

Pupil premium strategy 2019/20

1. Summary information					
School	North Halifax Grammar School				
Academic Year	2019/20	Total PP budget	42,000	Date of most recent PP Review	October 2019
Number of pupils	856	Number of Eligible for PP	43	Date for next internal review of this strategy	October 2020

2. 2018/19 Outcomes		
	School Pupils eligible for PP 2019	School Pupils not eligible for PP 2019
% Achieving 5 standard passes inc. English and Mathematics	100	97.4
% Achieving 5 strong passes inc. English and Mathematics	50	91
Progress 8 score average	0.139	0.049
Attainment 8 score average	57.67	68.72

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and oracy skills linked to cultural capital which could prevent students accessing our “Gold” KS3 curriculum, GCSE grades 7 to 9 and A*-B at A Level in particular
B.	Financial barriers which could deprive students of access to 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
C.	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
D.	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
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

4. Desired outcomes	Success criteria
High levels of progress in English and other subjects	PP students at or above EAP score
Access to ICT at home for PP students in Year 7	100% have access to ICT at home
PP students who display signs of anxiety/lack of self-confidence are signposted to Well-being team	Average improvement of 5 or above on well-being scale
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.

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all- Remove barriers					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher levels of progress for disadvantaged	Quality first teaching CPD focus on differentiation, with a particular focus on underachieving boys. Schemes of Work (re)-written to include different starting points and engagement of boys. Curriculum changes to help to provide greater choice of pathways	Attention to different starting points means that all students are pushed to achieve the best they can. Students who struggle to access some areas of the academic curriculum provided with different pathways at GCSE level.	Lesson observations and work scrutiny shining a light on the need for all teachers to be aware of and act upon the different starting points of students in their classes. Implementation of changes to curriculum.	CAT/D LC	Constant in-school monitoring through QA framework. Reports to Governors' meetings.

All staff use Underperformance Prevention Plans (UPPs) for disadvantaged students	Launched at whole-staff training, revisited at staff meetings. KS4 Independent Study lessons provide opportunities for focused one-to one work with disadvantaged students.	Anticipating barriers for all disadvantaged students. All staff aware of potential barriers and act to prevent them	QA activities to be based around the UPPs.	LG	December 2019
---	---	---	--	----	---------------

ii Targeted support – Remove Barriers

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher levels of language, articulation and literacy/ reading ages	Member of Student Support will be given specific brief to work individually to support the reading by providing books based on 1:1 meetings with PP students	Individual support to foster enjoyment of reading whilst developing the literacy and cultural capital of PP students. CPD on articulation – disadvantaged students 2 to 3 times more likely to be identified as having speech, language and communication needs than non-disadvantaged students.	Records of interviews, books read etc. Reading age assessed and measures put in place for low scorers.	JA/DRW	Termly review of records of interviews with students and reading records.
Disadvantaged students have a positive attitude to learning, achieving 3 or better in monitoring.	Close monitoring of Pupil Premium students' attitude to learning can be basis for discussions around barriers in class and at home.	3 or higher attitude to learning for disadvantaged students should result in required levels of academic progress.	Results from monitoring rounds analysed and improvements tracked. Regular review of post-monitoring action plans by YGLs. VP to check reviews of YGLs.	DRW	After each monitoring round.
Disadvantaged students make progress in line with or above non-disadvantaged students	Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds	1:1 post-monitoring discussions with students to set targets for future progress.	Results from monitoring rounds analysed and improvements tracked.	DRW	After each monitoring round

Disadvantaged students make progress in line with or above non-disadvantaged students	Customised spending plan in response to individual needs and concerns raised by staff, teaching staff, parents and students themselves	Remove any barriers to learning that could impede the progress of individuals.	VP to monitor through spreadsheet, keeping a tally of spending on individuals	DRW	Initial interviews, letters to parents etc. administered by end of first half term. Spreadsheet / spending reviewed half-termly.
Disadvantaged students make progress in line with non-disadvantaged students	Produce SEND style one-page profiles inc. specific reference to career plans	The successful use of one-page profiles provided by the SEND team, extending the good practice of SEND to disadvantaged students.	Member of support team has dedicated responsibility to produce plans for all disadvantaged students. Monitored by SENDCo and VP	JA/DRW	Post-monitoring reviews.
Equal access to ICT at home for PP students from Year 7	Provide students with internet access, laptops and printers as required	Disadvantaged students to have equal access to ICT at home as non-PP students	Monitor the percentage of disadvantaged students in Year 7 who have been provided with ICT equipment. Monitor homework records of disadvantaged students.	DRW	Ongoing in first term. Reviewed December 2019
Disadvantaged students show similar resilience and well-being as non-disadvantaged students.	All staff monitor and signpost students to drop-in with Welfare Officer and/or appointments with Well-being and Engagement Officer for engagement sessions or confidential counselling	Increasing numbers of students experiencing mental health issues. Evidence in school and nationally to support early intervention to lower rates of more serious mental health issues.	Well-being and Engagement Officer tracks progress through established well-being scale. Average improvement of 5 or above. Reports to VP and to the Governing Body.	DRW/CB	Termly reports for Governors' meetings.

All disadvantaged students participate in extra-curricular activities at similar rate to non-disadvantaged students.	PP students given questionnaire regarding extra-curricular activities. Results analysed and compared to control group of non-PP students.	Lower levels of engagement of disadvantaged students in extra-curricular activities nationally. Extra support and encouragement needed to identify and remove any possible barriers to participation.	Survey of extra-curricular activities carried out at monitoring rounds. One-to-one discussions with PP students during the course of the school year to monitor extra-curricular activity. Numbers analysed and comparisons made with non-PP students. All proposed educational trips/ visits to actively promote participation by disadvantaged students and to be agreed by Leadership Group on this basis.	DRW	After each monitoring round.
Disadvantaged students to have a full range of options to be able to make the best choices at post-16. No NEETs.	Disadvantaged students encouraged through specific one-to-one meetings and continual encouragement and support.	Relatively lower numbers of disadvantaged students entering 6 th form nationally means extra encouragement / support needed.	Destinations for disadvantaged students monitored separately and analysed for trends. No NEETs.	DRW	January 2020

6. Review of expenditure –2018/19

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (And whether you will continue with this approach)	Cost

Higher levels of progress for disadvantaged	Quality first teaching CPD has focused on differentiation, with a particular focus on underachieving boys.	Lesson observations and work scrutiny shining a light on the need for all teachers to be aware of and act upon the different starting points of students in their classes. CPD for all teaching staff on strategies for engagement, with particular emphasis on disadvantaged boys. GCSE P8 for PP students = 0.139 higher than non-PP total of 0.049 and clear improvement on previous year's P8 of -0.898. EAP totals at least as good as non-PP students in all other year groups.	Focus on disadvantaged students in the classroom using existing QA practices resulted in all staff targeting the progress of disadvantaged students and intervening in a more consistent and comprehensive manner. Focus on and forensic analysis of the progress of all disadvantaged students now well embedded.	3985
All staff use prevention template for disadvantaged students by October half-term	Launched at whole-staff training, piloted by T and L group	Prevention plans were written by all staff for all pupil premium students, anticipating barriers for all disadvantaged students. Staff awareness of potential barriers raised and general increase in actions to prevent them	Reviewed in Summer term of 2019 –decision to look at merging prevention and intervention into one Underperformance Prevention Plan (UPP)	
li Targeted support				
Higher levels of language and literacy/ reading ages	Librarian will be given specific brief to work individually to support the reading by providing books based on 1:1 meetings with PP students	Librarian worked with disadvantaged students to recommend books and encourage reading. Disadvantaged students given New Group Reading Test – identification of those with lower reading levels. 4 disadvantaged students were found to have reading ages under their chronological age. They were given extra support but only one of the four made significant progress in subsequent re-tests.	Member of Student Support team designated to do this moving forwards. A day of timetable per week set aside for one-to-one work with disadvantaged students. Intervention work with students with lower reading ages to be more targeted.	1413
Disadvantaged students have a positive attitude to learning, achieving 3 or better in monitoring	Close monitoring of Pupil Premium students' attitude to learning can be basis for discussions around barriers in class and at home.	50% of the disadvantaged students did not receive a monitoring worse than a 3 in all 3 rounds. (66.6% non-disadvantaged) 18.4% received more than five 4s (5.6% non-disadvantaged) 5% of students received at least one 5 (4.3% non-disadvantaged). 7.7% of disadvantaged students reached Behaviour Tier 3 (3 students) as opposed to 2.8% (23) of non-	Looking at the attitude to learning after each monitoring round gives a good indication of whether or not a student has a positive attitude to their studies and forms the basis for post-monitoring one-to-one discussions.	

		disadvantaged students. No disadvantaged student reached Tiers 4 and 5 (0.8% and 0.1% respectively for non-disadvantaged students). Overall attendance = 95.6% for disadvantaged students (97.1% for non-disadvantaged).		
Disadvantaged students make progress in line with or above non-disadvantaged students	Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds	GCSE P8 for PP students = 0.139 higher than non-PP total of 0.049 and clear improvement on previous year's P8 of -0.898. EAP totals at least as good as non-PP students in all other year groups.	Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds is now fully embedded into all teacher's practice in the school and forms basis for section of Leadership Link meetings with HODs.	
Disadvantaged students make progress in line with or above non-disadvantaged students	Customised spending plan in response to individual needs and concerns raised by staff, teaching staff, parents and students themselves	Continued practice of staff, parent and student suggestions on how PP funding can be used to remove barriers for them individually. Wide range of support given on this basis.	This will continue as relatively low disadvantaged numbers allow for individualised approach. Member of Student Support team designated to work with disadvantaged students will help to further identify ways in which PP funds can be used to remove barriers for individuals.	19292
Disadvantaged students make progress in line with non-disadvantaged students	Produce SEND style one-page profiles inc. specific reference to career plans	SEND-style one-page profiles including specific reference to career plans produced for all disadvantaged students. Student support team work with students to produce these.	This was a very successful initiative and made significant strides in the overall support of disadvantaged students. The allocation of Student Support staff time to do these facilitated the success.	
Equal access to ICT at home for PP students from Year 7	Provide students with internet access, laptops and printers as required	All Year 7 students interviewed one-to-one to identify any IT needs and gaps filled so all students have access to computer and internet at home.	This will continue to be an integral part of the Pupil Premium strategy.	4185
Disadvantaged students show similar resilience and well-being as non-	All staff monitor and signpost students to drop-in with Welfare Officer and/or appointments with	56.4% of disadvantaged students received 99 one-hour sessions in school from either the Welfare Officer or the Well-being and Engagement officer. No disadvantaged student had resilience issues which interfered with the sitting of their external exams.	The well-being of all students at NHGS continues to be a priority – goal number 1 on School Improvement Plan is "Everyone feels safe, is valued, and enjoys the highest possible level of personal well-being".	17834

disadvantaged students	Well-being and Engagement Officer for engagement sessions or confidential counselling	School Mental Health Award – Bronze status achieved.																							
All disadvantaged students participate in extra-curricular activities at similar rate to non-disadvantaged students.	PP students given questionnaire regarding extra-curricular activities. Results analysed and compared to control group of non-PP students	All students given pilot questionnaire on participation in variety of extra-curricular activities. % totals for participation in one or more as follows:- <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>PP students</th> <th>non-PP students</th> </tr> </thead> <tbody> <tr> <td>Academic club</td> <td>50</td> <td>51</td> </tr> <tr> <td>Academic support</td> <td>46</td> <td>25</td> </tr> <tr> <td>Community/charity</td> <td>70</td> <td>66</td> </tr> <tr> <td>Music/perf arts</td> <td>18</td> <td>32</td> </tr> <tr> <td>Sport</td> <td>39</td> <td>58</td> </tr> <tr> <td>Out of school</td> <td>73</td> <td>85</td> </tr> </tbody> </table> <p>Results from this questionnaire have been shared with staff to raise awareness of the need to be pro-active in encouraging disadvantaged students to participate.</p>		PP students	non-PP students	Academic club	50	51	Academic support	46	25	Community/charity	70	66	Music/perf arts	18	32	Sport	39	58	Out of school	73	85	Some clear evidence of areas to work on with regard to disadvantaged student participation. .This questionnaire will now be used by Student Progress Tutors at monitoring rounds and will give important information about participation levels of disadvantaged students compared to non-disadvantaged. A new Principal's Award booklet will be developed starting with Year 7 next year.	
	PP students	non-PP students																							
Academic club	50	51																							
Academic support	46	25																							
Community/charity	70	66																							
Music/perf arts	18	32																							
Sport	39	58																							
Out of school	73	85																							
Disadvantaged students to have a full range of options to be able to make the best choices at post-16. No NEETs	Disadvantaged students encouraged through specific one-to one meetings and continual encouragement and support.	One-to-one meetings with Student Support covers career intentions/aspirations and students are actively encouraged to look into potential university courses, careers etc. A survey of student career aspirations showed disadvantaged students to be on a par with non-disadvantaged students in regard to a vague idea, clear idea or no idea about future career. The school met all eight of the Gatsby benchmarks, being the first secondary school in Calderdale to gain this recognition from an audit carried out by C&K Careers. No disadvantaged students were NEET.	The Underperforming Prevention Plans for disadvantaged students, developed in one-to-one meetings with a member from Student Support, will, continue to place some emphasis on career aspirations from Year 7 onwards. .Through the survey on careers monitoring of disadvantaged student career options will continue.	see above																					
			Total Spend	46709																					

