

Prince Henry's Pupil Premium Impact Analysis (November 2018)

The main aim of this document is to identify the main barriers to learning faced by disadvantaged students at Prince Henry's Grammar School, to analyse and evaluate the strategies which were in place in the last academic year and it also plans out the intended intervention that we will use in 2018 and 2019.

Introduction:

Every school has a duty to ensure that all students are given the best possible chance of achieving their full potential. The Pupil Premium (PP) is additional funding given to schools so that they can support the disadvantaged students and close the attainment gap between them and their peers. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for individual students. It is allocated based on the number of students (collectively termed 'disadvantaged') known to be eligible for free school meals at any point in the last 6 years (FSM6), and children who have been looked after for one day or more, have been adopted from care on or after 30th December 2005 or left care under a special guardianship order or residence order.

Our current context at Prince Henrys (Nov 2018)

Year group	Year Group total number of students	Pupil Premium eligible students	% of PP students in the cohort
7	284 Year 7 Catch Up = 62 students	16	6%
8	263	42	16%
9	262	41	16%
10	256	38	15%
11	224	26	12%
Totals	1289	163	13%

Because of the relatively low numbers of Pupil Premium and Year 7 Catch Up (The literacy and numeracy catch-up premium is additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2)) students in the school we are able to run a highly personalised strategy with the flexibility to alter that strategy in response to need. 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. 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)

Pupil Premium Funding

Date	Pupil Premium Income
April 2015 – March 2016	189,083
April 2016 – March 2017	171,469
April 2017 – March 2018	162,000
April 2018 – March 2019	172,000 + £15,293 (7CUP) = £187,293

Attendance (Dec 2018)

Group	% Attendance	% Persistent Absence	Disadvantaged Students % Attendance	Disadvantaged Students % Persistent Absence
Year 07	98.0	4.6	95.05	18.75
Year 08	96.0	9.4	92.27	23.8
Year 09	94.1	20.8	88.04	31.5
Year 10	96.0	12.5	88.34	25.6
Year 11	93.8	16.8	90.24	30.7
Totals	95.6	14.5	91.9	25

What is the impact?

The school's Pupil Premium Strategy document lists the main strategies being used, the rationale for using them and the criteria identified to measure their impact. This impact can be measured both in terms of student outcomes and attendance figures as well as through anecdotal evidence. We have reviewed and amended approaches from last year, introduced new approaches and also continued with the most impactful approaches from last year.

Prince Henry's Grammar School. Strategy for the acceleration of progress by Pupil Premium and Catch up Premium students 2018-19						
1. Summary information			2. PP Current attainment (2017-18)	Pupils eligible for PP	Pupils not eligible for PP	PP National Average (update Jan2019)
Academic Year	2018-19	Funding	% (Number of students)	14% (29)	86% (185)	
Total Number of students	1578		Progress 8 score average	-0.37	0.21	-0.40
Number of students eligible for PP	163	£ 172,000	Attainment 8 score average	4.17	5.5	
Number of students identified as Y7 Catch Up	62	£ 15,293	Progress 8 English	-0.66	0.04	
Total Funding		£187,293	Progress 8 maths	-0.11	0.24	

3. Barriers to future attainment for Pupil Premium and Catch Up Premium students

In school barriers (issues to be addressed in school)	
A	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
B	Numeracy skills: Students entering school with below age-appropriate numeracy skills which makes it difficult for them to fully access the curriculum
C	Aspiration is low for a small number of students
D	Parental engagement is difficult with a small number of parent/carers of our disadvantaged students
External barriers (issues which also require action outside school)	
E	Attendance rate for a small number of students is below average for other students
F	A small number of students cannot fully access curricular and extra-curricular activities due to being financially disadvantaged .

4. Desired Outcomes

Success Criteria

Literacy levels of all disadvantaged students are in line with their peers.	Accelerated Reader scores for Disadvantaged Students show progress in line with their peers. This will be evidenced at Progress checks chronologically through the year. Student voice demonstrates an increased love of reading. Improved P8 score in all subjects, particularly in English for DS and improved attainment for LPA students – especially MPA girls
Attainment and progress of DS in English improves	Student outcomes will demonstrate improved Progress 8 scores in English for all students and a closing of the gap between non DS and DS. Improved P8 score in all subjects.
Improved levels of ambition and motivation seen in DS.	Pupils come to school feeling motivated and ready to learn. Attitude to learning further improves
Higher parental engagement at school events, particularly parents evenings for our hardest to reach DS.	Increased attendance % of DS parents to key events.
Rates of attendance continue to improve for DS and the % of those DS who are Persistently Absent decreases	A reduction in the % of PA in DS – to close the gap down to 2.5%. Attendance increase in line with average.

Planned Expenditure – Academic year 2018-2019

Key: **Amended approaches from last year** **New approaches this year** **Continued and sustained approaches**

Quality of teaching for all:

Desired Outcome	Chosen action/approach	Evidence and Rationale	How will we ensure it is implemented well?	Staff Lead	Review	Approx cost
The Pupil Premium Strategy is led well	Intervention Co-ordinator SLT – to review effectiveness	Effective leadership of Pupil Premium is	Progress reports -termly SLT Spotlight and LWT	NNJ	Sept 2019	£15000

<p>and is driven by teaching staff so that the progress gap of disadvantaged students (DS) v national non-DS students will narrow</p>	<p>of current strategies and establish new approaches.</p> <p>SIMP identifies all areas of school improvement where the disadvantaged cohort is seen as a priority by all</p> <p>Rigorous QA on key DS especially in English and maths</p>	<p>the key to raising the attainment of DS - to maintain continuity of role.</p> <p>Raising the profile of PP students with all stakeholders regularly – briefing/FL meetings/Twilights/ calendared meetings with PL/FL for Eng and maths, share successes with staff.</p>	<p>Vulnerable/DS cohort meetings Eng/maths Progress meetings Regular impact reviews QA from external review</p>	<p>(Progress Leaders, HOFs)</p>		
<p>The quality of teaching enables high engagement through personalised learning to take place. Teachers adapt their lessons to suit the needs of the individual disadvantaged students</p>	<p>Raise profile and responsibility of classroom teacher</p> <p>All DS are identified in class profiles and barriers to learning in that subject are identified to help personalise the learning.</p>	<p>Research shows that high quality personalised learning is the most effective way to diminish the differences and accelerate progress.</p> <p>The Sutton Trust’s main finding is that DS make 40% more progress with highly effective teaching than they do with poor teaching</p>	<p>SLT lead for PP will ensure a high quality programme of CPL is scheduled through the year. This will include:</p> <p>INSET by evidence informed practitioners TLIG informed research shared with all staff regularly. Each member of staff to take a disciplined inquiry approach to identifying which strategies have the best impact in raising attainment. Faculty Teaching and Learning team meetings have Wave 1 strategies as an agenda item focussing on the most effective strategies to diminish differences in their subject (s) Sharing of good practice as part of RKA CLGs and LLP SLDMs</p>	<p>NNJ</p>	<p>After every Progress check (after SLT spotlight on DS)</p>	<p>£6740</p>

<p>The quality of marking and feedback supports disadvantaged students</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>Quality Feedback accelerates student progress.</p> <p>+8 months impact - feedback</p>	<p>Evidence of use through observations of the quality of teaching over time. Work Scrutiny (SLT/FL/PL) Learning Walkthroughs</p>	<p>NNJ</p>	<p>On-going review through fortnightly LWT</p>	
<p>Formative Assessment and an interleaving approach to 'little and often' assessment, including low stake testing to support higher rates of progress in linear examinations.</p>	<p>Low stake testing and 'little and often' assessment 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</p> <p>DS will benefit from other evidence based strategies – including EEF: Metacognition and self-regulation, and evidence from other schools of success of 'walking, talking mocks' in English</p>	<p>CPL for all staff – disciplined inquiry questions used to trial evidence informed strategies to support students with the linear curriculum. Work in TLPs planning and observing – cover supplied where appropriate</p> <p>Student voice following 'walking, talking mocks' in English.</p>	<p>NNJ/CKS</p>	<p>On-going review through fortnightly LWT</p>	
<p>Literacy, including reading and oracy skills further developed to be in line with non DS</p>	<p>Literacy CPL sessions Focus on Literacy marking World Book Day Screens used to show the favourite books of students – to promote the love of reading (across the curriculum) Library competitions/ visiting authors/book week</p>	<p>The increased literacy demand of the new GCSE specifications mean that some of our DS are likely to be less successful</p> <p>EEF: On average, reading comprehension</p>	<p>Implement a literacy plan Work with TLIG to develop literacy and oracy strategies across the curriculum Read2 CPL (reading across the curriculum/ strategies to decipher exam questions)</p>	<p>NNJ/CEA</p>	<p>Sept 2019</p>	<p>2,000</p>

	Interform Comps – ‘spelling bee’	approaches deliver an additional six months’ progress				
Home Learning supports classroom progress and extends understanding	Continue to raise the profile of setting quality HL – consider the needs of DS in doing so. Greater use of Seneca learning to help personalise HL tasks and revision Embed the use of HL support in all Key stages – use of Firefly resources	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 +5 months impact	Monitoring of HL to ensure tasks are appropriate for DS. HL scrutiny LW	NNJ / CSW	Once per term	
Improve levels of ambition and motivation: DS are provided with wider curriculum experiences Students are given additional guidance in making curriculum and next steps choices – increasing their	There is a vast array of curriculum and whole school enrichment opportunities available for all students, but we ensure DS are made aware of these (by form tutor and class teacher) and are offered financial support where appropriate to ensure our DS are not disadvantaged. Teachers to provide opportunities to enhance the cultural capital of their subject for their DS. Explain the WHY. DS are prioritised for career interviews, especially where parental engagement is poor and given one to one	Disadvantaged students have fewer opportunities for experiencing cultural capital to support their learning. 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	Student voice Data on student participation in curricular and extra-curricular events –tracking sheet Feedback Attendance at Options evening / Post-16 events Progression data Use of Unifrog	NNJ/LNC	Sept 2019	6,000

knowledge and motivation over applying for external courses.	guidance eg. during the Year 9 Options process – parents invited in to discuss. Leeds University Leadership programme for DS in years 10 and 11	learning and support the development of a wider vocabulary. Destination figures from 2018 leavers are provisionally well above NA. In 2018, 10 students who were in receipt of PP have entered the sixth form.				
To improve the sharing of information of DS in academic transition and to ensure primary school students and their parents/carers feel supported in their transition to PHGS	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 order to ‘close the KS3 gap’ ensuring continuity and challenge incorporated into teaching.	The number of days devoted to the transition of our Year 7 intakes has grown successfully over the last 3 years. Parent/Carer interviews conducted with all new Year 7 parents prior to starting here. All received with very positive feedback.	Parent and student transition surveys Class profiles informing T&L LW LWT/lesson obs	NNJ/DYS	July 2019	
Catch-up work for all disadvantaged students	To implement a school protocol of expectations in order to support all students, with a specific priority on those DS, with a high % of absence from school or time	It is essential that those students who miss lessons for whatever the reason do not have persistent gaps in	Expectations for catch-up shared with staff and students Work scrutiny	NNJ/SLT	March 2019	

	missed from specific subjects/lessons	their work - the gaps widen and students under-achieve.				
Targeted Support:						
Desired Outcome	Chosen action/approach	Evidence and Rationale	How will we ensure it is implemented well?	Staff Lead	Review	Approx cost
To improve the attendance of the PP cohort in line with national figures, specifically for Persistent Absence	Attendance strategy followed to ensure good attendance is rewarded and poor attendance is followed up via a tiered approach, robustly. Eg – form of the fortnight, attendance assemblies, regular contact with parents, attendance panels	There have been some improvements made with the attendance of the disadvantaged group but this remains a key focus to move to NA specifically for Persistent Absence. Very small numbers of students have a big impact on overall attendance and if students are not in school it is difficult to improve attainment and progress.	Monitoring of attendance and progress data-attendance officer Review critical cohort once per fortnight Comparison of attendance rates year on year Regular updates in the newsletter to highlight the importance of good attendance.	TEP/TNN	Fortnightly	9,700
Literacy levels, including reading levels of all disadvantaged students are in line with their peers.	Small group and one to one teaching using English teachers for intervention where they have the capacity in their timetable. Year 7 Catch-Up students and Year 11 DS prioritised for this	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.	Progress checks (3 x per year and 5 x per year for Year 7 CUP) Work scrutiny LWTs Student voice Reading Club assessment strategies CPL training on Read2 to help promote the value of reading across the curriculum	NNJ	After each progress report	29,500
Reading ages and reading for pleasure	Accelerated reader					2,800

increases leading to increased access to all subjects and increased outcomes.	Reading Club - one to one support with 6 th form students (trained in peer support)	+5 months impact – 1 to 1 To enable students with low reading scores to reach functional literacy and access the curriculum. +3 months – peer tutoring				
Numeracy levels of all disadvantaged students are in line with their peers. To embed the use of mastery learning in the KS3 maths curriculum	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)	EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. EEF: There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	Progress checks Work scrutiny LWTs Student voice	NNJ/ ANA/FNA	After each progress report	16,000
KS4 Assertive mentoring and behaviour mentoring used to support specific underachieving	Specific staff will work with targeted individuals to support rapid levering in progress Assistant Progress Leader/ selected staff will mentor specific under-achieving DS	Adult and student role models address wider issues of student aspiration and subsequent progress. The		KTS/RMC	Termly and Sept 2019	

DS/vulnerable students	and/or vulnerable students with behavioural/ATL concerns.	Assertive mentoring programme is driven to improve academic progress and attitude to learning and the APL addresses progress and behaviour of a separate cohort. EEF suggests targeted interventions matched to specific needs, including behavioural issues, can be effective, especially for older students.				
Year 11 English and maths 'critical' students using form time for targeted intervention to maximise their progress.	FLs in English and maths will work with targeted individuals to support greater progress during morning registration.	EEF: Evidence indicates that one to one tuition and small group tuition can be effective, delivering approximately five additional months' progress on average.	DS are hand selected based on teacher assessments and perceived barriers to learning – seen to be making further progress.	NNJ FNA/CEA	After each progress report	27,500
To support DS students who are under-achieving in order to help them make further rates of progress and	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	Adult and student role models address wider issues of student aspiration and subsequent progress.	Student voice Progress reports Regular monitoring – LWT	NNJ/WSC	July 2019	

increase their aspirations.	match intervention to specific needs.	EEF: Peer tutoring appears to be more effective when the approach supplements or enhances normal teaching, rather than replaces it				
Increasing aspirations and engagement in lessons through the use of technology	Funding provided to support all DS in having access to an Ipad	EEF: 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.	LWT Lesson obs Student voice Progress reports	RMS/ONK	Sept 2019	£25000
Other Approaches:						
Desired Outcome	Chosen action/approach	Evidence and Rationale	How will we ensure it is implemented well?	Staff Lead	Review	Approx cost
Increasing aspiration by ensuring DS have access to an alternative curriculum/off site	Highly personalised to address issues of disengagement - Alternative timetable arranged to ensure a DS can focus on a reduced	Highly personalised learning to address issues of disengagement	Evaluation reports Termly progress	TEP/KTS	Sept 2019	27,000

learning where appropriate	number of GCSEs to maximise their progress. Off-site learning provision used to maximise progress of those students totally disengaged with school					
Increasing the level of literacy skills for all students across the curriculum through increased collaboration and training for staff	Greater exposure to KS2 exemplar and actual work to ensure a greater understanding to maintain challenge in their work and to ensure the students can access their exams.	Many different sources including John Hattie's 'Visible learning' and the EEF Toolkit suggest increased access to literacy is an effective way to improve attainment. Results in some literacy based subjects indicate that students lose valuable marks by failing to engage with the text.	Progress data Student voice	NNJ	July 2019	
To provide a safe 'learning space' for our most vulnerable students	Access to The Net Centre	Enables personalised support. Enables students to catch up if they lag behind due to loss of aspiration or absence	Monitoring of Net Centre	TEP/SRN	Sept 2019	15,400
Year 11 DS are provided with effective revision strategies	The Year 11 Parent's revision strategy evening focused on preparing students for linear exams and providing a 'toolkit' of ideas	Raising aspiration through greater parental engagement and support	Increased rates of attendance at after school events Feedback	KTS	July 2019	

	Parent and Carer Consultation evening to provide another opportunity for parents to support their child – invitations for DS parents/carers are specifically sent out					
Access to a Home Learning club to ensure students have an opportunity to do their HL	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.	EEF: The evidence shows that the impact of homework, on average, is five months' additional progress. Some students do not have an appropriate work space at home for completing HL and this space and time provides them with this opportunity	Increased rates of HL completion and an improvement in the quality of work produced – Work scrutiny / HL scrutiny	NNJ/ DYS	Termly	5,400
Red Kite Alliance Innovation Project – to research and identify proven strategies to help diminish the differences	Evidence informed research project to support DS	To explore the EEF toolkit which uses evidence to identify the most effective strategies to support disadvantaged students specifically at PHGS	Outcomes of the project to be used to help inform review of strategies currently used	HDS		
					TOTAL	187,640

IMPACT: 2017/18

GCSE Results:

- 14% (29) of our students at Prince Henrys were eligible for the Pupil Premium in 2017/18. This has stayed very consistent for the last three years and is below the national average of 28%.

- Disadvantaged Progress 8 score in 2018 was -0.37, which means that our disadvantaged students made only slightly better overall progress than disadvantaged students nationally (-0.40). There is a significant in-school gap, where non Pupil Premium students achieved 0.21.

(It is important to note that if one student's results were not counted (anon – school refuser), the Progress 8 figure for our disadvantaged cohort would be -0.14)

- Attainment 8 for disadvantaged students was 4.19, compared to non PP students which was 5.5.

- 41% of this cohort achieved 5+ in English and maths, compared to the equivalent last year of 26%. 56% achieved 4+ in English and maths compared to the equivalent last year of 51%.

- The Progress 8 for our disadvantaged students in English is poor at -0.66, compared to non PP who achieved a progress 8 score of 0.04. (Gap of -0.7). Lower prior attainment students performed particularly badly with -0.89.

- The progress for our disadvantaged students in maths was more favourable at -0.11 compared to the non PP who achieved a progress 8 score of 0.24. (Gap of -0.35).

The table below reviews the expenditure last year and has helped inform which strategies we have identified for this year

Review of expenditure

Previous Academic Year		2017-18		
i Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Intervention Co-ordinator to ensure high quality teaching for all disadvantaged students	Strategies to accelerate literacy and numeracy levels, to promote consistent and personalised quality of marking and feedback, access to technology and the curriculum. - Accelerated reader	Attainment 8 was encouraging for disadvantaged students but Progress 8 was disappointing particularly in English Improved reading ages in Year 7	Clarification of whole school approach to disadvantaged students needed. High expectations from all, for support required for the disadvantaged cohort – profile needs to be much higher.	£25,304

	<ul style="list-style-type: none"> - Staff CPL/sharing best practice - Literacy action plan - Equal access to enrichment/curriculum - Funding to access learning technology 			£25000
ii Targeted support				
Progress and attainment of DS students is in line with their peers in English and maths	Academic intervention assistant in maths and English teacher small group and 1 to 1 intervention in English.	Attainment of DS was encouraging, with an average of 4.17 for DS compared to 5.5 for non DS. Progress 8 overall was -0.37 Progress 8 scores were disappointing in English -0.66. (non DS 0.04) Whereas maths showed greater progress for all - 0.11 (non DS 0.24)	Lessons need to be learned from maths who had robust systems in place to track DS progress and provide effective intervention. English intervention coordinator utilising the skills of English teachers more effectively. More accurate predictions to identify under-achievement DHT to work closely with Progress leaders and HOFs in English and maths to regularly track the progress of DS and identify 'critical' students.	£41,294
Wave 2 strategies ensure intervention is highly personalised to further student progress	Behaviour mentoring Peer mentoring Assertive mentoring Reading Club SUMS Club Home Learning Club Net centre support		Improved tracking of students as part of these wave 2 strategies to measure their impact	£19705
iii Other approaches				
Improved attendance and reduced Persistent Absence of disadvantaged students	Regular monitoring of attendance and persistent absentees Tiered approach to attendance	Gap between DS and non-DS students fell to 3.1% (2018) PA for Disadvantaged students fell to 19.8% (2018)	To continue with current strategy to close the gap further to meet school KPI. Need to prioritise DS as part of the tiered response to attendance	£9625

Alternative Provision and off-site learners	Highly personalised learning to address disengagement issues			£27000
Increase aspiration through improved access to career advice/higher education opportunities	Access to Leeds University Leadership programme (KS4) Linking project with Oasis Academy in Year 8(Yr 8)	NEET figure in July was 1.8% although in keeping with the usual trend this has risen again over the summer and is now 2.1% Destination data tbc	Anecdotal evidence very positive – continue to look for these and other opportunities for DS to encourage even higher aspirations	£2500
TOTAL				£162173