

Pupil Premium Strategy Statement for the Secondary Phase



William Hulme's Grammar School
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Part of United Learning

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	William Hulme's Grammar School
Number of pupils in school (11-16 Phase)	900
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Peter Mulholland, Headteacher
Pupil premium lead	Peter Mulholland Headteacher
Governor / Trustee lead	Jenny Andrews, Chair of the LGB

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£419,947
Recovery premium funding allocation this academic year	£55,061
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	£475,008

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, have full access to our co-curricular programme and are well prepared for the next stage in their education.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that disadvantaged pupils are challenged in all lessons and can access homework tasks and programmes
- ensure that disadvantaged pupils take part in co-curricular activities such as the CCF and Duke of Edinburgh Award Scheme
- ensure that disadvantaged pupils have access to excellent, independent careers advice and move on to Level 3 courses at 16 and higher education or high level apprenticeships at 18
- ensure that disadvantaged pupils attend as regularly as non-disadvantaged pupils
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in KS3 is generally slightly lower than that of their peers.</p> <p>United Learning assessment on entry to year 7 in 2021 for maths indicates that Pupil Premium pupils performed below their peers at WHGS and the Group as a whole. This gap narrows in United Learning standardized assessments in Years 8 and 9, but a small gap is still evident in Key Stage 4 such as current Year 11 predictions.</p>

Challenge number	Detail of challenge
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 2021, 37% of our disadvantaged pupils arrived below age-related expectations compared to 26% of their peers. This gap is narrowed during pupils' time at our school as evidenced in United Learning standardized English assessments. However, progress for disadvantaged pupils, especially those with high prior attainment, are slightly below their peers as evidenced in current Year 11 predictions.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in knowledge gaps in E-Bacc subjects and, this is evidenced by progress for disadvantaged pupils, especially those with high prior attainment, being slightly below their peers in current Year 11 predictions.</p>
4	<p>Our observations suggest that disadvantaged pupils need additional support with metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated in a slight attainment gap across the curriculum, particularly maths and science where tiers of entry can be critical in determining final grades.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, staff referrals for support markedly increased.</p>
6	<p>Our attendance data over the Pandemic indicates that attendance among disadvantaged pupils has been 1.8% lower than for non-disadvantaged pupils.</p> <p>During 2020-21 26.5% of disadvantaged pupils have been 'persistently absent' compared to 20.5% of their peers during that period 20.5%. Since September 2021, the gap has narrowed with 19.8% of disadvantaged pupils 'persistently absent' compared to 17.8% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	<p>By the end of our current plan in 2024/25, disadvantaged pupils will achieve the following standards:</p> <ul style="list-style-type: none"> ■ 77% will attain at least a Grade 4 in both English and maths ■ 57% will attain at least a Grade 5 in both English and maths ■ 18% will attain at least a Grade 7 in both English and maths ■ Attainment 8 score will be 51.7

Intended Outcome	Success Criteria
	<ul style="list-style-type: none"> EBacc average point score will be 3.8 Progress 8 score will be at least +0.5
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests will show that the gap between disadvantaged pupils and their peers narrows across KS3. This will also be evidenced in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	United Learning assessments in E-Bacc subjects will show that disadvantaged pupils achieve at least as well as their peers by the end of Key Stage 3. This will be supported by a narrowing gap in homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations.</p> <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including CCF, Duke of Edinburgh Award Scheme, trips, residential and the Turing scheme
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: **£313,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Purchase of standardised diagnostic assessments:</p> <ul style="list-style-type: none"> NGRT reading tests Midyis <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Staff trained to deliver independent study programmes for students with built-in feedback features and proven track records:</p> <ul style="list-style-type: none"> Hegarty Maths Sparx 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>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.</p> <p>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of</p>	1, 2, 3

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<ul style="list-style-type: none"> ■ Bedrock ■ Seneca ■ GCSEPod 	<p>knowledge, or to develop fluency in a particular area).</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	
<p>Developing metacognitive skills in all pupils and provide effective feedback:</p> <ul style="list-style-type: none"> ■ Rosenshine ■ TLAC strategies ■ Deliberate Practice ■ Reducing cognitive overload <p>This will involve ongoing teacher training in Teacher Learning Communities.</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Smaller class sizes will be funded in maths and science to ensure that teaching and feedback is bespoke to the needs of individual pupils</p> <p>Additional teaching groups in KS3 to provide a Transition Group pathway (150 periods)</p> <p>Setting in Maths in Years 7-9 (28 periods)</p> <p>Setting in Science in Year 9 (12 periods)</p> <p>Additional teaching groups in KS4 Maths and Science to provide more bespoke teaching, especially with regard to tiered entry (44 periods)</p> <p>Additional Science and Maths teacher funded by the Recovery Premium</p>	<p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>Smaller class sizes and additional time will be funded in English in Key Stage 3 to ensure that teaching and feedback is bespoke to the needs of individual pupils</p> <p>Setting in English in Years 7-9 (28 periods)</p> <p>Additional teaching groups in KS4 English to provide more bespoke teaching (22 periods)</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Additional 100-minute lesson in Literacy (Reading and Writing) for each class in KS3 taught by a specialist teacher</p> <p>Catch-up programmes implemented by trained teachers and LSAs such as Ruth Miskin catch-up Literacy programme with both 1:1 and small group provision</p>	<p>Ruth Miskin strategies rely on Phonics. While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	

Targeted Academic Support (For Example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: **£70,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged pupils whose education has been most impacted by the pandemic.</p> <p>1:1 tuition for disadvantaged pupils at risk of not achieving their target grades in maths and English by Learning Mentors. This is also topped up by the Recovery Premium</p> <ul style="list-style-type: none"> Small group tuition for Year 11 students in after school maths revision sessions by trained Sixth Formers 	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.</p> <p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

Wider Strategies (For Example, Related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £92,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Increased engagement in co-curricular activities such as the CCF, Duke of Edinburgh Awards scheme, the arts, trips and residential linked to whole school values using the Jubilee Framework.</p> <p>Mentoring and tracking by Pastoral Team including CBT techniques, 1:1 conversations, frequent contact with parents/carers and incentives Additional school counselling time brought in to reduce anxiety and depression</p> <p>Pupil Premium students access high quality, independent careers guidance and secure a post-16 destination</p>	<p>The Jubilee Centre Framework for Character Education in Schools is based on extensive research. The 'Building Blocks of Character', break virtues down into four 'types', namely intellectual virtues, moral virtues, civic virtues, and performance virtues, working in combination towards the development of the whole child. Framework for Character Education.pdf (jubileecentre.ac.uk)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment. SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p>	5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. Rapid response from Attendance Officer and Assistant Attendance Officer in case of absence. Home visits and links with outside agencies to reduce PAs. Close communication and adoption of common strategies within Pastoral</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Team (Vice Principal PDBA, Directors of KS3 and KS4, Heads of Year, Assistant Heads of Year).		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total Budgeted Cost: £475,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was significantly higher than the national average, but slightly lower than their peers with 74% gaining 4+ in English and maths (compared to 85% for non-Pupil Premium) and 50% gaining 4+ in English and maths (compared to 65% for non-Pupil Premium).

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not quite fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, the impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by live teaching for all pupils access to which was universal because of the provision of over 200 chromebooks to **all** families without a device.

Although overall attendance in 2020/21 was lower than in the previous years at 92.3%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.9% higher than their peers and persistent absence 3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally Provided Programmes

Programme	Provider
Sparx Maths	
Hegarty Maths	
GCSEPod	
Elevate Study sessions	
Seneca	

Further Information (Optional)

Additional Activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., CCF and The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

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.