

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Herschel Grammar School
Number of pupils in school	1056 (Y7-11 750)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jo Rockall
Pupil premium lead	Maria Chenzaie
Governor / Trustee lead	Wendy Barnett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,050
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	£64,050

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or challenges will make good progress and achieve well across the curriculum, including those who are already attaining well.

High-quality teaching is at the heart of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The school retains its focus on providing engaging lessons and effective support for all learners. This priority will be seen in our investment of time and resource in CPD, and *implementation* of strategies covered Teaching and Learning workshops. Strategies will be evidence-based, using resources such as the newly [updated EEF Teaching and Learning Toolkit](#).

We continue to focus was on the six pedagogical principles of effective teaching: *challenge, explanation, modelling, deliberate practice, questioning and feedback*. We are aiming to apply these principles in an adaptive way, tailored to the unique needs of vulnerable learners. This year we are exploring how AI can improve teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' access to extracurricular activities and diverse experiences that expand their cultural capital.
2	Personal and interpersonal skills that build and promote self-confidence and development.
3	Access to learning resources that negatively affects outcomes.

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	Strategies and success criteria
Disadvantaged pupils progressing in line with their peers.	Strong progress data (e.g., progress 8 comparable with peers) • Subject teachers monitor PP learners and ensure access to relevant resources. • Data-driven interventions in place for disadvantaged pupils not progressing in line with their peers (e.g., Coaching Day audit, reading ages of PP, PP attendance)
Develop the richness of the cultural capital amongst PP learners	Monitor disadvantaged pupil extra-curricular involvement Information collected: Percentage of PP that go on to be a part of our senior prefect team Percentage of PP taking part in extracurricular activities, (in particular trips.) DofE Tutors and HoLs to promote trips etc to disadvantaged pupils in their year group/form, trip organisers informing HoLs and Tutors (Bulletin messages, emails etc) MCH to monitor student lists on trips and extracurricular activities
Increased confidence, self-efficacy and interpersonal skills	Completion of the Yes Futures <i>Rising Futures</i> programme Pupil self-assessment on their experience in the programme
Staff to be aware of and involved in the implementation of our PP strategy	PP strategy to be shared with staff Regular T&L sessions that focus on implementing and supporting high quality teaching List of PP learners circulated with staff and reminders of flagging any concerns with HOFs/HODs/HOLs – regular item on Agendas for faculty and year meetings. Monitoring report data and following up with teachers of PP students directly

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: £41,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	- Low staff turnover – commitment to flexible working and staff well-being - Relevant and sustained CPD programme - Half-termly Teaching and Learning Sessions that are staff-centred, often led and directed by various members of staff - Creative education subscription Improving the Impact of Teachers on Pupil Achievement in the UK EEF Individualised Instruction	2, 3
Creative education subscription	Provision of relevant online courses Creative Education Courses	3

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

Budgeted cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding learning resources for PP pupils	To facilitate independent study and engage parental support. - Subject-specific revision guides and tools (e.g., food ingredients, CGP Revision booklets, textbooks) - Expectation of ongoing in-class intervention by subject teachers EEF Metacognition and Self-Regulation EEF Parental Engagement	3
Small group tuition	Each session has at least one PP student present EEF One-on-One Tuition EEF Small Group Tuition	3

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting oracy and literacy	- Developing oracy through organized programmes (e.g., <i>Talk the Talk</i>) - Providing opportunities for students to build their self-esteem, self-confidence, and oracy (e.g., PSHCE Module <i>Speaking with Confidence</i>) - Accelerated Reader programme. EEF Accelerated Reader EEF Reading Comprehension Strategies	2
Subsidising non-curriculum trips	33% of extracurricular trips 50% of music lessons and clubs 100% core-curriculum trips and activities EEF Arts Participation	1,3
Well-Being Support	- Channels to support the mental well-being of PP learners (e.g. counsellor and youth mentors) - Rigorous monitoring and follow-up of attendance by Heads of Learning and Senior Leadership - Investment in the <i>Rising Futures</i> programme EEF Social and Emotional Learning	2
Bespoke Support	- Student-specific needs such as transportation and clothing/uniform - Consistent communication with staff/HOLs/tutors about targeted, specific support - Exploring peer-on-peer tutoring for Year 11 students with APS 10 <6	3

Total budgeted cost: £64,050

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 2023 to 2024 academic year.

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll – Years 7-11	764	
Total number of pupils eligible for PPG		NUMBER
	Years 7-9	41
	Year 10	12
	Year 11	10
	TOTAL	63
Amount of PPG received per pupil	£1,035	
Total amount of PPG received	£75,003	

The number of pupils eligible for Pupil Premium decreased from 11% to 8% of the Year 7-11 cohort. Supporting these pupils has remained a key school priority. Support included a focus on the following key targets:

1. Disadvantaged pupils progressing in line with their peers

High quality teaching and learning for all remained a priority at Herschel. We continued to set ambitious targets and made interventions where necessary, including Easter tuition for low attaining and PP learners.

There was a focus on bespoke interventions to meet the unique needs of pupils including revision materials for Sciences, Maths, English, Design and Technology, Drama and MFL as well as uniform needs, electronics and access to technology at home. The GCSE and A-Level progress gap has decreased.

By keeping staff informed of the implementation of our PP strategy – HOLS and tutors and subject teachers were able to provide individualised support to our disadvantaged pupils.

2. To collect and act upon clear and meaningful data and develop strategies

Sharp focus on the data: Outcomes for Pupil Premium learners continued to be a key focus in all in-year data analysis, with staff and pastoral leaders making interventions as necessary. We also conducted two additional extra-curricular check-ins via form tutors and simple questionnaire for students to indicate what they have done and/or intend to do outside of the academic curriculum

Tutor support, included our individual audit of progress and barriers to learning at Coaching Day. This helped to identify disadvantaged pupils needing interventions or access to technology.

3. Develop the richness of the cultural capital amongst PP learners

Financial support continued to be provided for all compulsory curriculum trips (100%) and extracurricular activities (33%) with all requests considered on a one-on-one basis by MBO AND MCH. Subsidies were provided for summer school, Drama trips to plays, Taekwondo, Geography trips and prom tickets. In each case, we asked whether there would be a meaningful social and cultural experience for the student and evaluated individual circumstances.

Enrichment/ Cultural Capital included funding of *Digital Theatre* + (which gave online access to over 1000 performances plus interviews/ educational resources.

Students were surveyed on Coaching Day in November 2023 and May 2024 to monitor extra-curricular engagement. All participants identified at least one extra-curricular activity.

KEY OUTCOMES

The statistical significance of external and internal data for PP learners is affected by the small sample size. However, PP learners across all year groups progressed strongly, and support was tailored to individual needs.

GCSE OUTCOMES 2024

ACADEMIC PROGRESS

Progress was strong for Herschel's PP cohort and their excellent outcomes allowed them to move successfully onto the next stage of their education.

In comparison with last year, the progress gap between disadvantaged and non-disadvantaged learners has decreased. Most of our Year 11 pupils continued their education at Herschel Grammar School. (8/10), all have continued on to higher education.

Most of our Year 13 pupils are continuing on in higher education or apprenticeship. (8/11)

ACADEMIC ATTAINMENT (10 Pupil Premium students) 2023-2024

Attainment 8 for disadvantaged pupils was in line with that for the cohort as a whole.

Attainment 8			
	All	PP	
Overall	7.5	7.7	
English	7.7	8.5	
Maths	7.5	7.3	
Science	7.8	7.6	
Humanities	7.2	7.7	
MFL	5.2	6	
Other*	7.2	7.4	
*best 3			

Progress 8			
	All	PP	
Overall	0.65	0.39	
English	0.75	1.18	
Maths	0.57	-0.12	
Science	0.96	0.15	
Ebac	0.89	0.32	
Humanities	0.41	0.46	
MFL	0.09	0	
Other subjects	0.54	0.27	

A Level (inc EPQ) Grades Summary				A-Level Destinations
	All	Disadvantaged	Female	8/11 students continued on with higher education. 3/11 students took a gap year.
Grades A* %	8%	11%	4%	
Grades A*-A %	35%	34%	29%	
Grades A* - B %	68%	74%	62%	
Grades A* - C %	87%	90%	81%	
Grades A* - E %	99.6%	97%	99%	
Average Points				
	All	Disadvantaged	Female	
Per Pupil (includes EPQ)	124	127	115	
Per Entry (includes EPQ)	38.96	39.14	36.18	