

## Pupil Premium Statement 2016 – 17

This report will examine the following:

- how much pupil premium funding was received for the academic year 2016-17
- details of the main barriers to educational achievement faced by our disadvantaged students
- how we spend our pupil premium funding to address these barriers and the reasons for the approach chosen
- how the impact of the pupil premium is measured
- the date of the next pupil premium strategy review

### **Pupil Premium funding received for the academic year 2016 – 17.**

In 2016-17 a total of 77 students in years 7 – 11 were eligible for Pupil Premium funding.

The numbers of students who qualify for Pupil Premium funding are as follows for each year group 7 – 11 in 2016-17:

	Disadvantaged	Non-Disadvantaged	Total	% disadvantaged
Year 11	18	141	159	11.3
Year 10	12	150	162	7.4
Year 9	17	165	182	9.3
Year 8	18	163	181	9.9
Year 7	12	168	180	6.7
Totals	77	787	864	9.8

There are three strands to the Pupil Premium and our total Pupil Premium funding depends on the numbers of students in each category. The amounts provided for each category of pupil for 2016-17 were as follows: ever 6 (£935), LAC (£1,900).

### **Pupil Premium funding and spending to August 2017**

	Income received	Based on
2012 - 2013	£22,200	Actual funds received
2013 – 2014	£34,200	Actual funds received
2014 – 2015	£46,950	Actual funds received
2015 – 2016	£60,919	Actual funds received
2016 – 2017	£68,820	Actual funds received
2017 – 2018	£76,670	Estimated entitlement

### **Educational achievement and closing the gap – exploring the main barriers to educational achievement faced by disadvantaged students at Heckmondwike Grammar School.**

At Heckmondwike Grammar School we believe that every student has the ability to achieve their potential and that we should make every effort to remove any barriers that could restrict this progress. All children have different abilities and aptitudes and that an approach to developing learning that meets the needs of all

is one which is best suited to our students. Indeed, students may already feel appropriately challenged to achieve their best whether this in maths, science, English or any other subject. Others excel in practical subjects or languages and it is our duty to identify these strengths and nurture them so that our students are confident, challenged and successful.

However, it must also be recognised that some students make slower progress than we might normally expect and this can be due to any number of reasons. It is our duty to remove these barriers wherever possible, especially when such barriers are due to financial hardship. This is where the Pupil Premium can support progress. We may offer support in accessing trips and excursions, provide additional help to buy specialist equipment, items of school uniform, ingredients for food technology or items of stationery to ensure the student is ready to learn.

### **Pupil Premium Expenditure 2016 – 17**

Income 2016/17	Expenditure	Breakdown
	Subscriptions	£4,765
	Curriculum support	£2,100
	Staffing	£20,000
	Educational visits	£4,000
	Learning Mentor	£30,200
	Exam Preparation	£1,200
	Literacy Intervention	£2,600
	e-Learning and equipment	£1,500
	other costs	£10,635
<b>£60,919</b>		<b>£60,919</b>

Some of the money we receive is spent on mentoring students to help improve levels of organisation so that they are ready to learn and have all the right books with them. We also offer one-to-one or small group literacy support so that students can access the curriculum at all levels.

At Heckmondwike our teachers assess students regularly and we collect progress and learning indicator data so we can track the progress of our students and organise intervention by form tutors, heads of key stage and the learning mentors. Examples of how we have delivered this intervention are as follows:

- **Support by the learning mentor** so that we are able to ensure individuals or small groups of students make progress
- **Preparation for exams using online resources** to help support revision
- **1:1 meetings** to help promote routines and positive study habits
- **Training for staff** in using online data analysis software
- **Use of digital technology** such iPads or internet access to support home learning
- **Access to curriculum support** including access to software packages such as Accelerated Reader

### **Principles for allocating support for Pupil Premium funding:**

- I. Proposals will be considered for any initiative that supports students who are eligible for Pupil Premium.

2. Any whole-school initiative that bids for funding from Pupil Premium income must demonstrate that:
- students attracting PP funding would not have otherwise been able to participate without the support, and/or;
  - if a parental contribution is not required, the bid for Pupil Premium funds must be directed at raising the attainment of disadvantaged students but that other students may also benefit from participating. If this is the case 'wider' school funding will pay for the participation of non-disadvantaged students on a pro-rata basis. Examples of this could be university visits or revision talks by visiting examiners.
3. Tracking and Intervention
- The progress and attainment of **all** students is monitored throughout their schooling at key points in the academic year. Any student (disadvantaged or not) who is in need of intervention is identified and the necessary support is put in place at subject and school level. This is coordinated by Heads of Department and Heads of Key Stage through regular meetings and discussions
  - Further analysis takes place to ensure levels of literacy are secure, especially at KS4. Any additional provision for **any student** is implemented following intervention by the Literacy Co-ordinator.
  - Additional analysis based on **disadvantaged** students for all subjects including literacy will result in those students receiving additional support, where needed.

### **Impact of Pupil Premium Spending**

We track the progress of all our students with respect to the following:

- projected attainment grades calculated as an estimated Attainment 8 score
- attitude to learning as expressed by the Learning Indicator scores
- overall attendance figures for the year

### **Attainment indicators:**

We compare the average attainment 8 score for all subjects for disadvantaged against non-disadvantaged.

Average Attainment 8 score – all subjects

<b>PAG 3 (Summer 2017)</b>			
	<b>Non-disadvantaged</b>	<b>Disadvantaged</b>	<b>Gap</b>
Year 11 ( <b>Actual GCSE Results</b> )	72.66	70.53	-2.13
Year 10	71.69	69.29	-2.40

Year 9	74.68	70.35	-4.33
Year 8	74.25	67.78	-6.47
Year 7	73.79	71.25	-2.54

The gap between the cohorts is low – in most cases less than half a grade overall which, although pleasing, does not mean we should reduce our efforts to eradicating the gap entirely.

### **Attitude to Learning**

We also want to see how well our students progress in relation to their attitudes to learning which are expressed as learning indicators. The learning indicators measure the attitude to learning of our students in 4 areas: engagement with learning, homework, conduct and independent learning.

As a result of interventions put in place by the learning mentor for KS4 it was evident that in comparison with all students, the disadvantaged cohort in year 11 improved their overall average learning indicator scores by 2.6%. The gap between disadvantaged and non-disadvantaged narrowed very slightly by 0.01. This is evidence of the impact of individual interviews the learning mentor conducted with all of our students eligible for Pupil Premium. The focus of these interviews is to improve study skills, levels of organisation as well as removing barriers to learning.

### **Attendance**

It is our belief that high attendance is a key feature of high attainment and as a result the Attendance Officer monitors the attendance of all our students. We have a system following up all absence by contacting home. All efforts are made to encourage students to attend and as a result overall attendance is consistently high. Because numbers vary between the year groups little inference can be drawn from difference in the gaps as the impact of absence on overall session attendance amongst disadvantaged students is far greater than the larger cohorts. It is evident that attendance in all year groups is high.

Overall Attendance 2016-17	Disadvantaged	Non-disadvantaged	Gap
Year 11 (includes exam leave)	80.33	81.06	-0.73
Year 10	95.13	96.08	-0.95
Year 9	95.55	96.66	-1.11
Year 8	95.57	97.08	-1.51
Year 7	96.85	97.05	-0.2

The gap between the attendance of disadvantaged and non-disadvantaged is very low at -0.83%. It must be acknowledged that all year groups at HGS have a very good record of attendance which at over 95% is very high.

## Proposals for 2017 – 2018 Pupil Premium Funding

(£77,948)

### Students in years 7 – 11 eligible for the Pupil Premium 2017-18:

	Totals
Year 7	10
Year 8	10
Year 9	16
Year 10	16
Year 11	12
Total	64

### Developing Outstanding Learning and Pupil Premium

The School Development Plan recognises the good and outstanding teaching at HGS and aims to progress learning to that which we consider to be even better or beyond outstanding. The Sutton Trust EEF Teaching & Learning Toolkit suggests the following:

The most successful strategies that have been used and are appropriate to our setting are:

- feedback
- peer tutoring
- one-to-one tuition
- collaborative learning
- digital technology

To this effect, a number of measures have been introduced to promote outstanding teaching and learning:

- **Subscription to Class Charts** which provide each teacher with the data and information needed to ensure that planning for progress and individualised learning takes place for groups of students (including Pupil Premium).

Annual subscription cost and training (£1,656)

- **Marking Policy** to promote peer feedback and collaborative learning. Costs incurred include:

Green pens for peer and self-assessment & other resources (£300.00)

- **Targeted 1:1 support by Curriculum Supervisors.** Costs include:

Contribution to the salary of the Curriculum Supervisors (£27,109)

- **Benchmarking** for years 7 – 11 as a means of measuring progress. Costs include:

SISRA analytics (£1,765)

- **Educational visits and Pupil Premium** (£2,173)

Any educational visit or trip that requests parental contribution will be subject to the following criteria:

1. If the visit is judged to be **essential** for the curriculum (for example Bewerley Park in year 7, or Skipton Castle) the school will cover the **full** cost of the visit costs incurred for those who attract Pupil Premium funding.
2. If the visit is judged to be **desirable** for the curriculum but not essential (for example the language trips in year 7) the school will cover **a proportion** of the cost of the visit for those who attract Pupil Premium funding.
3. If the visit is judged to be **additional** to the curriculum and not essential (for example the ski trip and Iceland) the school will **not** contribute to the cost of the visit.

### **Staffing costs and Pupil Premium**

**(£28,583)**

A proportion of the costs of employing the Student Support Managers for years 7 – 11 are paid for by Pupil Premium funding. A small amount of funding contributes to the cost of employing an attendance officer to sustain and improve pupil attendance.

In addition, pupil premium students will receive in addition to the support listed above up to 3 mentoring sessions of 60 minutes to check academic progress and general organisation is maintained. In addition, removing any identified barriers to progress (e.g. organisation, IT, revision support) can be supported through Pupil Premium.

### **Educational resources and Pupil Premium**

**(£63)**

Where any department makes available any non-essential support materials such as revision guides, and makes a charge, these will be provided free of charge to students attracting Pupil Premium funding. All students attracting Pupil Premium will be able to collect certain items of stationery and school equipment from the Business Office free of charge.

### **Literacy Intervention**

**(£2,898)**

Use of Accelerated Reader to support literacy improvement for all pupils including pupil premium students

### **Design and Technology costs and Pupil Premium**

**(£300)**

A contribution towards the costs of materials for technology subjects, such as food technology, is paid for by Pupil Premium funding.

### **Other costs**

**(£10,999)**

The school has a rigorous and personalised revision programme to prepare all students for external exams. Where a particular programme is targeted towards students who attract Pupil Premium funding in order to raise attainment, a proportion of the costs incurred are paid for by Pupil Premium funding. Where a student in receipt of Pupil Premium requires the use of internet at home or needs additional e-learning resources, this can also be funded from Pupil Premium

Date of next review: October 2018