

Pupil Premium strategy statement

This statement details our school's use of The Pupil Premium (and recovery premium for the 2023 to 2024 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	Y7-11 = 1046 Y7-13 = 1475
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	N Thomas, Deputy Headteacher
Pupil premium lead	M Maguire, Assistant Headteacher
Governor lead	M Pinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,205
Recovery premium funding allocation this academic year	£17,388
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82,593
NB - The figures listed above correlate with the following financial periods: Pupil Premium Funding = Tax Year (1 st April 2022 – 31 st March 2023) Recovery Premium Funding = Academic Year (1 st September 2022 – 31 st August 2023)	

Part A: Pupil premium strategy plan

Statement of intent

Heckmondwike Grammar School has a relatively low number of pupil premium students when compared to the national average (HGS - 6.3% (66 students), national average – 23.8%). Our pupil premium students consistently make better progress than the national average. In order to maintain this, we aim to provide our pupil premium students with equity, as opposed to equality; thereby diminishing the differences that socioeconomic circumstances can have upon learning.

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. Our values of respect, responsibility and excellence are central to all that we do, and we instil our ethos of 'nothing without work' in every student. We intend to provide all students, irrespective of their background or socioeconomic status with a rich and broad educational experience that will enable them to reach their maximum potential, so they can live successful and fulfilled lives. We intend for all students to feel valued and included as a member of our school community.

All of our stakeholders, including governors, will have a shared understanding of how disadvantage impacts on students' learning and broader experiences. From this, we intend to ensure that all stakeholders maintain a shared responsibility in addressing disadvantage.

We intend for high quality teaching and learning to be at the centre of this approach, with a focus on the needs of our disadvantaged cohort. The attainment and progress of our all students will be sustained and improved as a result of using research and evidence-informed approaches to diminish the differences between disadvantaged and non-disadvantaged students. Our continuing professional development programme will be focused on school improvement initiatives that will make the greatest difference to our disadvantaged students' educational experience.

We intend for high quality pastoral care to underpin our strategy. Where the excellent relationships that exist between staff and students are used to overcome challenges and make a positive difference.

Challenges

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

Challenge number	Detail of challenge 2022-25 (Updated Dec 2023 – previous challenges available in Appendix 1)
1	We recognise that having low numbers of students eligible for The Pupil Premium means that it is even more important to be mindful of seeing education through the lens of a disadvantaged student and their family. As such, we need to strengthen our approach to assessment (academic and non-academic) to ensure we are not making any assumptions about a students' educational experience.
2	Our tracking systems indicate that disadvantaged students have slightly lower attendance than that of their peers. As such, we need to strengthen our approach to attendance intervention at an individual level.
3	Our tracking systems indicate that disadvantaged students engage in slightly fewer extracurricular activities than their peers. Further analysis indicates a greater gap in the average number of times that these students engage in extracurricular activities, compared with their peers. As such, we need to find a way to improve access to extracurricular activity to prevent social isolation and ensure students feel included as a member of the school community.
4	Our observations indicate that disadvantaged students require more targeted support when it comes to careers education, information, advice and guidance to broaden their knowledge and skills for future learning and employment. As such, we need to strengthen our approach to CIEAG at an individual level.
5	Our observations suggest that disadvantaged students may not have the financial capital to access wider opportunities or fund additional learning resources, compared with their peers. As such, we will be more deliberate in offering support following assessment of need.

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 assessment of need, both academic and non-academic.	<p>We will assess the needs of students to avoid making assumptions about language and oracy, background knowledge, good learning behaviours and/or positive learning experiences. This information will be used to inform intervention approaches.</p> <p>All students (KS3 and KS4) will have their reading age tested annually to inform literacy interventions and quality first teaching.</p>
Improved attendance of pupil premium students.	We will narrow the gap between the attendance of disadvantaged students and their peers.
Improved involvement in extracurricular provision.	<p>Disadvantaged students will achieve on average the same number of 1898 points (awarded for involvement in extracurricular activity) as their peers.</p> <p>The gap in the average number of extracurricular opportunities engaged in by disadvantaged compared with their peers will have narrowed.</p>
Improved access to careers education, information, advice and guidance.	<p>By the end of 2024/25 our fulfilment of the Gatsby Benchmarks will be explicit and robust. Gatsby 4 and 6 will be improved to provide students with meaningful careers links throughout the curriculum and experience of the workplace.</p> <p>Disadvantaged students will benefit from targeted opportunities to experience CIEAG.</p>
Improved access to resources that support learning and the development of cultural capital.	<p>Student voice from disadvantaged students will indicate that they have everything they need to make maximum progress and achieve or exceed their target grade by removing learning barriers caused by their socioeconomic status.</p> <p>We will ensure that pupil premium students have equity in accessing opportunities that develop their cultural capital e.g. trips, visits and music. A subsidy of up to 25% will be given towards non-essential trips/visits and up to 100% will be given towards essential trips/visits.</p>

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen our approach to assessment (academic and non-academic)	Assessment, not assumption is a key strength in best practice surrounding The Pupil Premium strategy. Addressing Educational Disadvantage: from strategy to the classroom . This is also a key factor in ensuring that in schools with low numbers of students eligible for The Pupil Premium, we make a concerted effort to assess how disadvantage can impact on a students' educational experience. Implementation Matters: addressing disadvantage in school with low numbers of pupils eligible for The Pupil Premium .	1

<p>Appoint a whole school Literacy Lead to bring about improvements in this area.</p> <p>Purchase of standardised literacy assessments to use on a yearly basis, across KS3 and 4.</p> <p>We will fund training for all staff to ensure assessment data is used and interpreted correctly.</p> <p>Improving literacy in all subject areas in line with EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund CPD for each subject area – The National College.</p> <p>We will invest in training for all staff on disciplinary literacy strategies, by incorporating this as a strand in our whole school Teaching and Learning framework.</p>	<p>The EEF Improving Literacy in Secondary Schools guidance recommends that schools prioritise disciplinary literacy across the school. Building capacity in this area will support us to do this.</p> <p>Standardised literacy assessments can provide reliable insights into specific strengths and weaknesses of each student to help ensure they receive the correct additional support through quality first teaching or targeted interventions.</p> <p>This will inform the explicit teaching of reading, in line with Ofsted's recent research and the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. The EEF shared a useful blog on What We Mean by Disciplinary Literacy that compliments their guidance on Improving Literacy in Secondary Schools.</p> <p>We can learn from a failed attempt at embedding a disciplinary literacy strategy, as reported by Research School. Ensuring we draw on the EEF Implementation Guidance to maximise the success of this strategy.</p>	<p>1, 3, 4, 5</p>
<p>Build agency amongst Heads of Year to effectively address the needs of individual students, through target assessment of their academic and non-academic success.</p>	<p>As a school with low numbers of students eligible for The Pupil Premium, we can afford the time to invest in individuals and be an expert in our students, as recommended in Implementation Matters: addressing disadvantage in school with low numbers of pupils eligible for The Pupil Premium.</p>	<p>1, 2, 3, 4, 5</p>
<p>Develop a 'Revision Curriculum' to support students in developing good learning behaviours.</p> <p>Invest in CPD to ensure teachers build retrieval effectively into the curriculum.</p>	<p>Explicitly teaching pupils how to organise and effectively manage their learning independently is a recommendation in the EEF Metacognition and Self-Regulatory Learning guidance.</p>	<p>1, 5</p>

Invest in CPD to ensure teachers are adapting their teaching/ the curriculum in response to assessment of need.	Adaptive teaching is gathering momentum as a preferred alternative to differentiation, as cited in EEF: Moving from differentiation to adaptive teaching .	1
Invest in Alps Connect to ensure that the academic performance of all students is valued, tracked and monitored effectively. Invest in CPD to support with the implementation of Alps Connect as a tool to support with assessment of need.	Through exploring Alps Case Studies we have selected this system as one that can support us to set highly aspirational targets for our students, and support them to attain them.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving opportunities for disadvantaged students to share their views. We will invest in a system that allows us to regularly record the views of our disadvantaged students, to support them to overcome any barriers they may face in maximising their educational success.	Regularly harnessing the views of pupil premium students is cited as good practice in The National College webinar on Maximising your Pupil Premium and Understanding your Ofsted Accountability , delivered by Maggie Parker (Chair of a Multi-Academy Trust and highly experienced educator supporting schools and working closely with the DfE.) Diagnosing students' needs is Step One in the EEF Using Your Pupil Premium Funding Effectively guidance. The nature of our school context means that our students understand pupil premium funding and can articulate challenges they face in maximising their educational success.	1, 3, 4, 5
Providing revision guides and study support materials for all Key Stage 4 students, to ensure equity in	Explicitly teaching pupils how to organise and effectively manage their learning independently is a recommendation in the EEF Metacognition and Self-Regularly Learning guidance.	1, 5

access to the curriculum.		
Providing one to one or small group tuition on a case-by-case basis, following high quality assessment of need. Ensure intervention of this nature is done as early as possible.	In the EEF: Small Group Tuition study it was found that disadvantaged students benefit most from this kind of support. However, quality is important and we will be mindful of the perceptions surrounding this type of support within our highly academic environment.	1, 5

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

Budgeted cost: £22,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving our Attendance Strategy to continue to raise the attendance of all students.	Attendance is a national priority as we emerge from the pandemic. The DfE have released guidance for schools on Working Together to Improve Attendance .	2
Improving our Careers Education, Information, Advice and Guidance in line with national benchmarks.	Ensuring compliance with the national Gatsby Benchmarks . Fulfilment of The Baker Clause, within The Education Act .	4
Redefining our subsidies towards educational trips/visits.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes, especially relating to building social and cultural capital. Some related evidence of the impact can be found in EEF: Arts Participation and EEF: Physical Activity .	3
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to need that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £ 82, 593

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 2021 to 2022 academic year.

Intended outcome	Impact
Improved attainment for disadvantaged students at KS4 level with a focus on maximising the GCSE Progress 8 score.	Pupil premium students outperformed their non pupil premium peers at GCSE: PP – 0.86
Improved progress in GCSE English (with an addition focus on improving the progress of boys).	All students - 0.73
Mitigate against the negative impact of Covid upon the performance of our pupil premium students across the KS3 and KS4 curriculum.	Progress of boys improved: Girls – 0.69 Boys – 0.76
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.	Performance in GCSE English improved: A8 – 14.9
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.	

Intended outcome	Impact
Improved attainment of pupil premium students in English at the end of KS4.	Disadvantaged students' GCSE outcomes: DS – 0.07 All students – 0.79 Whilst our disadvantaged students made above average progress there was a negative gap between them and their non- disadvantaged peers. In-school evaluation tells us that some of this is due to the impact of the Covid-19 pandemic, particularly wellbeing, mental health and attendance. However, it is clear that the strategy needs further strengthening. As such, Challenge 1 has been adjusted to reflect a

<p>Improved attendance of pupil premium students.</p>	<p>wider approach in response to research into Implementation Matters: addressing disadvantage in school with low numbers of pupils eligible for The Pupil Premium. This states that we should take care using % of students achieving a particular standard (e.g. English GCSE) to measure success or otherwise. As such, we will ensure all assessment data, diagnostic and summative is meaningful for teachers and leaders in strategising the support for disadvantaged students.</p> <p>Our internal analysis shows that attendance monitoring is improving attendance on an individual level and in many cases, there has been positive impact. There still remains a gap between disadvantaged and non-disadvantaged student attendance but this has been</p>
<p>Improved involvement in extracurricular provision.</p>	<p>disproportionately affected by individual cases where we have required support from external agencies. The gap between disadvantaged and non-disadvantaged attendance is narrowing, compared to pre-Covid data.</p> <p>Attendance: 2022/23 Disadvantaged – 87.3% Non-disadvantaged – 91.5%</p> <p>Attendance pre-covid: 2018/19</p>
<p>Improved access to careers education, information, advice and guidance.</p>	<p>Disadvantaged – 85.4% Non-disadvantaged – 91.1%</p> <p>Persistent absence (PA) nationally for disadvantaged students was 37.9%. PA in the disadvantaged cohort at HGS remains significantly below this figure.</p> <p>Our extracurricular offer has strengthened this year post-Covid and involves many more trips and visits. We have reflected on our disadvantaged students’ accessibility to these and have made adjustments to subsidies in order to support as many students as possible to get involved in these opportunities.</p>
<p>Improved access to resources that support learning and the development of cultural capital.</p>	<p>An external review of CIEAG in October 2023 found improvements in the planning of opportunities from Y7-13, following the Ofsted visit in April 2022. There are zero NEET students as of October 2023 (Calderdale and Kirklees Careers).</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
Unifrog	Unifrog
Educake	Educake
Seneca Learning	Seneca
ClassCharts	TES Global Ltd
Lexia PowerUp	Lexia UK
Literacy Assessment Online	TES Global Ltd
The National College	National Education Group Ltd

Appendix 1: Strategy Challenges Before 2023-24 Edit (for reference)

Challenge number	Detail of challenge 2022-25 Original
1	Pupil premium students do not perform as well in GCSE English Language/Literature as they do in other core GCSE subjects.
2	Our tracking systems indicate that pupil premium students have slightly lower attendance than that of their peers.
3	Our tracking systems indicate pupil premium students engage in slightly fewer extracurricular activities than their peers. Further analysis indicates a greater gap in the average number of times that a pupil premium student engages in extracurricular activities, compared with their peers.
4	Our observations indicate that pupil premium students require more targeted support when it comes to careers education, information, advice and guidance to broaden their knowledge and skills for future learning and employment.
5	Our observations suggest that pupil premium students may not have the same accessibility to resources that support with their learning and development of cultural capital, compared with their peers.