, with appropriate resources circulated for self-led guidance (for example, JTeen, a charity offering support to Jewish teenagers) 2. Students requiring additional intervention see an in-school practitioner within three days of concern being raised 3. Appropriate support plan is created, with referral to external agency if appropriate <p>This approach will be measured by regular student surveys</p>
<p>Improve attendance for PP pupils of concern</p>	<p>Our attendance policy prioritises disadvantaged students as follows:</p> <ul style="list-style-type: none"> • Parents or carers of PP students are contacted by the Attendance Officer as a priority, on the morning of the absence if it has not been reported on the absence line • Persistent absence is highlighted as a concern to parents or carers in writing. Home visits may be completed by school staff • The Educational Welfare Officer engages with the family to offer support. <p>We intend for all students, regardless of disadvantage, to aim for 96 per cent+ attendance.</p>
<p>Improve behaviour for PP pupils of concern</p>	<p>To support a positive learning environment, we encourage all staff to have high expectations of behaviour in the classroom. To measure behaviour, we use a points based system of negatives and positives, recorded by staff electronically on student records which are available on the My Child at School (MCAS) system. We use this to highlight trends in behaviour, including recognising and rewarding positive choices at school.</p> <ul style="list-style-type: none"> • PP students to have three opportunities per year to attend reward trip/activity – students must meet targets, intending to motivate and celebrate success.
<p>Improve understanding of personal development opportunities</p>	<p>All students are encouraged to participate in extra-curricular activities</p>

	<ul style="list-style-type: none"> • Every PP student to access a minimum of one extra-curricular activity per week consistently.
--	--

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: **£8,000 (Breakdown of costs available on request)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote high quality teaching for all staff through continuous professional development.		
1. Access to Continuous Personal Development 2. Highlight students of concern, through assessment	<p>Our focus on quality first teaching allows us to respond to the needs of PP pupils through adaptation, meaning all students can always access the curriculum. We provide our staff with a bespoke menu of training opportunities, including:</p> <ul style="list-style-type: none"> • Ambition Institute – Transforming Teaching • Princes’ Teaching Institute <p>This ensures staff build on good practice through continued personal development.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. At Hasmonian High School for Girls, we implement a series of standardised tests to establish need:</p> <ul style="list-style-type: none"> • Lucid by Exact • Cognitive Ability Tests <p>Staff are expected to use assessment to highlight students of concern, implement intervention and escalate persistent concerns with senior leaders if appropriate.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £7, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support provides opportunities for students to meet and exceed their academic targets.</p> <ol style="list-style-type: none"> 1. In class support provided in Years 7 and 8, with opportunities for booster groups 2. Internal intervention offered in Year 9, 10 and 11 for students working below expected level via lunchtime and after-school lessons for small groups 3. Tutoring made available for those students requiring stretch and challenge opportunities in Key Stage 4 	<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: EEF – One to One Tuition</p> <p>And in small groups: EEF – Small Group Tuition</p>	1, 2, 3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £17, 505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased wellbeing provision should ensure students are happy, healthy and prepared for school.</p> <ol style="list-style-type: none"> 1. Regular wellbeing check ins, via pastoral Year Leaders and support staff 2. Mental health awareness included in PSHE curriculum 3. Year 7 Heads Up provision (linked to Norwood, a leading local wellbeing charity) 4. Small group provision via the Positive Minds workshop led by 	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker emotional and social skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF – Social and Emotional Learning</p>	1, 2, 3, 4

<p>wellbeing practitioner, focusing on resilience strategies</p> <ol style="list-style-type: none"> 5. Social group provision facilitated by drama practitioner 6. Counselling provision coordinated by school funded practitioner 7. Support by external practitioners (Noa Girls, a local wellbeing charity and Jewish Women's Aid) 	<p>Extra curricular opportunities offered for Arts and Physical Activity</p>	
<p>Celebrating positive attendance and monitoring students of concern</p> <ol style="list-style-type: none"> 1. Attendance Officer reward scheme (linked to behaviour policy) used to celebrate improvements in attendance and punctuality 2. Attendance Officer works closely with Barnet Educational Welfare Team 	<p>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.</p>	3
<p>Improving behaviour management via the close monitoring of data:</p> <ol style="list-style-type: none"> 1. Positive behaviour choices are rewarded by Year Leaders and Senior Leaders (postcards home) 2. Students have the opportunity to access a reward activity 3 times a year linked to their behaviour data 3. Students making poor behaviour choices are supported via report and parental engagement 4. Any child at risk of exclusion has a wraparound support plan in place, which is report at Local Governing Body meetings 	<p>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.</p> <p>EEF – Behaviour Intervention</p> <p>Through targeted work, PP students at risk of exclusion with have plans developed to provide them with every opportunity to access education via our school provision. This may include reasonable adjustments to timetables and working with supporting settings to keep students in education.</p>	1, 2, 3, 4
<p>Access to personal development opportunities</p> <ol style="list-style-type: none"> 1. All opportunities for extra-curricular activity made available to students at no cost 2. Careers guidance delivered via PSHE and Careers Officer 	<p>All students deserve a well-rounded, culturally rich, education. There is evidence to suggest small but positive contribution on academic performance via cultural capital enrichment. The EEF and the RSA have launched a Cultural Learning initiative to test the</p>	5

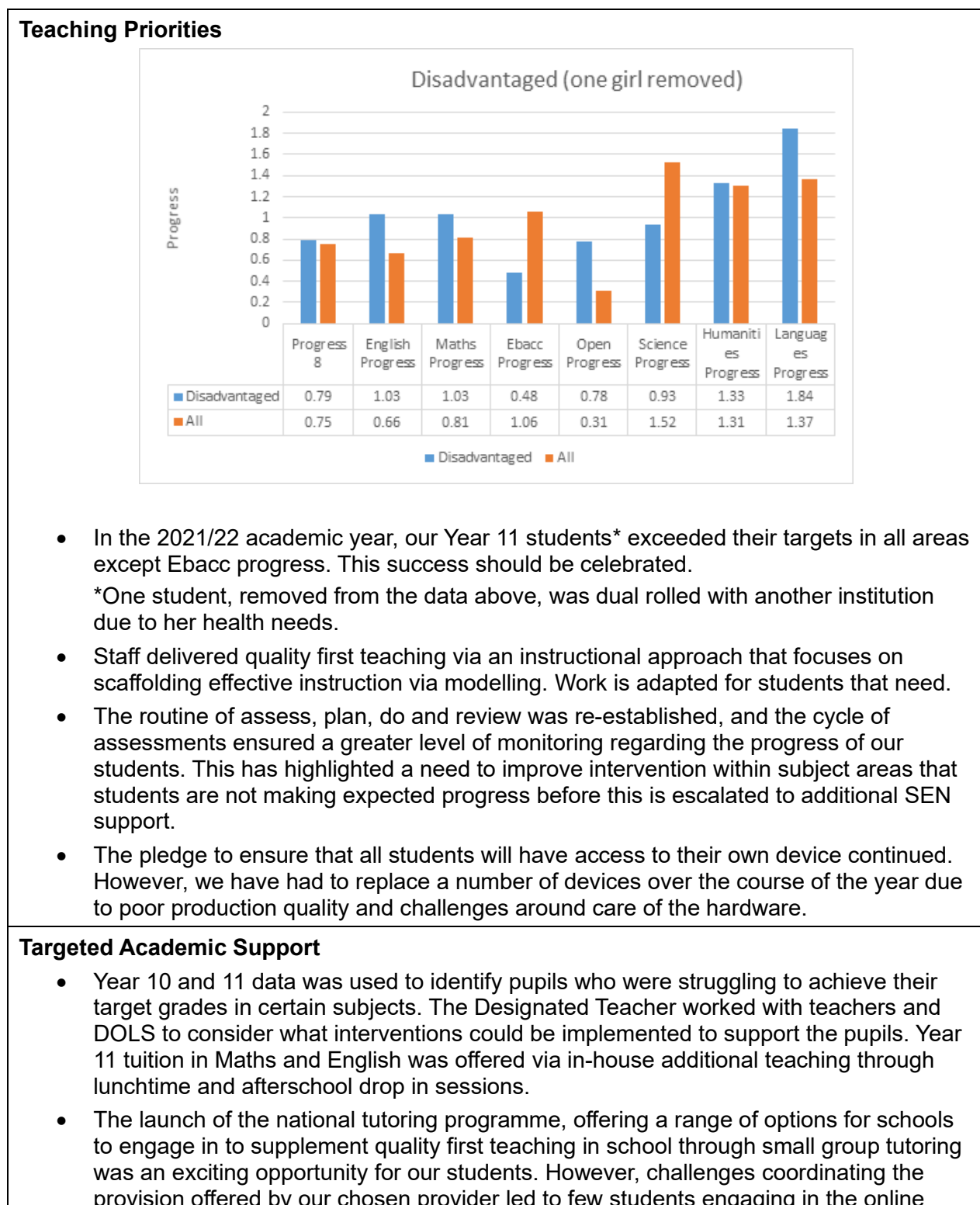
3. Enrichment opportunities, both on and off site, accessible to all	impact of a range of high-potential projects on attainment, as well as a range of essential skills. As national focus on this area grows, we want all student to benefit from any opportunities that appropriately broaden their exposure to history, culture and diversity.	
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.	1, 2, 3, 4, 5

Total budgeted cost: £40, 380 – breakdown available

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 2021 to 2022 academic year.



service. Feedback from the students is that they preferred working with teachers they had established relationships with. We will continue to offer targeted academic support to our disadvantaged students via in-house intervention wherever possible. The reporting for this funding stream has proven surprisingly onerous in order to access supplemented tutoring costs.

- The Designated Teacher continued to liaise with parents and staff to ensure that pupils had all relevant equipment and uniform for school.

Wider Strategies

- Wellbeing continued to be a whole school focus; our ability to monitor all students via engagement in questionnaires and feedback has allowed us greater insight than ever and allows us to be more responsive. Our positive promotion of wellbeing and counselling support have been well received by students who may not have access to these types of services privately.
- Behaviour challenges demonstrated by students in the pupil premium group are difficult to represent accurately; we have a handful of students who find it difficult to meet expectations in school due to challenges outside of the educational environment who are receiving targeted support to address these concerns. Meanwhile the majority of the students were able to thrive at school, working hard to meet their academic targets and work towards their aspirational goals.

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/Tutor Green/Individuals
Heads Up	Norwood
Govox	Govox
National Tutoring Programme	Government Initiative

Further information (optional)

Additional activity

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. This included:

- Embedding more effective practice around feedback, including introduction and implementation of metacognition techniques within the classroom. The aim was to encourage self-reflection, which [research](#) suggests underachieving students can struggle to do effectively, with a risk of demonstrating over/under-confidence. Students increased in confidence and their ability to be realistic in reflecting on academic performance grew whilst being able to self-assess and address strategies for future success.
- All students have increased clarity on the sequencing of their curriculum and what is expected of them. This has helped to address concerns around learning loss – one of the main drivers of pupil anxiety.
- We continued 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](#) shared best practice with our parents and students, ensuring disadvantaged pupils' mental-health and well-being continued to be proactively nurtured, and then supported as appropriate.
- As part of our PSHE provision we included sessions based on exam confidence, organisation and professional behaviour into the students' academic year.
- Support from organisations regarding health and medical services ensured that our most financially vulnerable students are aware of the services available to them in the wider Barnet district. Our school nurse is engaged in the management of healthcare education in school, including healthy eating.
- Our informal education team (HIPE) continued to provide meaningful, exciting and engaging activity to highlight the sense of community.

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.