

Pupil premium strategy & policy statement

This statement details our school's use of pupil premium (and recovery premium) 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	1641 (Total) 1301 (KS3 and KS4)
Proportion (%) of pupil premium eligible pupils	13.0 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sally Bishop
Pupil premium lead	Simon Jackson
Governor / Trustee lead	Kathryn Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,600
Recovery premium funding allocation this academic year	£47,748
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	£213,348

Part A: Pupil premium strategy plan

Statement of intent

At Prince Henry's Grammar School, we want every student to flourish and achieve. Our overall objective is straightforward - 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.

Our strategy seeks to make use of high-quality teaching to help close the gap between Pupil premium (disadvantaged) and non-Pupil premium students. To complement this further we also aim 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. Alongside this, we provide pastoral and wider support for those students who need it.

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, below average attendance to persistent absence. 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>We aim 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. In 2023 our disadvantaged students made above average progress compared to all disadvantaged students nationally. However, there was still a progress gap between disadvantaged and all students at PHGS, and we continue to work to reduce this to zero.</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, and one whole school focus since 2021 has been disciplinary literacy and academic reading. Our literacy strategy includes bespoke catch up support for students who have joined us with low literacy levels from primary school. At our last intake with KS2 results PP students reading score averaged 103 (non-PP was 108). One whole school focus since September 2021 has been around disciplinary literacy and academic reading.</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 our last intake with KS2 results PP students maths score averaged 102 (non-PP was 106). Numeracy skills are crucial to learning and relate to both maths and other subjects, as well as to some future careers.</i></p>
2	<p>Some students have low aspirations</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 and potential career choices. We want all of our disadvantaged students to make informed decisions, and we ensure as a priority that at key times in their school journey they have access to careers appointments with our specialist advisor.</i></p>
3	<p>Parental engagement is difficult with a small number of parent/ carers of our disadvantaged students</p> <p><i>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). Across Y7-11 16.4% of students are classed as persistently absent, and 42% of DS students are classed as persistently absent (November 2022)</i></p>
4	<p>Attendance rate for a small number of students is below average when compared to other students</p> <p><i>Disadvantaged Students attendance is 9% lower than non-disadvantaged (October 2022). We strive to improve attendance for all of our students, aiming for 97%, but also work towards closing the attendance gap between DS and non-DS students.</i></p>
5	<p>A small number of students struggle to 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 extra-curricular activities.</i></p>

Intended outcomes

Below explains the outcomes we are aiming for **by the end of our current strategy plan (until July 2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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. (1)	<p>All disadvantaged students (DS) follow an appropriate curriculum that is broad and balanced, leads to success and prepares students for next stage of their education</p> <p>Improved P8 score in all subjects, particularly in English and maths for DS (target 0.3 or better)</p> <p>Student outcomes will demonstrate improved Progress 8 scores (especially in English and Maths) for all students and a closing of the gap between non-DS and DS.</p> <p>Students who require it receive timely and effective support to develop their phonics, literacy and numeracy skills.</p> <p>Student voice demonstrates a love of reading and understanding of the importance of literacy.</p> <p>Disciplinary Literacy and Academic Reading 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 (<i>current NEET 2% of outgoing Y11 2023</i>)
Higher parental engagement at school events, particularly parents' evenings for our hardest to reach DS. (3)	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. (4)	A reduction in the % of PA in DS can be evidenced year on year but also within and across a school year. <i>Currently 42% of DS students are considered persistent absentees vs 16.4% non-DS.</i>
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, because we provide partial funding of at least 50% of the cost. Increasing number of DS take part in extra-curricular activities (<i>monitored through apps such as Arbor and Squad in Touch</i>)

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: £88,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Co-ordinator SLT:</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.</p> <p>EEF- guide to Pupil Premium</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.</p> <p>Against all Odds Report</p>	1
<p>Faculties and class teachers should set a variety of appropriate assessment methods e.g. low stake quizzing 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 Metacognition and self-regulation Teaching and Learning Toolkit EEF</p> <p>Assessments should be constructed around the evidence base to ensure high quality.</p> <p>EBE- pillars of assessment.</p>	1

<p>Use of Teams, Sharepoint, Showbie and other educational software to enable better integration of technology in the classroom, supporting learning of all students.</p> <p>Continued support for our DS students so that everyone is able to access our PHGS iPad scheme.</p>	<p>Ensuring all DS students have access to appropriate technology to enhance learning prepare them for life in 21st Century, providing financial support where required.</p> <p>Studies consistently find that digital technology is associated with learning gains.</p> <p>EEF- digital technology</p>	<p>1/5</p>
<p>Set high quality home learning to support progress of all students, supporting DS students to complete this where required.</p> <p>Greater use of Bedrock, Seneca learning, Everlearner, Sparx Maths, Educake, and Arbor 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.</p> <p>EEF- Home Learning</p>	<p>1/2</p>
<p>Raise profile and responsibility of the classroom teacher.</p> <p>Provide updates 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 learning is personalised according to 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>High quality, personalised learning and teaching is the most effective way to diminish the differences and accelerate progress.</p> <p>Sutton Trust- impact of effective teaching</p> <p>EEF- effective feedback</p>	<p>1</p>
<p>All students are made aware of extra curricular opportunities (by form tutor and class teacher), and DS 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.</p>	<p>Disadvantaged students have fewer opportunities for experiencing cultural capital to support their learning.</p> <p>By developing a context for learning, exploring the WHY and offering a wide range of opportunities, this will increase motivation for learning and</p>	<p>4</p>

Faculties able to bid for money to support activities specifically aimed at DS.	support the development of a wider vocabulary. Against All Odds report	
<i>Whole School: Literacy</i> CPL sessions Focus on development of Literacy. Continued, whole school focus on Disciplinary Literacy and Academic Reading. Promote the love of reading (across the curriculum). Further raise the profile of the school library.	On average, reading comprehension approaches deliver an additional six months' progress. EEF- Literacy	1
<i>Transition:</i> Case studies of DS shared with PHGS to support those students who are vulnerable and need greater assistance with their academic and pastoral transition in order to 'close the KS3 gap' ensuring continuity and challenge incorporated into teaching.	EEF- improving Transition	1/3
<i>Attendance:</i> Encourage 'Keep-up not catch-up' protocols of expectations in order to support all students Raise the profile of attendance within the school	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. <i>'Pupils who missed less than 1% of sessions across Year 10 and 11 had an average P8 score of +0.73, while those who missed 50% of sessions or more had an average score of -2.83- FFT datalab</i> EEF- Attendance review EEF- supporting good attendance	4
<i>Next Steps:</i> DS are prioritised for career interviews, and given one to one guidance e.g. during the Year 9 Options process	Destination figures from leavers continue to be positive. Gatsby- Good Career Guidance	2

Recovery Pupil Premium		
Set up appropriate tutoring for individuals in key subjects utilising NTP tutors and school-led tutors.	<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
Offer in class and form time support from Post 16 students and ‘students into schools’ in English and maths lessons, or Sums and Reading club, to offer one to one tuition. This targeted peer mentoring strategy helps match intervention to specific needs.	<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>	1/2

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

Budgeted cost: £77,493

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. Attendance assemblies, regular contact with parents, attendance panels, and interventions with the Attendance Officer.</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’ Campaign for Learning. DfE.</i></p>	3
<p>Small group and one to one teaching using English teachers for intervention where they have the capacity in their timetable. Year 7 students, using our specifically appointed learning mentor, and Year 11 are prioritised for this.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1
<p>Reading Club - one to one support with 6th form students (trained in peer support).</p> <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.</p>	<p>To enable students with low reading scores to reach functional literacy and access the curriculum.</p> <p>EEF: Impact of peer tutoring</p>	1
<p>Small group and one to one teaching using a dedicated maths Academic Intervention Assistant.</p>	<p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1

Sums club – one to one support with 6 th form students (trained in peer support) and higher level teaching assistant.	EEF: Impact of peer tutoring	
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.	EEF- use of digital technology 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.	1/2
Recovery Pupil Premium		
Offer students Revision Classes in the half term/ Easter break.	Enables students to overcome issues of home circumstance as a small number of students have no access or appropriate work space for completing HL	1

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

Budgeted cost: £62,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Off-site learning provision used to maximise progress of those students totally disengaged with school (where appropriate)	Highly personalised learning to address issues of pressure or disengagement. NHS- Every Mind Matters	1/2
Whole-School CPD on Literacy, Disciplinary Literacy and Academic Reading continued. Faculties have tier 2 and tier 3 vocabulary embedded within their curriculum.	EEF- Literacy	1

Assessment used to establish Reading Ages of all KS3 students which will be added to Arbor Class Data Sheets, raising the profile of Literacy.		
Access to a safe space (The Net Centre) for our vulnerable students, and access to the 'Speak Up' button to report concerns.	EEF- social and emotional interventions	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 clubs. Students 'invited' to attend HL Clubs 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. EEF- Impact of home learning <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. NHS- Every Mind Matters.	1

Total budgeted cost: £227,928

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 2022 to 2023 academic year.

Quality of Teaching for all

The Pupil Premium strategy was led by a member of the SLT, and reminders were given to staff considering how to support students in class. All staff could identify their PP students and understand ways to support them. Disciplinary literacy was a whole school focus, and within this strategy opportunities were taken to support our PP students with literacy development. Strong curricular planning for recovery, alongside an enhanced use of integrated technology, allowed students to catch up and learn new content well. Laptops and other technological support was secured for DS where need was identified. Cultural capital continues to be developed as part of the wider curriculum and students' opportunity to engage in this increased from prior years. DS are prioritised for careers interviews and options work. Work on supporting DS has led to DS outcomes in 2023 for PHGS students that are above the national average progress for disadvantaged students, with a progress gap narrower than the national average.

Targeted Support

The attendance strategy has been followed and attendance continues to be a focus, with a slow trend of improvement. 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 and remain a focus for the new academic year, with 42% of our DS students classed currently as persistently absent, vs 14.8% of all other students.

DS students who required targeted support were able to engage with our tutoring programme, which was structured as a combination of online and in school sessions, dependent on student need. Reading and Sums club were once again able to take place, with successful uptake and promising outcomes. Support was given to students to access online resources.

Other Approaches

A small number of students were supported into alternative timetable arrangements. Students in school were supported through use of the school's NET Centre. HL clubs have been well attended by students requiring the support. School has supported parents with remote Parents' Evening software, which has proven successful with high attendance.

Delivering an ambitious, high quality curriculum for all of our DS, providing support with attendance and targeting support for those who need it continue to form the focus of the Pupil Premium Strategy.

Further information (optional)

Our Pupil Premium strategy aims to ensure quality first teaching so that all students can access and learn the curriculum. Alongside this, we continue to offer both in school support (academic and non-academic) in conjunction with registered NTP providers. We are continually working to blend evidence based strategies with the most appropriate technology, to enhance the learning experience and ensure all of our DS students reach their potential.