

Pupil Premium Strategy Statement (Secondary Phase)

This statement details our school's use of pupil 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 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) | 917 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| 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 2025 |
| Statement authorised by | Thom Copestake, Head of School |
| Pupil premium lead | Thom Copestake, Head of School |
| Governor / Trustee lead | Jenny Andrews, Chair of the LGB |

Funding Overview

| Detail | Data |
|---|----------|
| Pupil premium funding allocation this academic year | £363,300 |
| Pupil premium funding allocation for LAC and PLAC students | £32,080 |
| 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 | £395,380 |

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 and enrichment activities and trips
- 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> |
| 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> |

| Challenge number | Detail of challenge |
|------------------|---|
| | 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. |
| 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 | 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. |
| 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 ■ EBacc average point score will be 3.8 ■ Progress 8 score will be at least +0.5 |

| Intended Outcome | Success Criteria |
|---|--|
| 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. | Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. ■ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including Duke of Edinburgh Award Scheme, trips, residentials and the Turing scheme |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | 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%. ■ 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: **£285,380**

| 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"> ■ Sparx ■ Seneca ■ GCSEPod ■ UpLearn | <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 knowledge, or to develop fluency in a particular area).</p> | 1, 2, 3 |

| Activity | Evidence that Supports this Approach | Challenge Number(s) Addressed |
|---|--|-------------------------------|
| | Homework EEF (educationendowmentfoundation.org.uk) | |
| <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 (120 periods)</p> <p>Setting in Maths in Years 7-9 (32 periods)</p> <p>Setting in Science in Year 9 (6 periods)</p> <p>Additional teaching groups in KS4 Maths and Science to provide more bespoke teaching, especially with regard to tiered entry (16 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</p> <p>Additional teaching groups in KS4 English to provide more bespoke teaching.</p> <p>Catch-up programmes implemented by trained teachers and LSAs such as</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> <p>Ruth Miskin strategies rely on Phonics. While there have been fewer studies examining phonics</p> | 2 |

| Activity | Evidence that Supports this Approach | Challenge Number(s) Addressed |
|--|--|-------------------------------|
| Ruth Miskin catch-up Literacy programme with both 1:1 and small group provision | <p>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> | |
| Introduction of a Reading Spine for all KS3 students, delivered through the form time programme. | <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers of every subject to teach students how to read, write and communicate effectively.</p> <p>EEF Study on Improving Literacy in Secondary Schools</p> | |

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

Budgeted cost: **£110,000**

| Activity | Evidence that Supports this Approach | Challenge Number(s) Addressed |
|---|--|-------------------------------|
| <p>Increased engagement in co-curricular activities such as 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.</p> <p>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.</p> <p>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:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based</p> | 5 |

| Activity | Evidence that Supports this Approach | Challenge Number(s) Addressed |
|--|--|-------------------------------|
| | interventions Early Intervention Foundation (eif.org.uk) 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) | |
| 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 Team (Vice Principal Ethos and Culture, Directors of KS3 and KS4, Heads of Year, Assistant Heads of Year). | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 6 |
| 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: £395,380

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.

Our external outcomes during 2023/24 suggested that the performance of disadvantaged pupils was significantly higher than the national average, but slightly lower than their peers with 60% gaining 4+ in English and maths (compared to 73% for non-Pupil Premium) and 50% gaining 5+ in English and maths (compared to 68% for non-Pupil Premium). Our Progress 8 score for disadvantaged students is 0.23, which is above national averages and is an increase from the P8 score for disadvantaged students in 22/23 (0.07). The P8 score for non-disadvantaged students however remains higher at 0.53

Despite the gap beginning to close pre-pandemic, the time away from schools during 2019/20 and 2020/21 has significantly impacted on disadvantaged students.

Attendance in 2023/24 was 93.5%, higher than the national figures. This is an increase from previous years and attendance does seem to be increasing post-covid. There is, however, still a small gap with disadvantaged students having an overall attendance of 92.5% compared with 94.2% for their non-disadvantaged peers. Similarly, levels of persistent absence are much higher in disadvantaged students. To tackle this, we have an attendance curriculum in place and all staff will be responsible for implementing changes to our procedures and policies. Attendance remains one of our highest school priorities for the 24/25 academic year.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted over the past few years, primarily due to COVID-19-related disruption to schooling. 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, ensuring students are signposted to available support and prioritising them as such, including with careers advice and guidance.

NGRT data is allowing us to carefully adapt and implement reading interventions and the introduction of Lexonik Advanced is having a measurable impact on students' understanding and comprehension abilities; during 23/24 the students who participated gained an average reading age of 33 months from their baseline. For the 24/25 academic year we have increased capacity for delivering these interventions and the wider range of staff allows us to more carefully plan and facilitate support to those with the greatest need. The use of Sparx for Mathematics and now also with Science (from 24/25) now ensures that students have a consistent package to improve retrieval knowledge, to apply knowledge and skills to complex questions and to boost revision. We continue to provide devices to students who need to access online learning from home and whose families are unable to facilitate this.

The introduction of the Reading Spine was well received but further refinements are necessary to ensure the students are accessing texts which are engaging, motivational and challenging. This has been reviewed for the 24/25 academic year.

Externally Provided Programmes

| Programme | Provider |
|------------------------|----------|
| Sparx Maths | |
| GCSEPod | |
| Elevate Study sessions | |
| Seneca | |
| UpLearn | |

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. 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.