

Prince Henry's Pupil Premium Impact Analysis (October 2020)

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 2020 and 2021.

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 (Oct 2020)

Year group	Year Group total number of students	Pupil Premium eligible students	% of PP students in the cohort
7	257	31	12.06
8	276	51	18.48
9	274	27	9.85
10	256	47	18.36
11	248	37	14.92
Totals	1311	193	11.14

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
April 2019 – March 2020	166,430 + £16,699 (7CUP) = £183,129

April 2020 – March 2021	£169,990 + £105,440 – (yr 7CUP included in Covid Catch-up – separate budget breakdown)
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Attendance (Prior to Covid 19 Lockdown 23rd March 2020)

Group	% Attendance	% Persistent Absence	Disadvantaged Students % Attendance	Disadvantaged Students % Persistent Absence
Year 07	95.7	10.4	93.27	30.2
Year 08	94.8	14.8	90.88	41.2
Year 09	94.2	15.1	91.15	26.0
Year 10	93.0	16.1	89.58	33.3
Year 11	91.2	22.7	82.27	51.4
Totals	93.8	15.7	89.43	35.1

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.

Due to the unusual circumstances and Centre Assessed Grades being achieved, the results (Progress 9 and Attainment 8) are not easily compared against recent years.

Prince Henry's Grammar School. Strategy for the acceleration of progress by Pupil Premium and Catch up Premium students 2020-21						
1. Summary information			2. PP Current attainment (2019-20)	Pupils eligible for PP	Pupils not eligible for PP	PP National Average (update ?)
Academic Year	2020-21	Funding	% (Number of students)	14% (37)	86% (220)	
Total Number of students			Progress 8 score average	Data not Published	Data not Published	
Number of students eligible for PP	193	£ 169,990	Attainment 8 score average	Data not Published	Data not Published	

Year 7 CUP Covid Catch up	To be allocated for Covid catch up (separate breakdown)	£105,440	Progress 8 English	Data not Published	Data not Published	
Total Funding		£275,430	Progress 8 maths	Data not Published	Data not Published	

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 2020-2021

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
<p>The Pupil Premium Strategy is led well and is driven by teaching staff so that the progress gap of disadvantaged students (DS) v national non-DS students will narrow</p>	<p>Intervention Co-ordinator SLT – to review effectiveness 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>Effective leadership of Pupil Premium is 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>Progress reports -termly SLT Spotlight and LWT Vulnerable/DS cohort meetings Eng/maths Progress meetings Regular impact reviews QA from external review</p>	<p>NNJ (Progress Leaders, HOFs)</p>	<p>Sept 2021</p>	<p>£13000</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</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.</p> <p>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>

		teaching than they do with poor teaching	Introduction of Pupil Premium Profiles to inform teaching staff of strategies to adapt their lessons to suit the individuals	NNJ/MSS	Termly	
The quality of marking and feedback supports disadvantaged students	Currently, the MFM policy has an addendum to accept on-line marking due to quarantine restrictions. 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	Quality Feedback accelerates student progress. +8 months impact - feedback	Evidence of use through observations of the quality of teaching over time. Work Scrutiny (SLT/FL/PL) Learning Walkthroughs	NNJ	On-going review through fortnightly LWT	
Formative Assessment and an interleaving approach to 'little and often' assessment, including low stake testing, incorporating technology in the classroom, to support higher rates of progress in linear examinations.	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.	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, and evidence from other schools of success of 'walking,	CPL for all staff – Use of technology in the classroom to support assessment of, for and as learning. T.A.L.L team trained to develop 'quizzing' and use of office 365 and Sharepoint to enhance T&L Student voice following 'walking, talking mocks' in English.	NNJ/CKS	On-going review through fortnightly LWT	

		talking mocks' in English				
Literacy, including reading and oracy skills further developed to be in line with non DS	<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 Interform Comps – 'spelling bee'</p> <p>Year 8 Fresh Start Literacy TA lead</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 approaches deliver an additional six months' progress</p>	Implement a literacy plan Work with STC to develop literacy and oracy strategies across the curriculum	NNJ/STC	Sept 2021	2,000
						1,500 1,500
Home Learning supports classroom progress and extends understanding	<p>Continue to raise the profile of setting quality HL – consider the needs of DS in doing so. Greater use of Seneca learning, Everlearner, Hegarty Maths, Educake to help personalise HL tasks and revision Embed the use of HL support in all Key stages – use of Firefly resources</p>	<p>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</p> <p>+5 months impact</p>	<p>Monitoring of HL to ensure tasks are appropriate for DS.</p> <p>HL scrutiny LW</p>	NNJ / WSC	Once per term	£1800
Improve levels of ambition and motivation:	There is a vast array of curriculum and whole school enrichment opportunities available for all students, but	Disadvantaged students have fewer opportunities for experiencing	Student voice Data on student participation in curricular and extra-curricular events –tracking sheet	NNJ/LNC	Sept 2021	6,000

<p>DS are provided with wider curriculum experiences</p> <p>Students are given additional guidance in making curriculum and next steps choices – increasing their knowledge and motivation over applying for external courses.</p>	<p>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.</p> <p>Teachers to provide opportunities to enhance the cultural capital of their subject for their DS. Explain the WHY.</p> <p>DS are prioritised for career interviews, especially where parental engagement is poor and given one to one guidance eg. during the Year 9 Options process – parents invited in to discuss. Leeds University Leadership programme for DS in years 10 and 11</p>	<p>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 learning and support the development of a wider vocabulary.</p> <p>Destination figures from 2020 leavers are provisionally well above NA. In 2020, 2 students who were in receipt of PP have entered the sixth form.</p>	<p>Feedback</p> <p>Attendance at Options evening / Post-16 events</p> <p>Progression data Use of Unifrog</p>			
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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 4 years. This process was conducted virtually for new year 7 2020. 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 2021	
Keep-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 missed from specific subjects/lessons	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.	Expectations for Keep-up shared with staff and students – including close analysis of time spent in isolation Work scrutiny	NNJ/ SLT	Sept 2021	
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	Attendance strategy followed to ensure good attendance is rewarded and poor attendance is followed up via a tiered approach, robustly.	There have been some improvements made with the attendance of the disadvantaged	Monitoring of attendance and progress data-attendance officer Pastoral Support Officer Review critical cohort once per fortnight	TEP/TNN TEP/MSS	Fortnightly	9,700 14,000

<p>for Persistent Absence</p>	<p>Eg – form of the fortnight, attendance assemblies, regular contact with parents, attendance panels</p>	<p>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.</p>	<p>Comparison of attendance rates year on year Regular updates in the newsletter to highlight the importance of good attendance.</p>			
<p>Literacy levels, including reading levels of all disadvantaged students are in line with their peers.</p> <p>Reading ages and reading for pleasure increases leading to increased access to all subjects and increased outcomes.</p>	<p>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</p> <p>This cannot happen currently, but monies have been allocated in case 'normal' school resumes. To be used for an alternative, if not.</p> <p>Reading Club - one to one support with 6th form students (trained in peer support)</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. +5 months impact – 1 to 1</p> <p>To enable students with low reading scores to reach functional literacy and access the curriculum. +3 months – peer tutoring</p>	<p>Progress checks (3 x per year and 5 x per year for Year 7 CUP)</p> <p>Work scrutiny LWTs Student voice Reading Club assessment strategies Academic reading emphasised in curriculum development</p> <p>Use of Literacy Assessment On-line – tracks Year 7/8/9 – reading and comprehension ages</p>	<p>NNJ/STC</p>	<p>After each progress report</p>	<p>10,500</p>

<p>Numeracy levels of all disadvantaged students are in line with their peers.</p> <p>To embed the use of mastery learning in the KS3 maths curriculum</p>	<p>Small group and one to one teaching using a dedicated maths Academic Intervention Assistant</p> <p>This cannot happen currently, but monies have been allocated in case 'normal' school resumes. To be used for an alternative, if not.</p> <p>SUMS club – one to one support with 6th form students (trained in peer support)</p>	<p>EEF: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>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.</p>	<p>Progress checks Work scrutiny LWTs Student voice</p>	<p>NNJ / WRG/FNA</p>	<p>After each progress report</p>	<p>14,000</p>
<p>Year 11 English and maths 'critical' students using form time for targeted intervention to maximise their progress.</p>	<p>FLs in English and maths will work with targeted individuals to support greater progress during morning registration.</p>	<p>EEF: Evidence indicates that one to one tuition and small group tuition can be effective, delivering approximately five additional months' progress on average.</p>	<p>DS are hand selected based on teacher assessments and perceived barriers to learning – seen to be making further progress.</p> <p>Use of time during PSHE days for targeted intervention in Eng and Maths</p>	<p>NNJ FNA/STC</p>	<p>After each progress report</p>	<p>15,500</p>
<p>To support DS students who are under-achieving in order to help them make further rates of progress and increase their aspirations.</p>	<p>This cannot happen currently, if 'normal' school resumes, it will begin.</p> <p>In class support from Post 16 students and 'students into schools' in English and maths lessons to offer one to one</p>	<p>Adult and student role models address wider issues of student aspiration and subsequent progress.</p>	<p>Student voice Progress reports Regular monitoring – LWT</p>	<p>NNJ/WSC</p>	<p>July 2021</p>	<p></p>

	tuition. This targeted peer mentoring strategy helps 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 2021	£26000
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 2021	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/DYS	July 2021	
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 2021	15,350
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 2021	

	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
TOTAL						169,990

IMPACT: 2019/20

The school was only open from September to March in 2019-20 due to the Covid-19 lockdown. This year's results derive from the school's Centre Assessed Grades (CAGs). These were calculated by teachers, based on internal assessments before lockdown. These results will not be published but they have been used to reflect on the impact of the Pupil Premium budget last year. This review of expenditure is tabled below:

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		2019-20		
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 (summary of costs in each area)
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. <ul style="list-style-type: none"> - Accelerated reader - Staff CPL/sharing best practice - Literacy action plan - Equal access to enrichment/curriculum - Funding to access learning technology 	There has been in a decline in the progress made in English compared to last year.	Clarification of whole school approach to disadvantaged students must continue.	£28,304
		Reading ages did improve in Year 7, but greater emphasis on reading needed in other year groups this coming year.	High expectations from all, for support required for the disadvantaged cohort – profile needs to be remain high.	£8000
			Accelerated Reader was underused and considered to be less than effective so we have sourced an alternative.	£26000
ii Targeted support				
Progress and attainment of DS students is in line	Academic intervention assistant in maths and English teacher small group and 1 to 1 intervention in English.	Attainment of DS was very encouraging, with an average of for DS compared to for non DS.	Lessons are still being learned in English who now have more robust systems in place to track DS progress and provide effective	£55,314

with their peers in English and maths	External Tutoring	<p>Progress 8 overall was 0.34, and -0.12 for DS (gap widened)</p> <p>Progress 8 scores were relatively pleasing in maths at 0.13 respectively compared to other students who achieved 0.31.</p>	<p>intervention. English intervention coordinator continues to utilise the skills of English teachers effectively and should continue updating appropriate resources and evaluating the impact of this intervention.</p> <p>More accurate predictions to identify under-achievement are now happening, especially by classroom teachers and through progress meetings remains a priority with more standardised use of assessments.</p> <p>DHT will continue to work closely with Progress leaders and HOFs in English and maths to regularly track the progress of DS and identify 'critical' students.</p>	
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		<p>Improved tracking of students as part of these wave 2 strategies to measure their impact</p> <p>Assertive Mentoring was not as effective as expected and an alternative Learning mentor role is being introduced this year.</p>	£27,890
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 % (2019) PA for Disadvantaged students fell to % (2020)	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 and employ pastoral support officer.	£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)	NEET figure in July was % and is in keeping with the usual trend Destination data tbc	Anecdotal evidence very positive – continue to look for these and other opportunities for DS to encourage even higher aspirations	£2500
TOTAL				£184,633