

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	Prince Henry's Grammar School
Number of pupils in school	1662 (Total) 1325 (KS3 and KS4)
Proportion (%) of pupil premium eligible pupils	13.96
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Janet Sheriff
Pupil premium lead	Stephen Clarkson
Governor / Trustee lead	Kathryn Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,530
Recovery premium funding allocation this academic year	£26,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,339
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	£231,549

Part A: Pupil premium strategy plan

Statement of intent

Our overall objective is straight-forward - we work to support every child to be successful in every way. However simple or complex the individual students' needs are, we try to work out what the student needs and ensure we provide it at the right level and at the right time (see the Pupil Premium Policy for more details).

Our strategy seeks to make use of high-quality teaching to help close the gap between disadvantaged and non-disadvantaged students. To complement this further we are also aiming to utilise tuition (eg: through the National Tutoring Programme) to further support those students (many of whom are disadvantaged) to recover from lost learning during the COVID pandemic.

The main barriers for some students within the small cohort of disadvantaged students at Prince Henry's range from below age literacy and numeracy skills, low aspiration and below average attendance for a few. The details in this plan seek to address these challenges.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been reviewed, amended and updated taking consideration of the impact of COVID.

Challenge number	Detail of challenge
1	<p>Ensuring that all disadvantaged students get access to an appropriate broad and balanced curriculum with high quality Teaching and Learning enabling them to achieve good outcomes.</p> <p><i>Challenge to maintain a broad and balanced curriculum for all students, incorporating EBacc as much as possible, whilst ensuring disadvantaged students narrow the gap to non-disadvantaged students (currently 38% 5+ in English and Maths based on 2021 outcomes)</i></p>
1a	<p>Literacy and a love of reading: Students entering school with below age-appropriate literacy skills which makes it difficult for them to fully access the curriculum</p> <p><i>Our research has indicated that support with literacy would be beneficial to aid outcomes further. SPAG accuracy assessment in 2019 showed just over 50% accuracy. At last intake with KS2 results PP students reading score averaged 103 (non-PP was 106).</i></p>

1b	<p>Numeracy skills: Students entering school with below age-appropriate numeracy skills which makes it difficult for them to fully access the curriculum</p> <p><i>At last intake with KS2 results PP students maths score averaged 103 (non-PP was 107).</i></p>
2	<p>Aspiration is low for a small number of students</p> <p><i>Our observations indicate that a small number of our students are limited in their aspirations and broader outlook in relation to next steps.</i></p>
3	<p>Parental engagement is difficult with a small number of parent/ carers of our disadvantaged students</p> <p>Our observations lead us to the conclusion that we have a small number of hard to reach parents. Their reluctance to engage with school can lead to similar approach to school from their child(ren).</p>
4	<p>Attendance rate for a small number of students is below average for other students</p> <p><i>Disadvantaged Students persistent absence figure is 54.7% (compared to non-disadvantaged – 40.5%) November 21</i></p>
5	<p>A small number of students cannot fully access curricular and extra-curricular activities due to being financially disadvantaged.</p> <p><i>Our past research has indicated that financial disadvantage is a barrier to some students accessing activities.</i></p>

Intended outcomes

Below explains the outcomes we are aiming for **by the end of our current strategy plan (until July 2022)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Ensuring that all disadvantaged students get access to high quality Teaching and Learning, with a particular focus on Literacy, promoting a love of reading and enhancing numeracy skills and that this reflects positively in narrowing gaps. (Supporting challenge 1)</p> <p>Disciplinary Literacy is at the forefront of each faculties planning to support all students. (1)</p>	<p>All DS follow an appropriate curriculum that is broad and balanced, leads to success and prepares students for next stage of their education.</p> <p>RS Assessment used effectively to raise profile of literacy across the school, evidenced at Progress checks chronologically through the year.</p>

	<p>Student voice demonstrates an increased love of reading and understanding of the importance of literacy across disciplines.</p> <p>Improved P8 score in all subjects, particularly in English and maths for DS (target 0.3)</p> <p>Student outcomes will demonstrate improved Progress 8 scores in all subjects (especially English and Maths) for all students and a closing of the gap between non-DS and DS.</p> <p>Disciplinary Literacy is evidenced in SOW and through learning walks.</p>
Encouraging aspiration and ambition in disadvantaged students. (2)	Students come to school feeling motivated and ready to learn. Evidenced through improved Attitude to learning and low NEET figures.
Higher parental engagement at school events, particularly parents' evenings for our hardest to reach DS. (3)	Increased attendance % of DS parents to key events. Introduction of parent support events
Rates of attendance continue to improve for DS and the % of those DS who are Persistently Absent decreases. (4)	A reduction in the % of PA in DS can be evidenced year on year but also within and across a school year.
Support for disadvantaged students who have barriers to access extra-curricular activities. (5)	Financial criteria are not a barrier to DS students attending extra-curricular activities. Increasing number of DS taking part in extra-curricular activities.

Activity in this academic year

Below 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: £60,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intervention Co-ordinator SLT:</i></p> <p>Reviews effectiveness of current strategies and establishes new approaches involving development of new Pupil Premium Strategy Plan.</p> <p>Further embeds PP into the SIMP (ensuring that it identifies all areas of school improvement around DS).</p> <p>Further ensure that the disadvantaged cohort is seen as a priority by all stakeholders through review of systems and training of staff.</p> <p>Oversees rigorous QA on key DS especially in English and maths, monitor the input of the (internal/ external) support agencies.</p>	<p>Effective leadership of Pupil Premium is the key to raising the attainment of DS - to maintain continuity of role. <i>EEF</i></p> <p>Raising the profile of PP students with all stakeholders regularly through briefing, FL meetings, staff training events.</p> <p>Twilights and calendared meetings with PL/FL for English and maths enables all to understand the issues and share in the successes. <i>EEF/ Against all Odds Report</i></p>	<p>1</p>
<p><i>Faculties/ Class teachers:</i></p> <p>Set a variety of appropriate assessment methods e.g. low stake testing and 'little and often' assessment. This will be carried out on a regular basis across all key stages for all students. This approach will test knowledge and help build linear examination preparation.</p>	<p>Retention of knowledge and memory recall are just two of the approaches taken to address preparation for linear learning DS will benefit from other evidence based strategies – including EEF: Metacognition and self-regulation. <i>EEF</i></p>	<p>1</p>

<p>Enhanced use of Teams and Sharepoint software to enable better integration of technology in the classroom, supporting learning of all students.</p>	<p>Ensuring all D/S students have access to appropriate technology to prepare them for life in 21st Century ensures they are not disadvantaged in this area.</p> <p>Studies consistently find that digital technology is associated with moderate learning gains. <i>EEF</i></p>	<p>1/5</p>
<p>Continue to raise the profile of setting quality HL – consider the needs of DS in doing so.</p> <p>Greater use of Seneca learning, Everlearner, Hegarty Maths, Educake to help personalise HL tasks and revision. Tasks should support progress and extend understanding.</p>	<p>The evidence shows that the impact of quality homework, on average, is five months' additional progress. <i>EEF</i></p>	<p>1/2</p>
<p>Raise profile and responsibility of the classroom teacher.</p> <p>Provide DS profiles to staff for key DS, enabling teachers to have a better understanding of the issues and the ways to support DS to be successful.</p> <p>All DS are identified in class profiles and barriers to learning in that subject are identified to help personalise the learning and adapt lessons to suit the need.</p> <p>Books for disadvantaged students will receive regular, high quality marking and feedback. This will include personalised Targets and at least one CT per half term, with DIRT time.</p>	<p>Research shows that high quality personalised learning is the most effective way to diminish the differences and accelerate progress.</p> <p><i>The Sutton Trust's main finding is that DS make 40% more progress with highly effective teaching than they do with poor teaching</i></p> <p><i>Quality Feedback accelerates student progress by up to +8 months.</i></p> <p><i>'Things that make the biggest difference happen in the classroom'</i> <i>EEF</i></p>	<p>1</p>

<p>Improve ambition and motivation by considering the vast array of curriculum and whole school enrichment opportunities available for all students. DS are made aware of these (by form tutor and class teacher) and are offered financial support where appropriate to ensure they are not disadvantaged.</p> <p>Teachers to provide opportunities to enhance the cultural capital of their subject for their DS. Explain the WHY.</p> <p>Faculties able to bid for money to support activities specifically aimed at DS.</p>	<p>Disadvantaged students have fewer opportunities for experiencing cultural capital to support their learning.</p> <p>This has the effect of students not always being able to understand abstract ideas. By developing a context for learning, exploring the WHY and offering opportunities such as Shakespeare live events, Art gallery visits, Science days, this will increase motivation for learning and support the development of a wider vocabulary.</p> <p><i>EEF/ Against all Odds report</i></p>	<p>4</p>
<p><i>Whole School:</i></p> <p><i>Literacy</i></p> <p>CPL sessions Focus on Literacy marking.</p> <p>World Book Day.</p> <p>Whole school focus on Disciplinary Literacy.</p> <p>Screens used to show the favourite books of students/staff –to promote the love of reading (across the curriculum).</p> <p>Library competitions/ visiting authors/book week.</p> <p>Inter-form Competitions – e.g. ‘spelling bee’.</p>	<p>The increased literacy demand of the new GCSE specifications means that some of our DS are likely to be less successful.</p> <p>On average, reading comprehension approaches deliver an additional six months’ progress. <i>EEF/ Pupil Premium Primer</i></p>	<p>1</p>
<p><i>Transition:</i></p> <p>Case studies of DS (similar to sharing of SEND) shared with PHGS to support those students who are vulnerable and need greater assistance with their academic transition in</p>	<p>The number of days devoted to the transition of our Year 7 intakes has grown successfully over the last 4 years. This process was conducted virtually for new year 7 2020 and 2021.</p>	<p>1/3</p>

<p>order to 'close the KS3 gap' ensuring continuity and challenge incorporated into teaching.</p>	<p>Parent/Carer survey with follow up interviews conducted with all new Year 7 parents prior to starting here.</p> <p><i>Mindfulness in Schools Project highlights a smooth transition is good for social adjustment and young people's mental health.</i></p>	
<p><i>Attendance:</i></p> <p>To re-establish school 'Keep-up not catch-up' protocols (impacted by numbers of COVID absences) of expectations in order to support all students, with a specific priority on those DS, with a high % of absence from school or time missed from specific subjects/ lessons.</p>	<p>It is essential that those students who miss lessons for whatever the reason do not have persistent gaps in their work - the gaps widen and students under-achieve.</p> <p><i>'Students with a 90-94% only have 60% chance of five 9-5 grades. 75% for those with 95% attendance' - Campaign for Learning.</i></p>	4
<p><i>Next Steps:</i></p> <p>DS are prioritised for career interviews, especially where parental engagement is poor and given one to one guidance e.g. during the Year 9 Options process – parents invited in to discuss.</p> <p>Leeds University Leadership programme for DS in years 10 and 11.</p>	<p>Destination figures from leavers continue to be positive.</p> <p><i>GATSBY Foundation work (eg: Benchmarks). DfE Careers Guidance and access report.</i></p>	2
<p>Recovery Pupil Premium</p>		
<p>Set up appropriate tutoring for individuals in key subjects utilising NTP tutors and school-led tutors.</p>	<p>Retention of knowledge and memory recall are key to support students with linear learning. DS will benefit from other evidence based strategies – including <i>EEF: Metacognition and self-regulation.</i></p> <p><i>EEF identifies that small groups can have a big impact on closing gaps – 5 months' progress on average.</i></p>	1/2

<p>Offer in class support from Post 16 students and 'students into schools' in English and maths lessons to offer one to one tuition. This targeted peer mentoring strategy helps match intervention to specific needs.</p>	<p>Adult and student role models address wider issues of student aspiration and subsequent progress.</p> <p><i>EEF: Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it</i></p>	<p>1/2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £109,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategy followed to ensure good attendance is rewarded and poor attendance is followed up via a tiered approach, robustly. E.g. Form of the fortnight, attendance assemblies, regular contact with parents, attendance panels.</p>	<p>If students are not in school it is difficult to improve attainment and progress. There have been some improvements made with the attendance of the disadvantaged group but this remains a key focus, specifically for Persistent Absentees as very small numbers of students have a big impact on overall attendance.</p> <p><i>'Students with a 90-94% only have 60% chance of five 9-5 grades. 75% for those with 95% attendance'</i> Campaign for Learning. DfE.</p>	<p>3</p>
<p>Small group and one to one teaching using English teachers for intervention where they have the capacity in their timetable. Year 7 students and Year 11 DS prioritised for this.</p>	<p>Students are held back at every stage of their life if they lack vital literacy skills and the increased demand of the new GCSE specifications means they are less likely to be successful at GCSE.</p> <p><i>EEF: Tutoring can have +5 months impact</i></p>	<p>1</p>
<p>Reading Club - one to one support with 6th form students (trained in peer support).</p>	<p>To enable students with low reading scores to reach functional literacy and access the curriculum.</p> <p><i>EEF: Peer tutoring can have +3 months impact</i></p>	<p>1</p>

Reading Lessons in KS3 once a fortnight. Students are read to (fiction / non-fiction), texts are discussed and the rest of the lesson is spent with students reading their own texts, guided towards challenging their RA.		
Small group and one to one teaching using a dedicated maths Academic Intervention Assistant. SUMS club – one to one support with 6 th form students (trained in peer support).	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. <i>EEF</i> There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. <i>EEF</i>	1
At points in the year FLs in English and maths will work with targeted individuals to support greater progress during morning registration.	Evidence indicates that one to one tuition and small group tuition can be effective, delivering approximately five additional months' progress on average. <i>EEF</i>	1
Funding provided to support all DS in having access to an iPad to increase aspirations and ensure engagement in learning.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. PHGS is an iPad school and there is an expectation for all students to have access to an iPad so the teaching and learning they experience can be enhanced to maximise their progress. <i>EEF</i>	1/2
Recovery Pupil Premium		
Offer students Revision Classes in the half term/ Easter break.	Enables students to overcome issues of organisation and home circumstance as a small number of students have no access or appropriate work space for completing HL <i>EEF</i>	1

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

Budgeted cost: £60,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly personalised curriculum where appropriate to address issues of disengagement. E.g. Alternative timetable arranged to ensure a DS can focus on a reduced number of GCSEs to maximise their progress.</p> <p>Or, if appropriate,</p> <p>Off-site learning provision used to maximise progress of those students totally disengaged with school.</p>	<p>Highly personalised learning to address issues of pressure or disengagement. <i>NHS</i></p>	<p>1/2</p>
<p>Whole-School CPD on Disciplinary Literacy launched by WSC / STC. Faculties are using the ADAPT model to work on Literacy (most are focused on Tier 2 and 3 vocab in their subject areas). RS Assessment used to establish Reading Ages of all KS3 students which will be added to SIMS Class Data Sheets before PR1 and PR3, raising the profile of Literacy. National Literacy Trust membership shared with FLs.</p> <p>Greater exposure to KS2 exemplar and actual work to all literacy based subjects to ensure a greater understanding to maintain challenge in their work and to ensure the students can access their exams.</p>	<p>Many different sources suggest increased access to literacy is an effective way to improve attainment.</p> <p>Results in some literacy based subjects indicate that students lose valuable marks by failing to engage with the text.</p> <p><i>John Hattie's 'Visible learning' and the EEF Toolkit</i></p>	<p>1</p>

Access to a safe space (The Net Centre) for our vulnerable students.	Enables personalised support. Enables students to catch up if they lag behind due to loss of aspiration or absence. <i>Overcoming Barriers to Learning, S. Mulvenney</i>	1
The Year 11 Parent's revision strategy evening focused on preparing students for linear exams and providing a 'toolkit' of ideas - invitations for DS parents/carers are specifically sent out.	Raising aspiration through greater parental engagement and support. <i>'Parental engagement is eight times more important in determining a child's academic success than social class' Campaign for Learning Report</i>	2
Target under-achieving DS in attending HL club after school. Students 'invited' to attend HL Club to help maximise their opportunity to make as much progress as non- DS.	Enables students to overcome issues of organisation and home circumstance as a small number of students have no access or appropriate work space for completing HL. <i>EEF indicates HL can have 5+ months impact on progress</i>	1
Recovery Pupil Premium		
Review student timetables. Consider whether changes should be made to reduce burden but still support students to achieve positive outcomes and experience a broad curriculum.	Reduction in time pressure on certain young people following an intense period of stress for many during COVID. Healthy minds likely to lead to positive outcomes. <i>NHS</i>	1

Total budgeted cost: £231,549

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.

Although the academic year was impacted by COVID we were still able to support our disadvantaged students to make progress.

We track student performance in a variety of ways in lessons. This feeds into our (3 times a year) Progress Report system which considers Progress and Attitude to Learning. Following these data points analysis takes place at all scales to ensure appropriate interventions are in place. Outcomes of the 2020-2021 academic year can be grouped as follows:

Quality of Teaching for all

The Pupil Premium was led by a member of the SLT, reminders were given to staff considering how to support students in class. All staff can identify their PP students and understand ways to support them. Some aspects of the Literacy work took place; however, some were delayed due to COVID (these will continue to develop this year). Faculties made good use of online resources during lockdown this enabled the planned curriculum to continue being taught, supporting students with continuity. Greater access to online resources (e.g. Educake) have supported subjects to better identify gaps in student learning and intervene as appropriate. Laptops and other technological support was secured for DS where need was identified. Cultural capital has been developed as part of the wider curriculum but students' ability to engage in this has been hindered by COVID. DS are prioritised for careers interviews and options work. All the above has led to outcomes that are positive for all students. Work on supporting DS has led to DS outcomes in 2019 that are ahead of non-DS and in more recent TAGs positive P8 score (based on FFT data) just below national for Non-FSM students. Despite the impact of COVID a lot of work had been completed to 'close the gap' successfully in the past 12 months.

Targeted Support

The attendance strategy has been followed and, despite COVID, the attendance of students is positive. Evidence includes the fact that school attendance is consistently above national for all students, with FSM students just below national (for all students). Persistent absentees remain higher than we would like (impacted by COVID) and remain a focus for the new academic year.

Staff appointments have been made to increase the level of support available to students (e.g. additional English teacher, additional PSO). Reading and Sums club were unable to take place, but have already been reinstated for the new academic year. Support was given to students to access online resources – all students have iPads, some, particularly DS, were offered laptops and/ or Wi-Fi toggles to enable them to access lessons remotely. Tuition was offered to a range of DS students to further support them and enable them to catch-up.

Other Approaches

A small number of students were supported into alternative timetable arrangements, some utilising off-site learning providers. Students in school were supported through use of the school's NET Centre. HL club has been well attended by students requiring the support. School has supported parents with new remote Parents' Evening software, which showed a 10% increase in years 7-11 attending Parents' Evenings using the software compared to (in person events) in the last full academic year.

Considering the above and the impact of COVID we know there are still areas to work on in the next academic year. These continue to form the focus of the current Pupil Premium Strategy.

Further information (optional)

Following a change in staffing new ideas are being implemented to support students. During 2021-2022 staff are receiving additional training on how to support PP students and will have greater access to a range of information to help support them.

Mechanisms for supporting PP students are being updated to ensure all students requiring it are getting appropriate support. This is being enhanced with regular scheduled meetings with a wider group of staff to regularly review the impact of the support on PP students.

All faculties have been asked to incorporate a target focusing on how their subject supports DS as part of their FIMP, this has a pot of money available for faculties to bid from to support DS.

The aim is to have an even more robust and clear structure in place to fully support our disadvantaged students going forward.