

# Pupil premium strategy 2020/21

1. Summary information					
<b>School</b>	North Halifax Grammar School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	50,615	<b>Date of most recent PP Review</b>	October 2020
<b>Number of pupils</b>	881	<b>Number of Eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	October 2021

2. 2018/19 Outcomes		
	School Pupils eligible for PP 2019	School Pupils not eligible for PP 2019
<b>% Achieving 5 standard passes inc. English and Mathematics</b>	100	100
<b>% Achieving 5 strong passes inc. English and Mathematics</b>	82	95.5
<b>Progress 8 score average</b>	-0.28	0.07
<b>Attainment 8 score average</b>	68.18	69.51

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</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
<b>B.</b>	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
<b>C.</b>	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
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

<b>4. Desired outcomes</b>	<b>Success criteria</b>
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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/2021</b>			
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.					
<b>i. Quality of teaching for all- Remove barriers</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Higher levels of progress for disadvantaged	CPD on metacognition, memory strategies and use of visualisers knowledge organisers. Continued focus on differentiation, with a particular focus on underachieving boys. Schemes of Work (re)-written to include different starting points and engagement of boys.	Attention to different starting points means that all students are pushed to achieve the best they can.	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.	CAT	Constant in-school monitoring through QA framework.

	Curriculum changes to help to provide greater choice of pathways for those struggling with some academic subjects	Students who struggle to access some areas of the academic curriculum provided with different pathways at GCSE level.	Implementation of changes to curriculum	DLC	Reports to Governors' meetings. Reports to Governors' meetings.
All staff use Underperformance Prevention Plans (UPPs) for disadvantaged students	Used by all teaching staff. Comments in sims on intervention strategies for all PP students 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 2020
<b>ii Targeted support – Remove Barriers</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Through one-to one interviews, ascertain which Year 7 students are in need of ICT equipment at home to support their learning.	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. 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 <sup>th</sup> 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 –2019/20

### 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.	<p>Creative Education and National Education Group training packages.</p> <p>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.</p> <p>Average P8 for GCSE PP students is -0.28 (compared to 0.07 for non-PP students), lower than last year's 0.14, but better than the previous year's -0.89. The overall average for the 11 students was affected by one outlying student in particular whose P8 was -9.3.</p> <p>EAP difference totals in monitoring for all year groups show small difference.</p> <table border="1" data-bbox="705 662 1294 821"> <thead> <tr> <th>Year</th> <th>PP.</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-0.5</td> <td>-0.3</td> </tr> <tr> <td>8</td> <td>-0.2</td> <td>-0.2</td> </tr> <tr> <td>9</td> <td>0.1</td> <td>-0.2</td> </tr> <tr> <td>10</td> <td>-2.0</td> <td>-1.6</td> </tr> </tbody> </table>	Year	PP.	non-PP	7	-0.5	-0.3	8	-0.2	-0.2	9	0.1	-0.2	10	-2.0	-1.6	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.	<b>3929</b>
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All staff use Underperformance Prevention Plans	Launched at whole-staff training, piloted by T and L group	Underperformance Prevention Plans written up after 1:1 discussions with students. Staff awareness of potential barriers raised and general increase in actions to prevent them. Consistent use of UPPs by staff and intervention. Comments for PP students in sims at monitoring.	More consistent use of these by teaching staff after streamlining with prevention plans. Greater understanding shown in intervention strategies written up in sims.																
li Targeted support																			
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.	79% of disadvantaged students did not receive a monitoring worse than a 3. (78% non-disadvantaged) 5% received more than five 4s (2% non-disadvantaged) 5% of students received at least one 5 (2% non-disadvantaged).	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.																

		<p>4.8% of disadvantaged students reached Behaviour Tier 3 (3 students) as opposed to 1.5% (13) of non-disadvantaged students.</p> <p>Of the 29 students placed in Isolation for 40 days (3.4%), 3 were disadvantaged students for a total of 5 days (4.8%).</p> <p>Of the 7 students excluded for a total of 16 days (0.8%), 1 disadvantaged student was excluded for 5 days (1.6%).</p> <p>Overall attendance for the period September 2019 to March 2020 was 94.8% for disadvantaged students (96.1% for non-disadvantaged). 8 of the 63 PP students were Persistent Absentees (12.7%) as opposed to 5% for the cohort.</p>																	
<p>Disadvantaged students make progress in line with or above non-disadvantaged students</p>	<p>Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds</p>	<p>GCSE A8 average for the 11 PP students = 68.18 (compared to 69.51 for non-PP students). This is a clear improvement of 10.51 on last year's average total A8 of 57.61.</p> <p>Average P8 for PP students is -0.28 (compared to 0.07 for non-PP students), lower than last year's 0.14, but better than the previous year's -0.89. The overall average for the 11 students was affected by one outlying student in particular whose P8 was -9.3.</p> <p>EAP difference totals in monitoring for all year groups show small difference.</p> <table border="1" data-bbox="705 1037 1288 1212"> <thead> <tr> <th>Year</th> <th>PP.</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-0.5</td> <td>-0.3</td> </tr> <tr> <td>8</td> <td>-0.2</td> <td>-0.2</td> </tr> <tr> <td>9</td> <td>0.1</td> <td>-0.2</td> </tr> <tr> <td>10</td> <td>-2.0</td> <td>-1.6</td> </tr> </tbody> </table>	Year	PP.	non-PP	7	-0.5	-0.3	8	-0.2	-0.2	9	0.1	-0.2	10	-2.0	-1.6	<p>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.</p>	
Year	PP.	non-PP																	
7	-0.5	-0.3																	
8	-0.2	-0.2																	
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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. Due to lockdown, less spent on trips etc than anticipated.	<b>15135.1</b>						
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.	<b>697.95</b>						
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.	<b>3624.80</b>						
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	36.5% of disadvantaged students received 154 sessions in school from either the Welfare Officer or the Well-being and Engagement officer, including 46 counselling hours. This was a drop from last year's totals which could be down to the success of previous interventions. The high level of positive impact was maintained with an average shift of 5.2 points on a 10-point scale. 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".	<b>15563.9</b>						
All disadvantaged students participate in extra-curricular activities at similar rate to non-	PP students given questionnaire regarding extra-curricular activities. Results analysed and compared to control	All students were given a questionnaire on participation in a variety of extra-curricular activities, developed from the pilot questionnaire in June of the previous academic year % totals for participation in one or more as follows:-  <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>PP students</td> <td>non-PP students</td> </tr> <tr> <td>Academic club</td> <td>29</td> <td>13</td> </tr> </table>		PP students	non-PP students	Academic club	29	13	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	29	13								



disadvantaged students.	group of non-PP students	<p>Academic support    28                    33  Community/charity    65                    60  Music/perf arts        24                    15  Sport                    56                    43  Out of school            90                    75</p> <p>Most totals were lower than the June survey, probably due to the earlier part of the year not affording full opportunities. Participation rates for disadvantaged students were lower in all but the 'Academic support' category. It was not possible to follow up on this survey due to lockdown, but this will be picked up again when the situation allows for extra-curricular activities in school.</p> <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>		
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.	<p>One-to-one meetings with Student Support covers career intentions/aspirations and students are actively encouraged to look into potential university courses, careers etc.</p> <p>A survey of student career aspirations showed disadvantaged students to be the group with the highest percentage of students having at least some idea of what career they would like to pursue. This could be as a result of 1:1 meetings with a member of the Student Support Team to make up for any perceived gaps in aspirational role models.</p> <p>The school has 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&amp;K Careers. Motivational speaker</p> <p>No disadvantaged students were NEET.</p>	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 for student support  <b>500</b>

			Total Spend	<b>39450.7</b>