



HECKMONDWIKE GRAMMAR SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Heckmondwike Grammar School
Number of pupils in school	1024 KS3 & KS4 1526 Total
Proportion (%) of pupil premium eligible pupils	6.8
Academic year/years that our current pupil premium strategy plan covers	2021/2022 A three year plan will be developed following further diagnostic assessment of student need.
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stuart Voyce, Deputy Headteacher
Pupil premium lead	James Longridge, Achievement Coordinator
Governor / Trustee lead	Jane Dixon, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,850
Recovery premium funding allocation this academic year	£10,150
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	£77,000

Part A: Pupil premium strategy plan

Statement of intent

Heckmondwike Grammar School is a high performing school that has been providing students from across West Yorkshire with an outstanding Grammar School Experience since 1897. We intend to provide all of our students, regardless of their background or socioeconomic status with a rich and thorough education that will enable them to reach their maximum potential to live successful and fulfilled lives. This pupil premium strategy will outline the framework that we will use to help us achieve this goal.

Heckmondwike Grammar School has a relatively low number of pupil premium students when compared to the national mean average HGS = 6.8% (74 students) National average = 20.8%. Our pupil premium students consistently make better progress than the national average, however, they also make statistically less progress than their non-pupil premium peers. Given this starting point, we aim to provide our pupil premium students with equity, as opposed to equality, that will help to reduce the negative impact that socioeconomic circumstances can have upon learning.

In line with the Education Endowment Foundation guidance, this strategy will form the basis of a long term, tiered approach that will focus on the following key areas:

- Development of teaching and learning
- Academic Intervention
- Wider Approaches

These tiers form the basis of our strategy and will be implemented as part of a three-year plan to develop a collective culture of providing our disadvantaged students with the best possible educational experience. We will review this plan on an annual basis to consider our changing learner needs and evaluate the impact of our actions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>GCSE Progress 8 performance</p> <p>Pupil premium students at Heckmondwike grammar school make statistically less progress than their non-pupil premium counterparts at GCSE level (appendix A).</p>
2	<p>GCSE performance in English</p> <p>Pupil premium students make statistically less progress in English than their non-pupil premium counterparts (appendix A).</p> <p>With the exception of the 2019/2020 results the performance of boys in GCSE English is the main area of concern.</p> <p>The 2020 – 2021 SISRA estimated P8 score for pupil premium in English was - 0.52. Four of last year’s Year 11 students have sat the GCSE English exam in November with the aim of improving these grades.</p>
3	<p>Covid catch up</p> <p>Research into pupil engagement in remote learning conducted by the NFER and Nuffield Foundation indicates that the Covid pandemic had a disproportionately negative impact upon the learning and progress of disadvantaged students.</p> <p>The performance of pupil premium students will be analysed following the data collection point on the 3rd December with the intention of identifying gaps in learning and structuring a framework of support.</p> <p>Additional action may be required to help individuals who have faced additional challenges linked to absence or illness during the pandemic.</p>
4	<p>Extra curricular participation</p> <p>Participation in extra-curricular clubs and activities increases cultural capital and develops interpersonal skills.</p> <p>Heckmondwike Grammar School provides a significant number of extra-curricular activities, and we now record student participation on ClassCharts (introduced September 2021). This data provides the opportunity to monitor student participation and initial analysis suggests that fewer pupil premium students are engaging, when compared to their non- pupil premium counterparts.</p> <p>Further investigation is needed to find out more, with additional action implemented as needed.</p>

5	<p>Equipment and Resources</p> <p>Socioeconomically disadvantaged students may have restricted access to the equipment and resources that non-pupil premium students may have.</p> <p>As part of this pupil premium strategy a programme of assessing student needs will be implemented with the aim of providing any equipment or resources to ensure that pupil premium students have everything they need to establish educational equity with their non-pupil premium peers.</p> <p>Any equipment or resources may include:</p> <ul style="list-style-type: none"> • Books and revision guides • Subject Specific equipment and consumables • IT Facilities including access to the internet <p>In addition to these, pupil premium funding will also be used to provide funding towards trips and visits.</p> <p>Records of allocation will be maintained to further monitor the address any areas of need.</p>
6	<p>Staff Development ‘being disadvantaged’</p> <p>The initial focus of the three year plan is to develop staff understanding of ‘being disadvantaged’ with a clear message that teachers must be able to identify the pupil premium students within their groups and understand the additional challenges that they may be facing.</p> <p>A key aim of this strategy is to raise staff awareness of ‘being disadvantaged’ with emphasis placed upon establishing equity, not equality in the classroom. In addition to this, it is crucial that staff recognise that the label of ‘being disadvantaged’ means that they lack opportunity, rather than talent.</p> <p>Staff Development Teaching and learning</p> <p>The development of high-quality teaching and learning is a core aspect of this policy and continued emphasis will be placed upon staff CPD to develop practice and maximise the quality of education for all students.</p>
7	<p>Assessment, recording and reporting</p> <p>Recent changes to the school assessment, recording and reporting system has provided the opportunity to refine and streamline the identification of target students and coordinate further intervention.</p> <p>As part of this strategy it is crucial that these systems are tied together to provide accurate and relevant information about our pupil premium students to help track their progress and adapt teaching and intervention as necessary.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged students at KS4 level with a focus on maximising the GCSE Progress 8 score.	The GCSE Progress 8 gap between pupil premium and non-pupil students is closed or inversed.
Improved progress in GCSE English (with an addition focus on improving the progress of boys).	Students (especially boys) achieve their target grades or higher in GCSE English Language.
Mitigate against the negative impact of Covid upon the performance of our pupil premium students across the KS3 and KS4 curriculum.	Most of our pupil premium students achieve their target grade or higher in the end of year milestone assessments.
To provide our pupil premium students with educational equity, rather than equality, to reduce the negative impact that socioeconomic circumstances can have upon learning. Pupil premium students will have everything they need to engage in all aspects of school life.	Pupil premium students have everything they need to make maximum progress and achieve or exceed their target grade by removing learning barriers caused by their socioeconomic status.
Teaching staff will have an increased awareness of 'being disadvantaged' and will be able to recognise their pupil premium students and support their additional learning needs.	Students are provided with high-quality teaching and learning that meets the needs of our pupil premium students and enables maximum progress to be made.

Activity in this academic year

This 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: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise the profile of pupil premium at Heckmondwike Grammar School.</p> <p>Achievement Leader for Social Mobility to provide CPD/ training inked to disadvantage.</p> <p>Increase staff awareness of 'disadvantage' and the associated impacts upon student learning over time.</p> <p>Key messages are:</p> <ul style="list-style-type: none"> • Equity V's Equality • Pupil Premium students lack opportunity, not talent. <p>Learning walks with a focus on pupil premium students to be completed by The Achievement Leader for Social Mobility and Subject Leaders to ensure that learner needs are being met.</p>	<p>The most effective pupil premium strategies require a collective understanding of how 'disadvantage' impacts upon pupils learning and how the school will address this impact (M. Rowland).</p> <p>All teachers must be familiar with the pupil premium students within their groups and their additional educational requirements.</p>	6
<p>To engender a clear focus on teacher improvement through CPD linked to the development of high-quality teaching and learning in accordance with the school teaching and learning framework.</p>	<p>The Education Endowment Foundation highlight the importance of high-quality teaching and learning within an effective pupil premium strategy.</p>	1,2,6
<p>Achievement Leader for Social Mobility to work with the Head of English to</p>	<p>Pupil premium students make statistically less progress in English than their non-pupil premium counterparts (appendix A).</p>	1,2

investigate subject specific issues in GCSE English before developing and implementing an action plan to address the pupil premium gap. Potential action may include targeted intervention, online tutoring or additional staffing.		
Achievement Leader for Social Mobility to look at the potential of introducing a whole school 'Accelerated Learner Programme' that will be used to provide target pupil premium students with additional help and support following the Data Collection points.		1,3,5

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

Budgeted cost: £ 30150 (including £10150 Recovery Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a programme of diagnostic assessment that will assess and highlight the educational needs of our pupil premium students. The aim of this is to collect and pull together information that will be used by all stakeholders to identify needs, provide support, and shape the pupil premium strategy.</p> <p>Student access to equipment and resources will also be assessed as part of this diagnostic assessment.</p> <p>This diagnostic assessment will also identify target students for the accelerated learner programme.</p>	<p>The EEF Guide to the Pupil Premium – Autumn 2021 highlights the importance of diagnostic assessment as part of a cyclical pupil premium strategy in order to maximise effectiveness.</p>	3,4,7

<p>Achievement Leader for Social Mobility to work with the Data Manager to ensure that Pupil Premium and Bursary students can easily be identified on our assessment systems (i.e. ClassCharts and Go4 Schools). In addition to this, it is important that all pupil premium data can be broken into further categories (i.e. gender/ ethnicity) to identify patterns and trends.</p>	<p>Clear and accurate data is crucial to ensure that actions are based on assessment and not assumptions.</p>	<p>6,7</p>
<p>Further development of the whole school Assessment, Recording and Reporting system to increase consistency and accuracy of data when tracking student progress.</p>	<p>The accuracy of our data is crucial when evaluating and evidencing the impact of this pupil premium strategy.</p>	<p>7</p>
<p>Explore opportunities for greater form tutor involvement in working with their pupil premium students to provide additional support when reviewing and writing targets.</p>		<p>1,7</p>
<p>Develop a database to record how equipment and resources are distributed and used to support the learning of pupil premium students.</p> <p>Work with Subject Leaders to identify key publications and equipment requirements to ensure that pupil premium students have everything they need to succeed.</p>		<p>5</p>
<p>Use diagnostic assessment to identify key Year 10 and 11 students and provide them with additional tutoring in English and Maths as part of</p>	<p>Further assessment is needed to fully identify student need.</p>	<p>1,2,3</p>

the Recovery Premium Funding.		
-------------------------------	--	--

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

Budgeted cost: £ 16850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redeploy the Faculty Leader for Create as an Achievement Leader for Social Mobility with responsible for Pupil Premium and Bursary students.	Leadership of social mobility will provide pupil premium and bursary students with additional support to improving the quality of education	
Actively monitor pupil premium student involvement in extra-curricular activities with the aim of removing any barriers that may be restricting student engagement.	Participation in extra-curricular activities can develop interpersonal skills and cultural capital.	4
<p>Develop a system of recording how equipment and resources are distributed and used to support the learning of pupil premium students.</p> <p>Work with Subject Leaders to identify key publications and equipment requirements to ensure that pupil premium students have everything they need to succeed.</p> <p>Look for opportunities to provide students with further equity to engage in all aspects of school</p>		5

life i.e. additional extra-curricular resources.		
<p>Provide additional financial support for trips and visits.</p> <p>A record of all trips and visits will be created to track spending.</p>	<p>School trips and visits provide additional experiences that develop confidence, expand cultural awareness and strengthens relationships between students and staff.</p>	5

Total budgeted cost: £77000

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 2020 to 2021 academic year.

The 2020 - 2021 academic year was heavily disrupted by the Covid pandemic and national lockdowns. In addition to this, the absence of national examinations and subsequent generation of Teacher Assessed Grades (TAG's) has resulted in limited data.

The national lockdown in January 2021 had a significant impact on the 2020-2021 pupil premium strategy and many adaptations were made with pupil premium funding spent differently to help look after our students during this challenging period. As part of our response, our pastoral team was expanded with additional members of non-teaching staff and provided with time to make student phone calls to check in with students and offer educational and emotional support where needed. This team also contacted parents following concerns linked to their child's attendance or participation in our online learning. Additional IT equipment was also needed during this time and our IT team coordinated the purchase and distribution of student laptops in response to student need to ensure that every student had everything they needed to engage with our online learning provisions. The IT also purchased and distributed equipment for teachers to ensure that live lessons could be delivered on Microsoft Teams following the normal school timetable.

Monitoring of student engagement and progress during this period suggested that students continued to make strong educational gains despite the challenging circumstances.

Quality of teaching for all £29000

Action	Evaluation
To engender a clear focus on teacher improvement through high quality CPD supported by effective	A variety of different CPD sessions have been delivered by Members of the senior team and our teacher development specialist over the course of the year. Sessions were focused on a variety of teaching and learning topics including the development of our new curriculum, the WalkThrus educational package and other teaching and learning theory i.e. metacognition.

whole school systems	<p>As part of these individual sessions, teachers were also asked to select and trial strategies linked to developing teaching and learning in subject-specific areas e.g. questioning techniques.</p> <p>A new teaching and learning framework was introduced at the start of the 2020 academic year with key focus areas on clarifying the intended outcomes (including knowledge and understanding, vocabulary and skills development) for each scheme of work. As part of this initiative, subject leaders have worked with their teams to review their curriculum plans, reflect upon the chronology of learning and develop their curriculum packages to further enhance the quality of teaching and learning.</p> <p>In addition to this, individual subject reviews completed by SVE have provided subject leaders and teaching staff with additional feedback linked to the quality of teaching and learning within their subject areas. Recommendations to further develop the effectiveness of teaching and learning have also been shared as part of this review process.</p>
----------------------	---

Targeted support £19480

Action	Evaluation
Head of Year Support	A staffing structure review was completed during the 2020 - 2021 academic year with recommendations made and implemented in September 2021. The existing Faculty Leaders were redeployed and Achievement Coordinators were introduced for KS3, KS4, KS5 and whole school social mobility. In addition to this, new Head of Year positions were created for Years 7- 11 with the intention of increasing academic progress. The impact of these staffing changes is difficult to evaluate at this stage, however, a wide range of opportunities have been created.
English intervention for identified students (small group or 1:1 tutoring) by an external tutor	A Second in Department for English with responsibility for KS3 has been appointed with the intention of boosting student progress.

Other Approaches £5000

Action	Evaluation
--------	------------

<p>Remove barriers to accessing the curriculum and other areas of school life, to include:</p> <ul style="list-style-type: none"> • access to school trips and visits where these are deemed essential or desirable to the curriculum • support purchasing of items of uniform. • provide stationery equipment, revision guides, FT ingredients, as appropriate <p>support use of technology by providing tablet/ computer</p>	<p>Pupil premium students have continued to receive financial support to trips or activities that have required a parental contribution.</p> <p>All students were questioned regarding their access to IT facilities as part of our response to the covid pandemic and numerous iPads and laptops were lent to students to ensure that everyone could engage in our outline learning provisions.</p> <p>In addition to this, we provided many of our KS4 students with subject-specific revision guides and resources to ensure that they had everything they needed.</p>
---	---

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Year 10 and 11 catch up online tutorial sessions for English, Maths, Physics, Chemistry, Biology, History and Geography (total of 140 students).	TLC Live – Online tutoring Company

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Pupil Premium V's Non- Pupil Premium Progress 8 - 2016 - 2021													
	Name	Filter Value	KS2 Prior	Stu Count	A8 Pts	Average A8 Grade	A8 Est	Eng P8	Mat P8	EBacc P8	Open P8	P8	Tot Slots Filled
20/21	Pupil Premium / Bursary	Pupil Premium	5.56	12	74	7.4	68.31	-0.525	0.702	0.733	1.047	0.569	10
20/21	Pupil Premium / Bursary	X Non PP / Bursary	5.57	168	75.62	7.56	69.09	0.143	0.634	0.88	0.932	0.699	10
19/20	Pupil Premium / Bursary	Pupil Premium	5.53	10	72	7.2	67.31	-0.109	0.368	0.578	0.628	0.414	10
19/20	Pupil Premium / Bursary	X Non PP / Bursary	5.54	170	76.02	7.6	67.81	0.301	0.758	0.917	1.078	0.81	10
18/19	Pupil Premium / Bursary	Pupil Premium	5.43	18	68	6.8	63.75	0.135	0.319	0.597	0.518	0.425	10
18/19	Pupil Premium / Bursary	X Non PP / Bursary	5.54	183	73.39	7.34	67.91	0.263	0.544	0.637	0.624	0.541	9.96
17/18	Pupil Premium / Bursary	Pupil Premium	5.52	10	66.15	6.62	66.01	-0.391	0.404	0.042	-0.006	0.014	10
17/18	Pupil Premium / Bursary	X Non PP / Bursary	5.57	152	73.16	7.32	67.6	0.194	0.64	0.571	0.645	0.532	9.99
16/17	Pupil Premium / Bursary	Pupil Premium	5.62	18	70.53	7.05	69.51	-0.51	0.294	0.325	0.034	0.064	10
16/17	Pupil Premium / Bursary	X Non PP / Bursary	5.58	141	72.81	7.28	67.9	0.178	0.714	0.604	0.34	0.461	10