

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Harrogate Grammar School
Number of pupils in school	2085
Proportion (%) of pupil premium eligible pupils	8.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Neil Renton, Headteacher
Pupil premium lead	Tim Milburn, Deputy Headteacher
Governor / Trustee lead	Andrew Lindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,825
Recovery premium funding allocation this academic year	£ 17,545
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	£ 127,370

Part A: Pupil premium strategy plan

Statement of intent

We at Harrogate Grammar School stand for 'Excellence for All.' Therefore, it is our intention that every child, irrespective of their background or the challenges they may face, is able to be the best version of themselves and make exceptional progress across a broad and balanced curriculum.

High-quality teaching and learning is at the heart of this. Each child, and every class, 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.

Our culture of aiming high, being ambitious and striving for excellence is meant for all students, but especially for the disadvantaged. All staff will have the same high expectations for every child but there will also be effective intervention for those who need it, when they need it. This may be targeted, academic support for students whose education has been most affected by the pandemic, such as the National Tutoring Programme. Other intervention will support emotional health and wellbeing, as well as attendance and punctuality.

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 accessible to our disadvantaged students.

Throughout each element of this strategy, 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 monitor and review at regular intervals to ensure that our approach is having the greatest impact.

Our tiered approach, combining teaching and learning, targeted intervention, and 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	<p>Attendance and punctuality</p> <p>Attendance data over the last 5 years indicates that absence rates among disadvantaged pupils has been, on average 4% higher than for non-disadvantaged pupils.</p> <p>26.2% of disadvantaged pupils have been 'persistently absent' on average between 2016/17-2018-19 compared to 11% of the total number on roll, Year 7-11.</p> <p>Students on FSM are twice as likely to be late, as non-FSM students.</p>
2	<p>Co-occurrence of needs</p> <p>27% of our disadvantaged cohort in Year 7-11 also have SEND. This increases to 30% for our FSM cohort.</p> <p>11 of our disadvantaged cohort have an EHCP.</p> <p>Of the disadvantaged cohort 29 students have SEMH, 20 of these students are FSM.</p>
3	<p>Behaviour and attitude</p> <p>Each half term students are measured on their 'Attitude to Learning' by all their teachers.</p> <p>There is a small differential between disadvantaged and non-disadvantaged students achieving outstanding and coasting grades. In addition, more negative behaviour points are awarded to disadvantaged students-</p> <p>3.8 negative points compared to 1.5 for non-disadvantaged students across an academic year. Further, in terms of home learning, disadvantaged students receive 2.3 negative points per year compared to 1.4 for non-disadvantaged.</p>
4	<p>Reading</p> <p>Screening of students in Year 9 in Summer 2021 showed that 6 Pupil Premium students are 2+ years below chronological reading age and 9 students are 1-2 years below chronological reading age at time of testing.</p> <p>The reading test for Year 7, tested in Autumn 2021, showed that Pupil Premium students are, on average, one year behind the non-Pupil Premium cohort in their reading age vs chronological age. (PP average 12.5 years, non-PP average 13.5 years. 10 students are 2+ years below chronological reading age and 5 students are 1-2 years below.)</p>
5	<p>Emotional Health and Wellbeing</p> <p>Since the return to school in September 2021 there has been an increase in students being referred for additional emotional health and wellbeing support. Of the students who have been referred since the</p>

	start of the pandemic 12 students are disadvantaged, representing 16% of the total number referred.
6	Achievement at Key Stage Four Student outcomes for our disadvantaged students, whilst better than national disadvantage outcomes and close to non-disadvantaged nationally in many areas, are lower than their HGS peers.
7	Participation in the experiential curriculum Disadvantaged students participate less in extra-curricular activities, trips and visits. The barriers to participation include transport home and associated costs.

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
To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	<p>The overall absence rate for all students is no more than 4% and the attendance gap between disadvantaged students and their non-disadvantaged peers is reduced by 4%.</p> <p>The percentage of all students, including disadvantaged, who are persistently absent falls below 8%.</p> <p>Late to school will reduce to below <1% for all students and the % of late to school for disadvantaged students will have reduced by at least 1%.</p>
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.	<p>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.</p> <p>Teachers systematically check the understanding of disadvantaged students.</p>
Effective, targeted support is in place for those who need it when they need it.	'Attitude to Learning' grades show that disadvantaged students are getting the same proportion of higher (Outstanding)

	<p>grades as their non-disadvantaged peers.</p> <p>Positive Achievement data shows that the proportion of disadvantaged students getting negative points for Behaviour and Home Learning has reduced by 10%.</p> <p>Provision Map data shows that wave 2/3 targeted intervention demonstrates positive impact.</p>
Improved reading age among disadvantaged students.	Reading tests demonstrate improved reading age among disadvantaged students and a smaller 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.	Sustained high levels of wellbeing from 2021/22 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To increase participation rates in the experiential curriculum for disadvantaged students.	All disadvantaged students engage in at least one enrichment activity.
Improved attainment among disadvantaged students across the curriculum at the end of KS4	<p>By the end of our current plan in 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • Attainment & Progress 8 scores in line with non-disadvantaged students • % In English and Maths at 4+ = to non-disadvantaged students

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPL - This is delivered primarily through Faculty Leaders, supported by Teaching and Learning leads, where learning is tailored to the curriculum by subject experts.</p> <p>Faculty Leaders are supported by the Learning Team and Disadvantage Links, who receive additional training to build their expertise.</p> <p>Fundamental to the CPL offer is the use of instructional coaching to support every teacher in making manageable changes to their practice that will benefit our disadvantaged learners.</p>	<p>Our programme is based on evidence-based research. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap' EEF report on 'Effective Professional Development'</p> <p>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 (see below) and underpin the goals of our CPL programme:</p> <ul style="list-style-type: none"> • Teachers become experts at explicit vocabulary instruction. • Teachers build expertise in unlocking barriers to learning for all students • Teachers build expertise across the 7 Principles 	2
<p>Recruitment of Maths Intervention Facilitator – The Maths Facilitator will support students in the classroom, will provide small group sessions and 1:1 tutoring to students in most need.</p>	<p>Recommendation 7 of the EEF'S report on Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) describes structured intervention to provide additional support.</p>	6
<p>Retention of English Intervention Facilitator - The English facilitator will support students in the classroom, will provide small group sessions and</p>	<p>The EEF: Improving Literacy in Secondary Schools-recommends that schools should provide high quality literacy interventions for struggling students.</p>	6

1:1 tutoring to students in most need.	Students in school who have struggled with literacy have been supported by an English Intervention Facilitator. The outcomes for the current Pupil Premium cohort shows there has been a narrowing of the gap by 2% at Autumn term 1 assessment point since 2020. 100% of the current Yr11 FS PP cohort passed L1 Functional Skills in Yr10. Current Yr11 cohort of FS PP students has been increased to include 50% more Pupil Premium students who will take L2.	
<p>Creating Faculty Disadvantage Links – This role enables knowledge, information, and good practice to be shared and cascaded within Faculties. It facilitates the termly cycle of assess, plan, do, review and the post-holder brings ‘Disadvantage’ as a standing item to each Faculty agenda meeting, responding to the needs identified by Faculties.</p> <p>The team receive training on a regular basis to address different areas of need. The training has a specific focus on identifying barriers to progress and strategies to support. The 7 principles which underpin teaching across the school are a summary of our Quality First Teaching principles and are recognised as fundamental for our disadvantage cohort.</p>	<p>“What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited”</p> <p>EEF ‘Attainment Gap’ Report (2017)</p> <p>This role enables faculty staff to develop their understanding and skill in supporting students who may be at risk of disadvantage. It facilitates the concept of distributed leadership, the assess, plan, do review cycle and a whole school response to improving outcomes for the most vulnerable learners.</p> <p>Students will achieve improved outcomes because of all staff having the knowledge and understanding to unlock barriers to learning. Staff throughout the school are accountable for meeting needs.</p>	2
<p>Embedding the 7 Principles - The 7 Principles are based on lessons learnt from educational research. They are designed to support all students in knowing more and remembering more over time, but which most</p>	Students learn by connecting new knowledge to prior knowledge and disadvantaged students are likely to start school with less academic background knowledge and so are more likely to be novice learners. Novice learners are at greater risk of cognitive overload and benefit from guided teacher instruction and modelling and scaffolding. Teachers can build	2,3

<p>benefit disadvantaged students.</p> <p>The 7 Principles are delivered as part of the CPL programme, which includes:</p> <ul style="list-style-type: none"> • Faculty Based CPL sessions • Lesson visits and instructional coaching • Thursday Theft and the Staff Bulletin • New Staff Induction Programme 	<p>academic prior knowledge by explicitly teaching tier 2 and 3 vocabulary. Retrieval practice and spaced learning is then needed to make any new knowledge 'sticky'.</p> <p>Paul Kirschner et al (2009) David Didau (2019) Dunlosky et al (2013) Tom Sherrington (2019) Daniel T. Willingham (2009) Alex Quigley (2018)</p>	
<p>Alternative Pathway – A small cohort were invited to join the Extended Pathway in 2020 (current Year 11). Their curriculum consists of core subjects English, Maths, Science as well as one option subject. They then also complete L2 BTEC in Sport and Active Leisure.</p> <p>This has now been opened to current Year 10 – As above + Unit Award scheme.</p> <p>We have also extended this to a cohort in the current Y9 as a proactive measure a route in into the Alternative Pathways at Key Stage Four.</p>	<p>This meets the needs of a small cohort for students, for whom a more traditional curriculum provision, would have proven a barrier.</p> <p>Attendance, engagement and confidence of the students involved is much improved since their involvement.</p>	6

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

Budgeted cost: £ 60,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional programme of support – School-led sessions for students in Key Stage Four across all	"As seen by the student survey feedback, the vast majority of those who engaged with the programme stated that the sessions helped them feel more confident in their	6

<p>subject areas. Disadvantaged students in KS4 receive one: one or small groups sessions</p>	<p>subjects, and also helped them to prepare for their assessments.” “This support was so beneficial for these students as a lot of them had struggled with engagement during the school closures. As seen from their survey feedback, they agreed that the programme helped them to prepare for their assessments and having 1:1 or small group support allowed them to focus on areas that they were struggling with.” Harrogate Grammar School: Additional Support 2020-21 Impact Report</p>	
<p>Recruitment of Additional Programme of Support co-ordinator – This role will use academic and pastoral data to identify students in need of targeted support and intervention. They will liaise with Faculty and Pastoral Leaders to ensure that the support is best matched to need. They will, with the Assistant Headteacher for Key Stage Four, review at each data round to ensure the intervention is having impact.</p>	<p>“The success of the new post of Academic Support Co-Ordinator is regarded as being fundamental to ensuring the delivery of the integrated ‘recovery plan’. As a result, the role is now being enhanced with a remit covering disadvantaged children including PP as part of deep structural changes to help embed a school wide culture to close gaps for all pupils.” Harrogate Grammar School Universal Catch-Up Premium Funding: Interim Review, 19 May 2021</p>	
<p>Recruitment of Tutors to deliver 1:1 sessions in school - We will have a tutor from each of the core subjects in school for a 12-week period who will work directly with KS4 students. These students have been identified as requiring additional support in these subjects from analysis of data and teacher feedback. The tutors will work on a one-to-one and small group basis during school time. As the tutors will be in school on a full-time basis, this will ensure maximum flexibility in meeting the needs of students whilst also</p>	<p>Research shows that short (30 mins, 3-5 times a week) sessions, over a set period e.g., 10 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. <u>Education Endowment Foundation</u></p>	6

enabling a large cohort of students to benefit.		
National Tutoring Programme – 1:1 and small group tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	“One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar learning, overcome barriers to learning and increase their progress through the curriculum.” One to one tuition EEF (educationendowmentfoundation.org.uk)	6
Mentoring programme- This is for disadvantaged students in KS4. Senior Leaders, and operational staff, will meet fortnightly with a student to provide mentoring.	“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.” Mentoring EEF (educationendowmentfoundation.org.uk)	3, 6
Reading - Yr7 Pupil Premium students 1-2 years below chronological reading age will receive targeted support on the Paired Reading programme with a Sixth Former. PP students who are 2+ years below will be placed on the Accelerated Reader programme delivered in English reading lessons and offered core plus literacy intervention as well as Toe by Toe phonics. All PP students receive targeted reading support in explicit reading lessons delivered in English. This is supported by wave 1 quality first teaching in English lessons. All PP students are targeted to take part in experiential author talks and workshops at least three times a year.	“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.” Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF: Improving Literacy in Secondary Schools - Summary of recommendations Number 7 - Provide high quality literacy interventions for struggling students.	4

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

Budgeted cost: £ 33,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Attendance Officer – The Attendance Officer will work with students and families identified as having low or persistent absence from school. They will co-ordinate the necessary support for students to raise attendance levels, prioritising disadvantaged students.	<p>This role can support students at risk of persistent absenteeism as they can:</p> <ul style="list-style-type: none"> • Initiate and oversee administration of absence procedures • Engage with external agencies • Work directly with families including undertaking home visits. • Be part of a multi-agency approach • Report to Senior Leaders on the impact of action plans and intervention <p>Improving school attendance: support for schools and local authorities, DfE, Sept 2021</p>	1
Increase capacity of Attendance Officer – We will increase the number of days in school by 1 per week. This will be targeted at students who have found the return to school from the pandemic more challenging as well as those who have been most affected by Covid-19 related absence since September. They will work alongside Just B's Emotional Wellbeing service to run small group sessions on school avoidance as well as provide support for HGS staff.	<p>Covid-19 has significantly affected absence rates in school since September. The first term of 2021/22 has seen attendance drop to 92% compared to an average of 95-96% over the last 5 years.</p>	1
Retention of Just B Emotional Wellbeing service – This service provides one-to-one sessions for students where emotional wellbeing is affecting school life. Disadvantaged students are prioritised for this service.	<p>"Delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children's lives including their chances of reaching their potential and leading happy and healthy lives as adults."</p>	5

	Promoting and supporting mental health and wellbeing in schools and colleges, DfE, June 2021	
Increase capacity of Just B Emotional Wellbeing Service – We will increase the capacity of this work by 1 day per week. They will work jointly with our Attendance Officer to provide small group sessions on school avoidance as well as provide support for HGS staff.	There has been an increase in the number of cases referred to Just B since our return to school in September 2021, with 16% of referrals being for disadvantaged students. A number of these cases are linked to anxiety related to returning to school following the pandemic.	5
Recruit a Counsellor – A specialist counsellor to provide one-to-one wave 3 interventions for identified students with complex SEMH due to trauma/Adverse Childhood Experiences. 1 day a week initially 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.	“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 young people with issues related to the school environment.” Counselling in schools: A Blueprint for the future, DfE, Sept 2016	5
Emotion Coaching – Our ‘Respectful Relationships and Behaviour’ policy is underpinned by an understanding of Adverse Childhood Experiences and an approach of ‘connection before correction.’ We will use a Senior Educational Psychologist to deliver CPL to key staff in school (Teaching Assistants, Year Managers, Disadvantage Faculty Links) on Emotion Coaching. This will provide staff with practical strategies to support behaviour and will be shared amongst the wider staff body.	“The national suspension rate is higher at 9.34 for pupils eligible for FSM, compared to 2.58 for those not eligible.” Permanent exclusions and suspensions in England, Academic Year 2019/20 – 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, 2014. Emotion Coaching can have the following benefits for students: <ul style="list-style-type: none"> • Achieve more academically in school • Have fewer behaviour problems 	2,3

	<ul style="list-style-type: none"> • Are more emotionally stable • Are more resilient <p>Gottman, 1997</p>	
<p>Supporting students with Home Learning – Students, who are finding the challenge of Home Learning difficult, will be provided with the support to complete tasks but also develop effective study habits.</p>	<p>Research on the EEF shows that homework can have a positive impact on students of up to 5 months.</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>Home learning club based in LS provides additional support to identified students to maximise success and build study habits.</p> <p>Home learning after school support is provided P6 on a Wednesday to trouble shoot any barriers and to provide guidance and advice from two Assistant Head Teachers.</p>	3
<p>Enrichment – There will be a wide range of high-quality extra-curricular activities, trips and visits on offer to all students. Disadvantaged students will be actively encouraged and supported to participate, and we will be able to use intelligent school systems to monitor and review the levels of participation.</p>	<p>The EEF references 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>	7

Total budgeted cost: £ 130,481

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.

- Student outcomes for our disadvantaged students are better than national disadvantage outcomes and close to non-disadvantaged nationally in many areas.
- Using the Education Endowment Foundations' 'Families of Schools' database the aggregated data from 2016-2019 places us 8th out of 50 schools for Basics (9-4), 15th out of 50 for Attainment 8 and 18th out of 50 schools for Progress 8 scores for disadvantaged students.
- Pupil Premium students were a priority for additional support programme sessions. Over 1000 hours of additional support sessions were delivered.
- 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 and a home-cooking skills course were followed by several of the cohort to support their progression post-16.
- There was an action plan in place, which has included contact with parents and 1:1 or small group tutoring via the National Tutor Programme in targeted areas to maximise progress.
- Of the 21 Year 11 Pupil Premium students, 15 applied to join Sixth Form and 12 met the requirements and have started successfully. Fourteen students are studying level 3 courses.
- Individual case studies for Year 11 across a cohort of 21 students demonstrate that the vast majority progressed to appropriate next step destinations and indicate the support that was in place to enable this success.
- In 2020/21 there was a reduction in the number of Fixed Term Exclusions issued to Pupil Premium students. The number of students affected reduced by half and there were 35% fewer days used.
- Overall absence rates for Pupil Premium students improved by 0.4% in 2020/21 from the previous year.

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
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity:

- **Hardship Assistance** - Support with equipment, uniform, 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to obtain an external perspective.

We triangulated evidence from multiple sources of data including assessments, attendance figures, behaviour and attitude to learning data as well as post 16 destinations and our own quality assurance to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils and commissioned our own external review of our disadvantage strategy.

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 put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.