



HECKMONDWIKE GRAMMAR SCHOOL

Pupil Premium Statement 2017 – 18

This report will examine the following:

- how much pupil premium funding was received for the academic year 2017 – 18
- 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 2017 – 18.

In 2017 – 18 a total of 58 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 2017 – 18:

	Disadvantaged	Non-Disadvantaged	Total	% disadvantaged
Year 11	18	183	201	9
Year 10	10	170	180	5.6
Year 9	10	172	182	5.5
Year 8	13	197	210	6.2
Year 7	8	206	214	3.7
Totals	59	928	987	6

Pupil Premium funding and spending to August 2018

	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	£63,241	Actual funds received
2018 - 2019	£54,230	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 an approach to developing learning that meets the needs of all 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 2017 – 18

Income 2017/18	Expenditure	Breakdown
	Subscriptions	£5,229
	Curriculum support	£2,100
	Staffing	£20,138
	Educational visits	£2,725
	Learning Mentor	£29,151
	Exam Preparation	£329
	Literacy Intervention	£3,019
	e-Learning and equipment	£550
		£63,241

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 and other 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 Student Support Manager** 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 as iPads or internet access to support home learning
- **Access to curriculum support** including access to software packages such as Accelerated Reader and Bedrock Learning (which will replace Accelerated Reader).

Principles for allocating support for Pupil Premium funding:

1. 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:
 - a. students attracting PP funding would not have otherwise been able to participate without the support, and/or;
 - b. 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
 - a. 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 Faculty and Subject Leaders and Student Support Managers through regular meetings and discussions
 - b. Further analysis takes place to ensure levels of literacy are secure, especially at KS4. Any additional provision can be put in place for **selected students who may be falling below expectations**.
 - c. 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:

1. projected attainment grades calculated as an estimated Attainment 8 score
2. attitude to learning as expressed by the Learning Indicator scores
3. 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 (Y9 to Y11)

On/Above Expectations – all subjects (Y7 & Y8)

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	Non-disadvantaged	Disadvantaged	Gap
GCSE Results	73.1	66.2	-6.9
Year 11	73.3	69.2	-4.1
Year 10	74.1	71.3	-2.8
Year 9	72.6	68.4	-4.2
Year 8	81.5%	75.8%	-5.7%
Year 7	82.3%	77.9%	-4.4%

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.

In comparison with all students, the disadvantaged cohort in year 11 improved their overall average learning indicator scores by 2.6% between September and Easter which is the main stage of input, The gap between disadvantaged and non-disadvantaged is low and varied slightly as the year progressed. This is evidence of the impact of individual interviews the Student Support Managers 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 2017 - 18	Disadvantaged	Non-disadvantaged	Gap
Year 11(includes exam leave)	79.92%	81.10%	-1.18%
Year 10	94.51%	96.76%	-2.25%
Year 9	95.88%	96.94%	-1.06%
Year 8	96.71%	96.98%	-0.27%
Year 7	96.98%	97.73%	-0.75%

The gap between the attendance of disadvantaged and non-disadvantaged is very low at -1.18%. It must be acknowledged that all year groups at HGS have a very good record of attendance which at over 95% is very high, after exam leave is taken into account.

Students in years 7 – 11 eligible for the Pupil Premium 2018-19:

	Totals
Year 7	8
Year 8	13
Year 9	10
Year 10	10
Year 11	18
Total	59

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:

- feedback
- peer tutoring
- one-to-one tuition
- collaborative learning
- homework and extended learning

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

- **Subscription to Class Charts** which provides 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), as well as enabling teachers, students and parents to monitor homework and behaviour. .

Annual subscription cost and training (£1,750)

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

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

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

SISRA analytics (£1,850)

- **Educational visits and Pupil Premium** (£3,000)

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 trips to the USA and Austria, and the geography visit to Iceland) the school will **not** contribute to the cost of the visit.

Staffing costs and Pupil Premium (€42,000)

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, disadvantaged 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 (€330)

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 Bedrock Learning 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 (€1,800)

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 2019