

Pupil premium strategy statement

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	North Halifax Grammar School
Number of pupils in school	900 (excluding Sixth Form)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Desmond Deehan, Headteacher
Pupil premium lead	Daniel Kennedy, Assistant Headteacher
Governor / Trustee lead	Nicola Sheehan, Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,970
Recovery premium funding allocation this academic year	£15,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
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	£89,702

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to make our ambitious curriculum and our extensive enrichment programme as accessible to our disadvantaged students as it is to all our other students. We want to remove all the barriers we can to ensure that our vision and our school improvement priorities apply inclusively to, and can be realised by, our entire student body. The three areas for development in our school improvement plan are;

- To increase the scholarship experienced by all students during their time at NHGS
- To develop students' life skills through widening their experiences through participation in the 'Ambit' offer at NHGS
- To ensure the highest possible self-fulfilment and well-being for all students

Using the most up-to-date and credible research from the EEF to support our actions, we want to ensure that ALL students have ALL options open to them and are able to navigate life with confidence and set courses of their own choosing.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress - Barriers caused by the impact of the pandemic. National research shows that school closures, as a result of the Covid-19 pandemic, are likely to have widened the disadvantage gap. This is because disadvantaged pupils tend to have less access to technology, spend less time learning and have reduced support from parents/carers compared with their peers (though not in every case).
2	Financial barriers which could deprive students of access to our full curriculum and experience of the 'Ambit' offer at NHGS and key resources at home, such as: access to ICT at home to do homework/research etc., books, desk, other learning resources and rich learning experiences such as residential trips and other school visits.
3	Possible social anxiety and lack of confidence/self-esteem when comparing themselves to other high prior attaining students in school (PP students nationally less likely to be self-confident) which could make some disadvantaged students less resilient.

4	Potential lack of access to professional role models and “inside” information about careers and universities that might impact adversely on motivation and aspiration or lead to a lack of understanding of the need to complement academic studies with a broad range of enrichment activities to compete for certain courses and jobs.
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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
All PP students to have the experience the ‘Ambit’ offer of the NHGS curriculum.	100% of PP students taking part in an extra-curricular activity inside or outside of school.
All PP students to have access to information about career opportunities and pathways to post 16 study and apprenticeships.	100% of PP students to receive advice from C&K Careers careers adviser.
All PP students to discuss their well-being with support staff and any who display signs of anxiety/lack of self-confidence are signposted to well-being team.	100% of PP students to have an interview with a member of support staff and given the opportunity to discuss their well-being and complete a pupil profile.
Attitudes towards learning in class, independent and home learning are in line with non-PP students.	Scores for PP students at monitoring rounds are in line with non-PP students.

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.

Targeted support

Budgeted Cost- £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the ‘Ambit’ curriculum offer.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2

All PP students given access to an in school counsellor and welfare officer where needed to support their self-fulfilment and well-being	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2
PP students given the opportunity to access external counselling where needed to meet social and emotional needs.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3
PP students given the opportunity to access additional tuition from outside providers where necessary to help academic progress.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1
Meeting material needs of all PP students through support as requested following one-to-one meetings.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2

High quality Teaching

Budgeted Cost- £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the deliver of the EEF recommended strategy of 'five a day' to improve delivery of content by staff.	EEF five a day guide. https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-to-improve-send-outcomes	1
Whole staff training on delivery of trivium at NHGS to improve scholarship throughout the school	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1
All PP students receive information on metacognition strategies and revision help as part of the NHGS Revision Revolution programme.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1

Raising aspirations

Budgeted Cost- £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to have a careers meeting with the school advisor from C&K Careers to promote positive role models and explore career options.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4
NHGS Careers Officer to work with Year 10 PP students to ensure they are provided with a high quality work experience placement.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	4
All PP students to have access to finance to support the cost of school trips in order that they experience the 'Ambit' element of the NHGS curriculum.	EEF the pupil premium guide 2023 https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2

Enhanced curriculum spending

Budgeted Cost- £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
License for GCSE Pod for students in Year 10 and 11	<p>An evidence based approach has been taken on decisions to focus on these areas.</p> <p>Metacognition – (EEF) Evidence suggests the use of metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. With a particular high impact for Disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Memory Strategies – The EEF recognise that developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children. See the EEF report '<i>Cognitive science approaches in the classroom. A review of the evidence.</i>'</p>	1, 2, 4
Public speaking workshop for students in English.	Experience from the English department in using the workshop in previous years to help students develop for the spoken element of the English. Also, the workshop will add to students cultural capital through developing debating and public speaking skills.	1,2, 3, 4
Stardome interactive learning day for Year 7 Physics students.	Feedback from the Physics department on the beneficial effect of the programme for furthering students' knowledge and passion for the subject.	1, 2, 3, 4

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.

Targeted academic support

Activity	Impact
All Year 7 PP students to be offered one hour of tuition in Maths or English (My Tutor). PP students in Year 8-11 to be offered one hour of Maths, English or Science (MyTutor) tuition where a need is identified by HoDs or Director of Main School.	Attendance for PP students for the after school online tuition sessions for academic year 2022/23 was 53%. Student feedback form completed by participants showing that a number of the PP students taking part were positive about their experience with the National Tutoring Programme.
Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds.	Monitoring analysis occurred after each drop. Behaviour and achievement of PP students were found to be in line with non PP students. Where there were concerns with the data, follow up conversations happened. Form tutors, Year Group Leaders, the SENDCo and VP Pastoral all contributed to this process.

Wider Strategies

Activity	Impact
All PP students to have a one-to-one interview with the school careers adviser to explore pathways and offer support.	All PP students placed on appropriate level three pathways at NHGS or other FE provision.
Use of support staff to help put together PP one page profiles,	85% of PP students were taking part in NHGS extra-curricular activities across all year groups.

identify individual needs for students, and carry out post monitoring interviews.	
Use of the expertise of the pastoral officer to engage PP students and parents with all aspects of school life.	PP attendance figure of 91.4% in line with the historic PP average and above the average figure for all UK secondary schools for 2022-23.

Enhanced curriculum spending

Activity	Impact
License for GCSE Pod for students in Year 10 and 11	Engagement figures for streams and downloads for the GCSE Pod programme.
Public speaking workshop for students in English.	Positive feedback from student, staff and organisers of the event.
License for Language Perfect	Engagement figures for streams and downloads of the Language Perfect programme.
Stardome interactive learning day for Year 7 Physics students.	Positive feedback from student, staff and organisers of the event.

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
MFL Tutoring	Private provider
National Tutoring Programme	MyTutor