

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	2022/23 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Roger Haworth, Head of School
Pupil premium lead	Daniel Kennedy, Assistant Vice Principal
Governor / Trustee lead	Nicola Sheehan, Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,280
Recovery premium funding allocation this academic year	£ 7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£54,385

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to make our ambitious knowledge engaged 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 strategic objectives apply inclusively to, and can be realised by, our entire student body.

We want to ensure that at each key transition point, 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 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.

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 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.
PP students to have access to high quality tuition in either Maths, Science, English or MFL.	100% of students identified as having the need for extra support offered tuition. 90% take up the offer. 90% attendance for tuition sessions.

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 academic support

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All Year 7PP students to be offered one hour of tuition in Maths or English (My Tutor).</p> <p>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.</p>	<p>The pandemic has disrupted learning for all students however evidence has shown it has disproportionately impacted disadvantaged students.</p> <p>In order to mitigate this disruption funding has been made available to provide tuition. We are eligible to access the NTP and school led provision. Tutoring is seen as an effective way of providing targeted academic support.</p> <p>After a monitoring review, disadvantaged students to be selected for tutoring in Maths, English or Science.</p> <p>Barriers such as travel were removed by offering to pay transport costs.</p> <p>This strategy is supported by EEF research.</p>	1, 2, , 4

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	
A targeted group of MFL students to receive online tuition to support their progress in the subject.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, , 4
Close monitoring of Pupil Premium students' attitude to learning grades can be basis for discussions around barriers in class and at home. A member of support staff to meet with all PP students after monitoring data is published.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 3,
Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds. Conducted by Pastoral Officer and shared with YGLs.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 3
Produce SEND style one-page profiles inc. specific reference to career plans	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4

Wider strategies

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to have a one-to-one interview with the school careers adviser to explore pathways and offer support.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2, 4
Use of support staff to help put together PP one page profiles, identify individual needs for students, and carry out post monitoring interviews.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3, 4
Use of the expertise of the pastoral officer to engage PP students and parents with all aspects of school life.	This is based on the EEF strategy 'The EEF Guide to Pupil Premium' April 2022. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3,

Enhanced curriculum spending

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
License for GCSE Pod for students in Year 10 and 11	An evidence based approach has been taken on decisions to focus on these areas. 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.	1, 2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 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> '	
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
Licence for Language Perfect etc	Feedback from the MFL department on the beneficial effect of the programme on students studying MFL.	1, 2
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

Total budgeted cost: £54,000

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 7-10 PP students to have been offered one hour of tuition in Maths, English or Science (My Tutor). Year 11 PP students to be offered in school intervention or school led tuition	Attendance for PP students for the after school online tuition sessions for academic year 2021/22 was 78%. Student feedback form completed by participants showing that a majority of students are positive about their experience with the National Tutoring Programme. 2022 GCSE Progress 8 score of 0.25 for PP students was higher than the whole Y11 leavers score of 0.13 2022 GCSE Progress 8 score of 0.25 for PP students was higher than the 2019 progress 8 score of 0.14 for PP students 2022 GCSE A8 score of 65.5 for PP students was higher than the 2019 A8 score of 57.7 for PP students
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. 2022 GCSE Progress 8 score of 0.25 for PP students was higher than the whole Y11 leavers score of 0.13 2022 GCSE Progress 8 score of 0.25 for PP students was higher than the 2019 progress 8 score of 0.14 for PP students 2022 GCSE A8 score of 65.5 for PP students was higher than the 2019 A8 score of 57.7 for PP students
Customised spending plan in response to individual needs and concerns raised by staff, teaching staff, parents and students themselves.	Students provided with materials where necessary. All PP students have a meeting with a member of the student support team at the start of the year to identify any material needs to support learning and actions taken following the meeting.

Produce SEND style one-page profiles including 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.
Provide students with internet access, laptops and printers as required.	All PP students interviewed one-to-one to identify any IT needs and gaps filled so all students have access to computer and internet at home. <i>A proactive approach was taken to remove any online barriers. Headsets, dongles and internet access was all provided. All PP students at least had the technology to access online learning.</i>

Quality teaching for all

Activity	Impact
<p>Continued CPD on metacognition, memory strategies, knowledge organisers and diagnostic assessment.</p> <p>A focus on developing whole school evidence based feedback strategies that are designed to have a high impact on student outcomes.</p>	<p>2022 GCSE Progress 8 score of 0.25 for PP students was higher than the whole Y11 leavers score of 0.13</p> <p>2022 GCSE Progress 8 score of 0.25 for PP students was higher than the 2019 progress 8 score of 0.14 for PP students</p> <p>2022 GCSE A8 score of 65.5 for PP students was higher than the 2019 A8 score of 57.7 for PP students</p>
<p>Regularly review the impact of our curriculum and recent changes to check the engagement and progress of disadvantaged students.</p> <p>As a first priority ensure that disadvantaged students are supported to have the confidence and self-esteem to choose the most academic of our curriculum pathways.</p>	<p>2021/22 attendance for PP students was 93.7%, which is 1.9% higher than the national average attendance figure for PP students of 91.8%.</p> <p>2022 GCSE Progress 8 score of 0.25 for PP students was higher than the whole Y11 leavers score of 0.13</p> <p>2022 GCSE Progress 8 score of 0.25 for PP students was higher than the 2019 progress 8 score of 0.14 for PP students</p> <p>2022 GCSE A8 score of 65.5 for PP students was higher than the 2019 A8 score of 57.7 for PP students</p>

Wider strategies

Activity	Impact
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.	<p>2021/22 attendance for PP students was 93.7%, which is 1.9% higher than the national average attendance figure for PP students of 91.8%.</p> <p>Of the 42 students placed in isolation in academic year 2021/22 5 were disadvantaged students (11.9%).</p> <p>Of the 31 students given suspensions in academic year 2021/22 1 was a disadvantaged students (3.2%).</p>
PP students given questionnaire regarding extra-curricular activities. Results analysed and compared to control group of non-PP students.	<p>Extra-curricular survey completed by all students issued by vice-principal RFH. The results from the survey are as follows;</p> <ul style="list-style-type: none"> -Attendance at an academic club- PP students 26%, non-PP students 24%. -Receiving academic support inside or outside school- PP students 61%, non-PP students 21%. -Participation in community/charity events- PP students 25%, non-PP students 22%. -Participation in music/performing arts activity- PP students 30%, non-PP students 31%. -Attending a residential or other trip= PP students 23%, non-PP students 28%. -Participating in a sports activity= PP students 52%, non-PP students 67%.

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