

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Heckmondwike Grammar School				
Academic Year	19/20	Total PP budget	£56,100	Date of most recent PP Review	July 2019
Total number of pupils	1496	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Dec 2019

2. Current attainment								
	18/19 HGS PP provisional	18/19 National Non PP	17/18 HGS PP	17/18 National Non PP	16/17 HGS PP	16/17 National Non PP	3 year average HGS PP	3 year average National Non PP
Progress 8 score average	0.54	-	0.01	0.13	0.06	0.11	0.2	0.17
Attainment 8 score average	68	-	66.2	50.1	70.5	49.8	68.2	69.4
Number of PP pupils in Year 11	18 (9%)		10 (6.2%)		18 (11.3%)			

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	access to literacy and vocabulary
B.	progress in maths for identified students (foundation tier)
C.	progress in English for identified students
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	access to cultural capital support outside school, including participation in extra-curricular activities and trips
E.	reduced numbers of negatives given to disadvantaged students
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	
	Success criteria

<b>A.</b>	Progress 8 gap (disadvantaged to non-disadvantaged) reduced from -0.1 to 0	Progress 8 gap is reduced to zero year on year 3 year trend is positive
<b>B.</b>	A2L learning grade gap reduced	A2L grade gap to 0.0
<b>C.</b>	improvement of at least 2 grades in maths	PAG and exam grades indicate progress made
<b>D.</b>	Negative 'gap' reduced	Gap between disadvantaged and non-disadvantaged reduced to zero
<b>E.</b>		

## 5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide focused and effective CPD.	provide information to enable teachers plan quality-first lessons for all students lesson planning, questioning and feedback shows consideration for disadvantaged students.	Using data led research, eg. EEF Toolkit showing impact of feedback, literacy and questioning on disadvantaged students	<ul style="list-style-type: none"> <li>Staff meeting and carousel CPD activities to show opportunities for improving engagement of disadvantaged students</li> <li>data driven teaching files supplied to each member of staff</li> <li>'summit meetings' held following each data round to ensure appropriate action and intervention for all identified under-performing students</li> </ul>	AHT (Lower School) and disadvantaged strategy team	Dec 2019
Provide staff with detailed profiles of disadvantaged students (including Bursary).	Increased knowledge of disadvantaged students to trial initiatives such as targeted questioning, focused feedback and extended learning.	Questioning has been shown by EEF Toolkit to increase progress of all students, but especially disadvantaged students by at least 5 months.	<ul style="list-style-type: none"> <li>Lesson observation and drop-ins</li> <li>marking scrutiny by FLs and SLs</li> <li>Monitoring by SSMs during regular check-in sessions with disadvantaged students</li> </ul>	AHT (Lower School)	Dec 2019

Subscribe to Go4Schools to support new ARR policy	Data-driven ARR using quadrants based on A2L and progress will assist in more effective identification of under-performing students	Summative assessment and recall is more effective using more frequent and lower stakes testing  Computer generated predicted grades are more accurate for monitoring purposes	<ul style="list-style-type: none"> <li>Monitoring of summit meetings by FLs and AHTs</li> </ul>	Associate Head	Dec 2019
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**Total budgeted cost** £4,000

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
disadvantaged reviews by SSMs	Barriers to learning (ICT, revision materials, stationery, mentoring) removed	disadvantaged students have fewer opportunities (currently and historically) and may need regular check-ins to reflect on impact of barriers	AHTs to review following data rounds and via caseload meetings	SSMs and AHTs (Lower and Upper School)	Dec 2019
Maths intervention for individual students	Students are fully prepared for the exams	Attainment and progress in core subjects (English and maths) is lower in disadvantaged students nationally.	Liaison with SL maths to ensure quality provision	Subject Leader - Maths	Dec 2019
English intervention for identified year 10 students (small group or 1:1 tutoring) by external tutor	individual weaknesses are addressed in preparation for GCSE	Attainment and progress in core subjects (English and maths) is lower in disadvantaged students nationally.	Liaison with SL English and SENCo to ensure quality provision	Subject Leader - English	Dec 2019

**Total budgeted cost** £47,600

## iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Data driven planning files introduced to staff	Staff use data files and associated data to help plan for need based on enhanced knowledge of the students they teach	EEF and Sutton Trust findings suggest that targeted feedback and planning can improve progress by up to 3 months	FL, SL monitoring via summit meetings	AHT	Data round 1 – Dec 2019
Remove barriers to accessing the curriculum and other areas of school life, to include: <ul style="list-style-type: none"> <li>access to school trips and visits where these are deemed essential or desirable to the curriculum</li> <li>support purchasing of items of uniform.</li> <li>provide stationery equipment, revision guides, FT ingredients, as appropriate</li> <li>support use of technology by providing tablet / computer</li> </ul>	Disadvantaged students are not limited in participating in all aspects of school life	Participation in visits and trips by disadvantaged students must contribute to cultural capital of all. Disadvantaged student participation in non-essential and essential visits, as well as music lessons and other activities must not be limited by access to funding	<ul style="list-style-type: none"> <li>Trip leaders to identify on RFA level of support for disadvantaged</li> <li>Data Analyst to monitor participation on trips by disadvantaged students, especially if there is over-subscription</li> <li>SSMs to monitor access to funds following regular meetings with disadvantaged students</li> </ul>	SSMs/ AHT – Upper School / Data Analyst	Dec 2019
<b>Total budgeted cost</b>					<b>£4,500</b>

## 6. Review of expenditure

<b>Academic year</b>	<b>2018-19</b>		
<b>see information below which was based on format used for 2017-18</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Impact on learning</b>	<b>Continuing action</b>
1. subscription to ClassCharts	<ul style="list-style-type: none"> <li>use of data-driven seating plans to promote quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>use of ClassCharts is effective, but more development work is needed to improve consistency across</li> </ul>	<ul style="list-style-type: none"> <li>continue subscription</li> </ul>

	<ul style="list-style-type: none"> <li>• use of positives and negatives as behaviour prompts</li> <li>• setting of homework electronically to improve organisation and parental support</li> </ul>	<p>departments and across year groups</p> <ul style="list-style-type: none"> <li>• monitoring of disadvantaged students for positives and negatives is one area used to inform intervention</li> </ul>	
2. marking policy	<ul style="list-style-type: none"> <li>• effective feedback is provided</li> </ul>	<ul style="list-style-type: none"> <li>• students report in conversations with observers that feedback is more effective</li> </ul>	<ul style="list-style-type: none"> <li>• move focus to new ARR policy</li> </ul>
3. Benchmarking for years 7-11	<ul style="list-style-type: none"> <li>• accurate performance data is available to inform intervention</li> </ul>	<ul style="list-style-type: none"> <li>• students are clear on feedback to promote progress</li> </ul>	<ul style="list-style-type: none"> <li>• change focus in new ARR policy</li> <li>• continue use of SISRA analytics</li> <li>• subscribe to Go4Schools</li> </ul>
4. Educational visits	<ul style="list-style-type: none"> <li>• no student is excluded from an activity on grounds of cost</li> </ul>	<ul style="list-style-type: none"> <li>• inclusive and supportive access to cultural capital development</li> </ul>	<ul style="list-style-type: none"> <li>• continue approach</li> <li>• deeper analysis of impact / access</li> </ul>
5. Staffing costs	<ul style="list-style-type: none"> <li>• Student Support Managers to provided mentoring support for disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps in all measures decreasing</li> </ul>	<ul style="list-style-type: none"> <li>• SSM role to develop towards monitoring impact of summit meeting outcomes</li> </ul>
6. Educational resources	<ul style="list-style-type: none"> <li>• no student is excluded from an activity on grounds of cost</li> </ul>	<ul style="list-style-type: none"> <li>• inclusive and supportive access to cultural capital development</li> </ul>	<ul style="list-style-type: none"> <li>• continue approach</li> <li>• deeper analysis of impact / access</li> </ul>
7. Literacy Intervention	<ul style="list-style-type: none"> <li>• promote reading and vocabulary to support access to exam technique and oracy</li> </ul>	<ul style="list-style-type: none"> <li>• less than anticipated</li> </ul>	<ul style="list-style-type: none"> <li>• subscription cancelled as not offering value for money</li> </ul>
8. DT costs	<ul style="list-style-type: none"> <li>• no student is excluded from an activity on grounds of cost</li> </ul>	<ul style="list-style-type: none"> <li>• inclusive and supportive access to cultural capital development</li> </ul>	<ul style="list-style-type: none"> <li>• continue approach</li> <li>• deeper analysis of impact / access</li> </ul>

## 7. Additional detail

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