

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1055 (Y7-11 752)
Proportion (%) of pupil premium eligible pupils	8%
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	October 2023
Date on which it will be reviewed	September 2024
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	£58995
Recovery premium funding allocation this academic year	£16008
National Tutoring Programme	£9384
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	£84387

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 in the recent cycle of Teaching and Learning workshops. Strategies will be evidence-based, using resources such as the newly [updated EEF Teaching and Learning Toolkit](#).

Last year, the focus was on the six pedagogical principles of effective teaching: *challenge, explanation, modelling, deliberate practice, questioning and feedback*. This year, we are aiming to apply these principles in an adaptive and constructive way to tailor to the unique needs of vulnerable learners.

Challenges

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

Challenge number	Detail of challenge
1	Closing the progress gap – Progress for our disadvantaged learners is strong, but less strong than for non-PP learners.
2	Collecting and using meaningful data – We have a lot of data that needs to be collated and acted upon
3	Developing consistent, targeted and subject-specific academic support and effective interventions across departments and faculties.

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
Disadvantaged pupils progressing in line with their peers	Strategies in place for pupils not progressing in line with their peers Improved progress data (progress 8 comparable with peers) Regular interventions for disadvantaged pupils causing concern
To have clear and meaningful data, using information that we already have in place	Analyse and collate the following: Mentoring Day audit (MS Form to be created ready for academic year 2023/24) Reading Ages of PP (ILI) PP CATs Data PP attendance (and lates) – monitored Results of survey given to PP students regarding extra-curricular activities and where they are excelling out of the classroom.
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)
Act upon the collected data and develop strategies to improve progress	Decisions made on what will be done about the collected data, should action need to be taken. Plans updated to take any further challenges into account HoLs/HoFs (tutors where relevant) to follow up any necessary interventions (referrals to counsellor, EMHPs, tutoring etc) SIF Prioritise PP phone calls home
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: £55,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	<ul style="list-style-type: none"> • Low staff turnover • Relevant and sustained CPD program • Half-termly Teaching and Learning Sessions that are staff-centred, often led and directed by various members of staff • Creative education subscription <p>Improving the Impact of Teachers on Pupil Achievement in the UK EEF Individualised Instruction</p>	1, 3
Creative education subscription	<ul style="list-style-type: none"> • Provision of relevant online courses <p>Creative Education Courses</p>	1, 3

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding learning resources for PP pupils	<p>To facilitate independent study and engage parental support.</p> <ul style="list-style-type: none"> • Subject-specific revision guides and tools (e.g., food ingredients, CGP Revision booklets, textbooks) • Expectation of ongoing in-class intervention by subject teachers <p>EEF Metacognition and Self-Regulation EEF Parental Engagement</p>	1, 3
Small group tuition	<ul style="list-style-type: none"> • Each session has at least one PP student present <p>EEF One-on-One Tuition EEF Small Group Tuition</p>	1, 3

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

Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting oracy and literacy	<ul style="list-style-type: none"> Developing oracy through organized programs (e.g., <i>Talk the Talk</i> program) Providing opportunities for students to build their self-esteem, self-confidence, and oracy (e.g., PSHCE Module <i>Speaking with Confidence</i>) Accelerated Reader program. EEF Accelerated Reader EEF Reading Comprehension Strategies	
Subsidising non-curriculum trips	<ul style="list-style-type: none"> 33% of extracurricular trips 50% of music lessons and clubs EEF Arts Participation	3
Well-Being Support	<ul style="list-style-type: none"> Several channels to support the mental well-being of PP learners. Rigorous monitoring and follow-up of attendance by Heads of Learning and Senior Leadership Counsellor and Youth mentors EEF Social and Emotional Learning	1, 3
Bespoke Support	<ul style="list-style-type: none"> Student-specific needs such as transportation and clothing/uniform 	1

Total budgeted cost: £84,387

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 2022 to 2023 academic year.

Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll – Years 7-11	756	
Total number of pupils eligible for PPG		NUMBER
	Years 7-9	47
	Year 10	12
	Year 11	12
	TOTAL	71
Amount of PPG received per pupil	£985	
Total amount of PPG received	£69935	

The number of pupils eligible for Pupil Premium increased slightly, moving from 9% to 11% 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 and will remain a priority at Herschel and staff have high expectations of all of our pupils – we continued to set ambitious targets and held interventions where necessary, including Easter tuition which we focussed on low attaining and PP learners

In the coming year we will work to develop a bank of strategies that can be used for our PP learners. An emphasis on using Quality First Teaching Strategies, which staff are already using to support pupils with SEND.

2. To have clear and meaningful data, using information that we already have in place

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, in line with our behaviour policies.

Tutor support, including our individual audit of progress and barriers to learning at Mentoring Day, has now been made into an MS form and helped to identify disadvantaged pupils needing interventions or access to technology and we will continue to use this.

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

Financial support continued to be provided for all compulsory curriculum trips, along with Stationery packs once again being organised for PP learners in year 7 to ensure they were equipped for September and spares stored by BRI, should pupils in other year groups require any further stationary. The running of the summer school helped to ensure all of our year 7s were well-equipped for the academic year. A range of departmental initiatives supported Pupil Premium learners: this included provision of additional resources such as revision books and the purchase of ingredients in Food lessons. MCH worked with staff to ensure that students receive additional tools, study material and revision guides as and when needed.

Enrichment/ Cultural Capital included funding of *Digital Theatre* + (which gave online access to over 1000 performances plus interviews/ educational resources) and subsidised trips, music

lessons and any extra-curricular activities that have an associated cost (e.g., martial arts, taekwondo and music lessons) were subsidised.

Students were surveyed in July 2023 to monitor extra-curricular engagement. All participants identified at least one extra-curricular activity.

This year we will work to track how many pupils are taking part in extra-curricular activities and monitor to ensure our disadvantaged pupils using regular surveys to inform data.

Focus on encouraging PP learners to take on leadership roles in Sixth Form.

4. Act upon the collected data and develop strategies to improve progress

HoLs and HoFs continued to put in place interventions and dealt with academic achievements through monitoring of behaviour, progress and attendance. Where necessary pupils were put on report in line with our behaviour policy. Referrals were also made to our school counsellor, EMHPS and group tutoring, depending on the individual needs of pupils.

An area of development was acting upon collected data is tracking how many PP learners participate in extra-curricular activities, as it is challenging to monitor the impact of these activities, as it is often anecdotal.

5. Staff to be aware of and involved in the implementation of our PP strategy

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

An updated version of the PP Excel Spreadsheet has been created so that staff can input any interventions and/or strategies that they have been using to support our disadvantaged pupils.

This has allowed us to begin to develop a centralised approach that can be adapted to suit individual pupil needs.

As these targets are part of our three-year PP strategy, we will continue to focus on these throughout academic years 2023/24.

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. Although GCSE outcomes were strong, PP learners did not progress as well on average as non-PP learners.

GCSE OUTCOMES 2023

ACADEMIC PROGRESS

Given the evidence at a national level of the detrimental effect the pandemic had on PP learners, we have strong evidence that our PP learners have worked hard to overcome the challenges with the support of our staff. 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 increased and we will be continuing to work towards closing it this year.

Key subject areas are English, Maths and MFL where this gap was most significant for both Attainment 8 and Progress 8 scores.

ACADEMIC ATTAINMENT (11 Pupil Premium students, 1 Service Premium student)

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

Attainment 8			
	All	PP	
Overall	7.6	7	
English	7.7	7.1	
Maths	7.8	6.9	
Science	7.9	7	
Humanities	7	6.6	
MFL	5.24	5	
Other*	7.2	6.7	
*best 3			

Progress 8			
	All	PP	
Overall	0.75	0.07	
English	0.76	0.07	
Maths	0.79	0.01	
Science	0.7	0	
Ebac	0.92	0.02	
Humanities	0.27	0	
MFL	0.16	-0.04	
Other subjects	0.56	0.07	

DESTINATIONS

- 6 of 12 (50%) of these learners remained at Herschel

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