

Pupil premium strategy statement – Harrogate Grammar School 2025-2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2124
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Neil Renton, Headteacher
Pupil premium lead	Kristin Smith, Deputy Headteacher
Governor / Trustee lead	Andrew Lindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,375
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0 (finished 2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 265,375

Part A: Pupil premium strategy plan

Statement of intent

Harrogate Grammar School is a large and vibrant school with a vision of 'Excellence for all'. This is underpinned by an ethos of respect, kindness and hard work for all members of our community.

We work with a very wide number of feeder schools. Therefore, it is our intention that every child, irrespective of their background, the challenges they may face, or their starting point, is able to become the best version of themselves. For us, high-quality teaching and learning, as well as pastoral care, are at the heart of this. Each child will have an effective, expert teacher in front of them. The teacher will understand the barriers to learning that students may have but will be well equipped to unlock potential. The '7 Principles of Teaching' underpin this approach and every teacher is supported to be best they can be through a process of continuous self-improvement with highly effective whole school and subject specific CPL and focused support where needed.

All staff will have the same high expectations for every child, with effective and timely interventions where required. This is targeted, academic support, using HGS staff to deliver high quality sessions as well as wider support for study skills. Other interventions will support emotional health and wellbeing, as well as attendance and punctuality, using both HGS staff, previously Just B and currently cluster staff, and North Point counsellor. This allows us to build excellent working relationships with families, ensuring that students can attend school and maximise their opportunities to develop. We also recognise the importance of wider participation and increasing cultural capital. The opportunity to participate in the wider school life through a rich, experiential curriculum is open to all students but these same opportunities are made equally accessible to our disadvantaged students. The opportunities offered will use feedback from students to ensure that any barriers are addressed, and choices support student needs and interests, allowing our students to truly feel a part of the HGS community.

We will be diagnostic in our methodology, ensuring that what we implement meets the identified need and that it is based on robust evidence. We will quality assure and review at regular intervals, ensuring that our approach is having the greatest impact. Our tiered approach, combining teaching and learning, targeted intervention, and wider support, as well as participation in life beyond the classroom, will help us strive to our ultimate intent of 'zero gaps'.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: Attendance data over the last 3 years 2022/23-2024/25, indicates that absence rates among disadvantaged pupils have been, on average 8.6% higher than for non-disadvantaged pupils. This is an increase of 2% from the previous gap. 47% of disadvantaged students on average are PA in the last 3 years. Disadvantaged students are almost twice as likely to be late as non-disadvantaged students. FSM attendance is lower than national FSM students. Assessment data shows that this is having a negative impact on the progress of disadvantaged students. There are a range of factors impacting on this including poor mental health, distance to the school from home and low self confidence both socially and as a learner.
2	Attitudes to Learning and Behaviour: Students are measured on the attitude to learning twice a year in KS3 and three times a year in year 9 and KS4. Our previous report data has shown a gap in attitudes to learning between disadvantaged and non-disadvantaged students. Evidence from data such as behaviour data suggests that during KS3 disadvantaged students are more likely to struggle initially with barriers to learning and the breadth of the curriculum. Ultimately however, with support in school they do go on to settle, and benefit from this stretch shown in their outcomes.
3	Achievement at Key Stage Four – Zero Gaps: In Summer 2025 outcomes for HGS were: PP=71%, FSME6 71.3%, EHCP = 42%, SENK = 76%. The Ofqual data issued in the summer of 2025 reported that 67.1% of grades for all students were achieved at grade 4 and above. <ul style="list-style-type: none"> Student outcomes for our disadvantaged students are significantly above national disadvantage outcomes. HGS = A8 43.5 National = 34.9 (IDSR Nov 25) Across all EBACC subjects in 2025, Disadvantaged students did better than disadvantaged students nationally: (Attainment 8)
4	Reading: CAT scores and KS2 data for disadvantaged students in year 7 shows a literacy gap upon entry to HGS. The reading test for current Year 7, tested in Autumn 2025, showed that 26% (down from the 2024 cohort - 35.5%) of pupil premium students had a lower than chronological reading age compared to 18% of non-pupil premium students.
5	Emotional Health and Wellbeing: Since the return to school post pandemic there has been an increase in students being referred for additional emotional health and wellbeing support. Of the students who have been referred since Sept 2024, 35% of students are disadvantaged. Behaviour and learner habit data suggest that disadvantaged students may be more adversely impacted with barriers to learning compounded by anxiety, low self-esteem and mental health issues.
6	Participation in the experiential curriculum: Attendance data suggests that disadvantaged students participate less in extra-curricular and leadership activities, trips and visits. The barriers to participation can include transport home and associated costs.
7	Resilience: Observations and data in school suggest that disadvantaged students often struggle to fully engage in all the opportunities in school such as

enrichment, trips and maintaining high levels of attendance. 33.7% of the pupil premium cohort also have a SEND need and an increased number - 37.1% have EHCPs in 2025.
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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
Achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> The overall attendance rate for all students is at least 1% higher than the last year, for each year of the plan, and a reduction in the attendance gap between disadvantaged students and their non-disadvantaged peers. The percentage of all students, including disadvantaged, who are persistently absent is below 10% and a reduction in the gap between disadvantaged and non-disadvantaged peers. Late to school will reduce to 1.5% or lower for all students and the percentage of late to school for disadvantaged students will have reduced by at least half.
The curriculum, delivered through quality first teaching and based on our '7 Principles', enables all students, but especially those who are disadvantaged, to achieve highly.	<ul style="list-style-type: none"> Quality assurance of both the curriculum and teaching and learning, shows that the curriculum is accessible to all and that disadvantaged students are making progress at the same rate as their non-disadvantaged peers. In data rounds, disadvantaged students will make as good or better progress in CAT test/mocks as their non-disadvantaged peers. Learner Habits will show disadvantaged students are at least as engaged in learning as their non-disadvantaged peers. Teachers systematically check the understanding of disadvantaged students.
Effective and timely, targeted support is in place for those who need it.	<p>This will be demonstrated by:</p> <ul style="list-style-type: none"> Attitude to Learning grades show that disadvantaged students are securing the same proportion of higher (Exceptional) grades as their non-disadvantaged peers. Positive Achievement data shows a reduction in the gap each year between non-disadvantaged and disadvantaged students gaining negative behaviour incidents for Behaviour and Home Learning. There is no gap between disadvantaged and non-disadvantaged students who are gaining rewards.

	<ul style="list-style-type: none"> • KS4 outcomes show that targeted intervention demonstrates positive impact. • Students are identified early to best support them around the right options pathway for them to achieve their maximum potential.
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<p>KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • Attainment & Progress measures in line with non-disadvantaged students. • % gaining English and Maths at 4+ is equal to or better than non-disadvantaged students.
Sustained improved reading age among disadvantaged students.	<ul style="list-style-type: none"> • Reading tests demonstrate improved chronological reading age among disadvantaged students year on year. • There is a reduction in the disparity between the scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys, SDQs, attendance and behaviour data as well as teacher observations.

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: £ 137,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The 7 Principles of Learning – This is the core focus of the pupil premium strategy. All staff are trained in the delivery of lessons using the 7 principles. This is a way of teaching looking from the most disadvantaged learners' lens to allow staff to break learning down and scaffold the learning so that all learners are able to make learning stick and therefore make better progress. Key principles have been visited in more depth to allow staff to focus on them.</p>	<p>Our programme is based on evidence-based research around brain science. The Five a Day Principle is one such piece of research. Supporting high quality teaching is pivotal in improving children's outcomes. The EEF research shows that:</p> <p>"The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals." The EEF report on SEND recommends ensuring all pupils can access the best possible teaching and looks further in recommendation 3 pg. 9, 20-27</p>	1,2,3,4,5,7

<p>CPL and embedding of the 7 Principles – This is delivered primarily through Faculty Leaders, supported by Teaching and Learning leads. This is to improve subject pedagogy and therefore delivery via planned sequences of expert input, modelling and reflections on lessons to improve them. Faculty Leaders are supported by the Learning Team, who receive additional training to build their expertise. Fundamental to the CPL offer from 2025 is the use of the Practitioner Enquiry model to support every teacher in making manageable changes to their practice that will benefit our disadvantaged learners. The enquiry questions link closely with the school improvement plan.</p>	<p>CPL is delivered mainly in subject areas and planned by faculty leaders, with the support of the Teaching and Learning Lead. The purpose of this is to develop teacher expertise in subject knowledge and/or pedagogy underpinned by our 7 Principles of Teaching and Learning, for the benefit of all students, but in particular disadvantaged students.</p> <p>The CPL subject model follows these stages:</p> <ul style="list-style-type: none"> • Understand It – the evidence underpinning the development • Model It – Sharing what good practice looks like • Apply It – Collaboration between teachers to deliver to students • Evaluate It – Draw on evidence collected to further improve the development <p>Whole school CPL sessions, led by the T and L lead and facilitated by expert practitioners and The Learning Team, are targeted on the key improvement area(s) for that year.</p> <p>Staff new to the school undertake an induction programme which includes the ‘what, how and why’ of the 7 Principles.</p> <p>Quality Assurance of implementation of the 7 Principles is integrated into whole school monitoring and evaluation processes supported by SLT faculty line managers using a standard checklist. Findings inform faculty CPL sessions and individuals are supported by cluster coaching when are where needed.</p> <p>Evidence such as external peer-reviews have led to the following whole school priorities:</p> <ul style="list-style-type: none"> • Model and Scaffolding – moving from guided practice to independent practice. The I do, We do, You do methodology. • Systematic whole class checking for understanding before building new knowledge or embarking on independent practice. • Supporting all students to speak confidently in class using subject specific vocabulary. <p>Evidence to Support this:</p>	<p>1,2,3,4,5,7</p>
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	<p>Kirschner et. al. (2006) <i>Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching</i></p> <p>Willingham D. (2009) <i>Why don't Students Like School?</i></p> <p>Dunlosky et. al. (2013) <i>Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology</i></p> <p>Rosenshein (2012) <i>Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology</i></p> <p>Didau D. (2018) <i>Making Kids Cleverer: A Manifesto for Closing the Attainment Gap</i></p> <p>Research tells us that high quality teaching can narrow the disadvantage gap' EEF report on 'Effective Professional Development' The 'Attainment Gap' report (2017) concludes that 'good teaching for all pupils has a particular benefit for disadvantaged pupils'. The strategies cited in the report have informed the 7 Principles and underpin the goals of our CPL programme.</p>	
<p>The promotion of reading and vocabulary building across the school and home –</p> <ul style="list-style-type: none"> Curriculum subjects to build into learning Tier 2/3 vocabulary and teaching morphology, etymology and synonyms to support this. Setting of reading home learning on Sparx with consistent checking and rewarding by tutors where this has been done. Once weekly form time reading for Yrs 7-10. Promotion of books to read via the student bulletin. Reading activities and competitions run throughout the year and linked to house competitions to raise profile. Modelling of reading across the curriculum and where possible in form time. 	<p>Research clearly shows that disadvantaged students are most likely to have a word gap</p> <p><i>'Over half of teachers report that there has been an increase in the number of children who have fallen behind in their vocabulary knowledge compared to previous years. 95% of teachers believe that school closures and disruptions during the Covid-19 pandemic contributed to a widening vocabulary gap. Teachers are acutely aware of the difficulty some children have in building a strong vocabulary, and they are witness to the effects this can have on children's development.'</i> The Oxford Language report - Building Children's Vocabulary at Home and School</p> <p>Lower reading age is also directly linked to pupils academic success– EEF press release – Attendance and reading keys barriers to disadvantaged students progress</p>	2,3,4,5,7

<ul style="list-style-type: none"> • Peer reading programme – the use of KS5 students to support younger readers who are under chronological reading age. • Sparx reader is used across Year 7-10 and all PP students access this in conjunction with the E-Platform to assist access to reading books. • Reading is modelled in the once per fortnight reading lesson for Year 7, 8 and 9 in the library that also has time for independent reading. A TA is also deployed in these sessions to read with disadvantaged students who are under chronological reading age. 		
<p>AQA Extended Pathway – For students who are looking for a more practical pathway, their curriculum consists of core subjects English, Maths, Science as well as one option subject. They then also complete L2 and the Unit Award scheme. We have also extended this to Y9 as a proactive measure and route in into the appropriate pathways at Key Stage Four. KS3 also supports this, with a Forest School Provision 1 day a week for students working with the Phoenix centre.</p>	<p>This meets the needs of a small cohort for students, for whom a more traditional curriculum provision, would have proven a barrier. Attendance, engagement and confidence of the students involved is much improved since their involvement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,7</p>
<p>Core Plus – Small group teaching for students who are 2+ years below chronological reading age ratio of approx. 1:10 to support students to improve literacy and numeracy skills in place of the second language. Students identified using a variety of data.</p>	<p>Research shows that short sessions, over a set period e.g. 12 weeks can add 5 months of progress. This is because it can allow the teacher/tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to their understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £77,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Phoenix Centre – This allows for very small group teaching based on the Nurture UK principle of 2 hours a day in a highly nurturing, low ratio of students to high ratio of staff. Students are invited to work with Phoenix based on need through joint work between the Pastoral Deputy and SENDCo. The 2 main groups are targeted at EBSA students and those who are struggling with particular barriers to learning in the main school such as ADHD/Autism. Students attend a 12-week programme and are reviewed as to the correct next steps on an individual basis.</p>	<p>Research shows that short sessions, over a set period e.g. 12 weeks can add 5 months of progress. This is because it can allow the teacher/tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to their understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Home Learning – Home Learning tasks are predominantly retrieval based, consolidating knowledge and skills taught in class. All tasks are designed to be accessible to all students, including sufficient time to complete, with all supporting resources provided. There is a clear whole school home learning expectation which includes the type, frequency and duration of tasks in each Faculty area. This is in place to ensure all students experience consistency in developing independent study habits. An after-school Home Learning Club is based in Learning Support, providing additional support to identified students, building a study habit.</p> <p>After school Home Learning Intervention is provided on a period 6 every Wednesday to work with students who have found meeting deadlines a challenge.</p>	<p>Evidence to support this:</p> <ul style="list-style-type: none"> • EEF Homework Report – 4 Key Findings 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. • Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). • Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. • It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). <p>(EEF homework report key finding 1)</p> <p>It also states that disadvantaged students are less likely to have a quiet space, access to technology and the support to complete work. This can then lead to a gap in attainment.</p>	<p>3,7</p>

<p>Reading interventions</p> <ul style="list-style-type: none"> • Sparx reader and E-Platform for access to reading books. And all PP students access this in conjunction with the E-Platform to assist access to reading books • Peer reading – Year 7 attend paired reading with sixth form students. 	<p>The NFER study raises concerns about the 4.23 per cent of Year 5 pupils classed as “low attainers”, in reading, a proportion that has more than doubled since 2017. The disadvantage gaps for reading in spring 2024 for Year 4 and Year 5 amounted to around seven and six months’ progress respectively.</p> <p>Lower reading age is also directly linked to pupils academic success– EEF press release – Attendance and reading keys barriers to disadvantaged students progress</p>	<p>2,3,4,5</p>
<p>Early identification of students at risk of gaps – Using KS3 data students with any risk factors:</p> <ul style="list-style-type: none"> • Flagged to SLT/Faculty staff. • Tracked by the Pastoral/faculty staff. • Targeted for early intervention around English/Maths. • Considered for reasonable adjustments to timetables to best support outcomes. • Routinely discussed at SLT to check progress at data drops. • Mentor programme. 	<p>NFER report warned that a relatively high proportion of Year 4 and 5 pupils were deemed unable to access the curriculum in 2023-24, which it said could be “masking a tail of low attainment”.</p> <p>https://www.nfer.ac.uk/publications/impact-of-school-closures-in-key-stage-1-on-attainment-and-social-skills-of-pupils-in-year-4-and-year-5-in-academic-year-20232024/</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>“Mentoring interventions may be more beneficial for these pupils (disadvantaged), as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,2,3,4,7</p>

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

Budgeted cost: £ 43,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Student Advocates – all HGS teaching staff have responsibility for 1 or more students around their learning plans and ensuring the cycles of assess-plan-do-review are undertaken and parents are part of the process. This allows for the distribution of SEND leadership and the upskilling of staff in working with the barriers to learning.	<ul style="list-style-type: none"> This is a four-part cycle through which earlier decisions and actions are reviewed with growing understanding of the pupil's needs. This includes what supports the pupil in making good progress and securing good outcomes (SEND Code of Practice 2015). 	1,2,3,5
Work with Cluster Attendance Workers This role supports students, particularly disadvantaged students and families who are struggling to attend school. <ul style="list-style-type: none"> Not HGS staff so brings a new relationship some parents may be more willing to engage with. Forms part of a multi-agency approach where needed. Work directly with families undertaking home visits. Work with all key stakeholders in school to best support the students.	<p>Post Covid-19 attendance nationally continues to be significantly affected. The years since covid has seen attendance drop to an average of 92% over the last two years (23/24-24/25) compared to an average of 95-96% in the years pre-pandemic.</p> <p>Students and parents continue to site anxiety and mental health as a reason for not engaging with school. This allows us to build better relationships with very hard to reach families</p> <p>Improving school attendance: support for schools and local authorities, DfE, Sept 2021</p> <p>Attendance: the importance of September Huntingdon Research School</p>	1,3,5,7
Change to Cluster Wellbeing Service – We now work with the cluster team to offer a joined-up service around wellbeing and attendance where appropriate. They will work jointly with our Pastoral Team to provide support for students struggling with barriers to school.	<p>There had been an increase in the number of cases referred to Just B since the pandemic. Many had begun to find this becoming a barrier to attendance in school. As many were also finding attendance hard, we have moved in 2025 to a joined-up service to tackle this.</p> <p>This rose again in 2024 with 35% or more of the referrals being for disadvantaged students.</p>	1,5,7
Maintain Work with Cluster Counsellor - A specialist counsellor to provide one-to-one wave 3 interventions for identified students with complex SEMH due	<p>"School and college-based counselling is an effective form of targeted support." "One way in which counsellors can link to a wider pastoral system in a school is to highlight when they are supporting a number of children and</p>	1,5,7

<p>to trauma/Adverse Childhood Experiences. 1 day a week to provide a targeted number of sessions to support the removal of barriers to attendance/outcomes. Maintaining confidentiality but co-working with key staff in school.</p>	<p>young people with issues related to the school environment.” Counselling in schools: A Blueprint for the future, DfE, Sept 2016</p> <p>There has been an increase in the number of cases referred to Just B with 2023-24 closing with 15 students on the waiting list. To further the support and reduce waiting lists we are now able to offer to students our North Point counsellor who has been able to see a further 20 students in 2023-24, 57% of this group and 62% in 2024-25, showed improved attendance and behaviour in school.</p> <p>85% of students referred are disadvantaged students currently.</p>	
<p>Trauma informed ‘Respectful Relationships and Behaviour’ policy is underpinned by an understanding of Adverse Childhood Experiences and an approach of ‘connection before correction.’ We will deliver internal staff training through the year to develop staff understanding of the barriers students are experiencing. We will also use a Senior Educational Psychologist to deliver CPL to all staff in school on being trauma informed. This will provide staff with practical strategies to support behaviour.</p>	<p>Suspensions and permanent exclusions in England, Academic year 2022/23 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk) Adverse Childhood Experience - “It is important that schools provide support to pupils at such times, including those who are not presenting any obvious issues.” Mental health and behaviour in schools, DfE, 2018.</p> <p>Emotion Coaching which the Attachment Awareness and Trauma informed training comes from can have the following benefits for students:</p> <ul style="list-style-type: none"> • Achieve more academically in school. • Have fewer behaviour problems. • Are more emotionally stable. • Are more resilient (Gottman 1997). 	1,2,3,5
<p>Enrichment – There will be a wide range of high-quality extra-curricular activities, trips and visits on offer to all students. These will be either experiential or curriculum related.</p> <ul style="list-style-type: none"> • Disadvantaged students will be actively encouraged and supported to participate. • Use school systems to monitor and review the levels of participation. 	<p>The EEF key findings reference evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. They also state that by providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. There is a small positive impact of physical activity on academic attainment.</p> <p>The EPI study also shows a range of positive outcomes as students get older around FE and employment opportunities. It also found that “Vulnerable students were less likely to attend both sports clubs, and clubs for hobbies, arts</p>	1,2,3,5,6,7

	and music, when compared to their peers.” Discussed in more detail pg. 11	
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Total budgeted cost: £ 265, 375

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Achievement at Key Stage Four:

- In Summer 2025, the Attainment 8 score for disadvantaged students at the school was 43.5. The average Attainment 8 score for all pupils nationally in 2025 is 45.9. The score for disadvantaged students nationally was 34.9. Disadvantaged students at HGS therefore are significantly above disadvantaged students nationally.
- Non-disadvantaged students nationally scored an average Attainment 8 score of 50.3. There is therefore a small gap of -6.8 between HGS disadvantaged students and non-disadvantaged students nationally but this has narrowed by more than half between 2024-25.
- Alternative provision was in place for several of the students in this cohort as they had specific needs.
- Alternative pathways such as functional skills in English and Maths were followed by a some of the cohort to support their progression post-16. This was often alongside their entries for GCSE in English and maths.
- In 2025, the proportion of students who gained Grade 4 or more for all subjects was: PP=71%, FSME6 71.3%, EHCP = 42%, SENK = 76%. The Ofqual data issued in the summer of 2025 reported that 67.1% of grades for all students were achieved at grade 4 and above.
- Student outcomes for our disadvantaged students are significantly above national disadvantage outcomes. HGS = A8 43.5 National = 34.9 (IDSR Nov 25)
- Across all EBACC subjects in 2025, Disadvantaged students did better than disadvantaged students nationally: (Attainment 8)
- English = +1.6, narrowing trend vs non-disadvantaged students
- Maths = +1.8, narrowing trend vs non-disadvantaged students
- Science = +25.5% at grade 4+, +0.4 positive gap vs non-disadvantaged students
- MFL = +7.6% at grade 4+, Narrowing trend vs non-disadvantaged students (In context of 50% of D/A cohort doing a language). Humanities = +30.3% at grade 4+, +5.5 positive gap vs non-disadvantaged students
- English & Maths at Grade 4+ was at 58.3% (up from 36% in 2024), and 41.7% at Grade 5+. (Up from 26% in 2024). These gaps reduced by 22.3% and 15.7% respectively this year.
- 50% of the disadvantaged cohort were entered for Ebacc – up 17.7% on 2024 when the entry was 32.3% for this cohort. 33.3% of this larger cohort achieved the Ebacc at grade 4+ (23% in 2024 so up by 10.3%)
- Exam entries per pupil for disadvantaged pupils = 8.4. This is in line with the local authority exam entries of 8.4 and the England average of 8.2 for **non-disadvantaged** pupils. This demonstrates the high aspirations we have for our disadvantaged students.
- 52% of the disadvantaged cohort studied a language, compared to 70.3% of non-disadvantaged pupils. (FSME6)
- 26.1% studied 3 single sciences (Up from 16% in 2024) 47% of the non-disadvantaged cohort studied single sciences. (FSME6)
- 0 NEETS for 2024-25 continuing a trend of exceptionally low or no NEETS.

- Year 7 = 11 PP students under chronological reading age = 35% of the PP cohort. End of year, 8 this has reduced to 26%.
- 90% of PP students in reading interventions in Yr7 made positive progress from starting age with an average increase on 2.5 months.
- 27% (3 students) of PP students in reading interventions met or exceeded their chronological age by the end of the intervention.
- 27% of PP students in reading interventions met or exceeded their chronological age by the end.
- The curriculum is broad and balanced, and the 7 Principles are embedding in teaching practice across the school with routine focus on this both at faculty and SLT level to ensure this happens. During the last 3 years, there has been a system change (Arbor to ClassCharts) and a change in the way we report. Whilst this makes direct comparisons harder, it does mean a better language of inclusion for disadvantaged students with a move away from Outstanding/Coasting to Exceptional/Change needed with clear guidance on what change needs to happen for better progress. This is also reflected in a change of system for recording of behaviour/rewards which is making it easier for students to understand and to gain rewards.
- This is being further supported by the embedding in 2025-26 of the Student Advocate programme which alongside the 7 principles is a key strategy. Staff are focusing on equity for students, removing deficit language and understanding the barriers disadvantaged students face whilst also giving students some agency around their learning.
- Whilst hard to evaluate the impact of any one strand of support alone Tier 1 has been highly successful in achieving the narrowing of gaps and an exceptional learning experience for all learners as evidenced in the results and destinations data of 0 NEETS.
- Tier 2 and 3 have clearly supported this work – with 1% added to the overall school attendance (IDSR) less learning time has been lost for students. FSM/SEND attendance has improved by up to 2% (IDSR) but remains a focus. The participation in school life is very firmly supported by the clubs and further bolstered by the House activities that ensure 100% of disadvantaged students are taking part in at least some events beyond the classroom and 100% of year 7 2024-25 were in at least 1 club in the year.
- Our evaluation of the approaches delivered last academic year indicates that progress was made in many areas. We continue to offer a broad, balanced and ambitious curriculum to our disadvantaged children, as well as a rich and diverse range of experiential curricula, the gaps between disadvantaged and non-disadvantaged pupils at HGS have closed significantly in 2025 but are not yet at our ambitious target of zero. This reflects the picture nationally and so will continue to be a key priority for us as a school, redoubling our efforts to reduce these gaps.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none">• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.• Supporting pupils and families with mid-year admissions.• All of the above strategies – service child attendance mirrors main school attendance on average at 92%.
The impact of that spending on service pupil premium eligible pupils
We have observed that these provisions have helped service children to settle quickly, attend well and continue learning, minimising disruption effects from school transfers.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- SLT have met to look at the Attainment 8 data and the IDSR for all students, with a focus on the disadvantaged cohort, to look at areas where we could improve provision further. This has been used to identify key changes for the 2025-26 priorities
- Behaviour, attendance, punctuality and suspension data continue to be reviewed half termly with PP and SEND student trends looked at, discussed and used to identify priorities for the 2025-6 parts of the wider 3-year plan.
- Early identification of students with risk factors that may impact on progress has been completed to allow for much earlier input with students.
- Hardship Assistance - support with equipment, uniform, food and transport where appropriate.
- Curriculum enhancement/timetabling - this will include individualised programmes e.g., to include college courses, other alternative provision, and a personalised curriculum.
- All HGS staff attended a Trust training day – 'Make A Difference Day' 2025 was focused purely on inclusion across all school areas

Embedding more effective practice around checking for understanding. EEF evidence insights on [diagnostic assessment](#) demonstrates significant benefits, particularly for disadvantaged pupils.

Offering a range of high-quality [extra-curricular](#) activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class via book scrutiny.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.