

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 66 |
| 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 2022 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | N Thomas, Deputy Headteacher |
| Pupil premium lead | M Maguire, Assistant Headteacher |
| Governor lead | S Doubell |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £ 68,950 |
| Recovery premium funding allocation this academic year | £ 19,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £88,270 |

NB - The figures listed above correlate with the following financial periods:

Pupil Premium Funding = Tax Year (1st April 2022 – 31st March 2023)

Recovery Premium Funding = Academic Year (1st September 2022 – 31st August 2023)

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 average (HGS - 6.3% (66 students), national average - 22.5%, up from 20.8% in 2021-22). Our pupil premium students consistently make better progress than the national average; in 2021-22 they also made more progress than their non-pupil premium peers. 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.

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
- Targeted 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, where relevant, update 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 | 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. |

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 of pupil premium students in English at the end of KS4. | <p>We will narrow the gap between performance in English and Maths/Science, especially for pupil premium students.</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 pupil premium students and their peers. |
| Improved involvement in extracurricular provision. | <p>Pupil premium 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 pupil premium compared with their peers will have narrowed</p> |
| Improved access to careers education, information, advice and guidance. | 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. |
| Improved access to resources that support learning and the development of cultural capital. | <p>Student voice from pupil premium 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.</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 |
|---|---|-------------------------------|
| Enhancement of our English teaching and curriculum planning. We will fund teacher release time to complete CPD, and implement this into the curriculum. | Ofsted's Research Review Series produced a review of English. This review explores the research literature relating to English. Its purpose is to identify factors that can contribute to high-quality curriculums, pedagogy, assessment and schools' systems for managing the subject. | 1, 4 |
| Appoint a whole school Literacy Lead to bring about improvements in this area. | 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. | 1, 4 |
| Purchase of standardised literacy assessments to use on a yearly basis, across KS3 and 4. We will fund training for all staff to ensure assessment data is used and interpreted correctly. | 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. This will inform the explicit teaching of reading, in line with Ofsted's recent research and the EEF Improving Literacy in Secondary Schools guidance. | 1, 3, 4, 5 |
| Improving literacy in all subject areas in line with EEF Improving Literacy in Secondary Schools guidance. | 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 . | 1, 3, 4, 5 |

| | | |
|--|--|--|
| <p>We will fund CPD for each subject area. It will be rolled out first in English to help raise English attainment, followed by subjects identified as priorities.</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>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> | |
|--|--|--|

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 |
|---|--|-------------------------------|
| <p>Improving opportunities for pupil premium students to share their views.</p> <p>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.</p> | <p>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.)</p> <p>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.</p> | 1, 3, 4, 5 |
| Providing revision guides and study | Explicitly teaching pupils how to organise and effectively manage | 1, 5 |

| | | |
|---|--|--|
| support materials for all Key Stage 4 students, to ensure equity in access to the curriculum. | their learning independently is a recommendation in the EEF Metacognition and Self-Regularity Learning guidance. | |
|---|--|--|

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

Budgeted cost: £28,270

| 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 |
| 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: £ 88,270

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 All students - 0.73 Progress of boys improved: Girls – 0.69 Boys – 0.76 Performance in GCSE English improved: A8 – 14.9 |
| Improved progress in GCSE English (with an addition focus on improving the progress of boys). | |
| Mitigate against the negative impact of Covid upon the performance of our pupil premium students across the KS3 and KS4 curriculum. | |
| 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. | |
| 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. | |

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 |