

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Pudsey Grammar School
Number of pupils in school	1104 (Y7-11) 236 (Post 16)
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	08.11.23 for final sign off December 2023
Date on which it will be reviewed	
Statement authorised by	Amy Burgum and Oliver Bassett
Pupil premium lead	Amy Burgum and Oliver Bassett
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,132
Recovery premium funding allocation this academic year	£75,348
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	£378,480

Part A: Pupil premium strategy plan

Statement of intent

The aim of our PP strategy is to ensure that all disadvantaged and vulnerable students in our school excel and achieve well in comparison to their more advantaged peers, whilst also gaining important life experiences. This includes students learning a knowledge-rich curriculum, achieving good exam results, and having the attributes needed to access a fulfilling career and rewarding life. At a general level, our approach will take three important strands:

1. **We know our students:** All disadvantaged students will be known by the staff who teach/work with them.
2. **We know what they need:** Teachers and pastoral staff will work to know what each student needs to make academic/personal progress. This will include breaking down barriers to learning.
3. **We focus on what works:** Teachers will teach really well and pastoral staff will break down barriers to learning to ensure that disadvantaged students receive an excellent education.

Our disadvantaged student cohort can be broken down into different groups and it's important that we don't use one label to refer to them as a single entity as their characteristics and needs differ.

Whilst our whole school approaches seek to benefit all disadvantaged students (for example, by ensuring teaching is excellent), some of our strategies are targeted to the needs of students in a particular group (e.g. weak readers). These are detailed below. Our strategy for helping disadvantaged students is very much twinned with our whole school improvement plan.

Challenges

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

Challenge number	Detail of challenge
1 Academic (all)	Mirroring national trends, our outcomes in 2023 saw a widening of the gap between PP and non-PP students. For example, in 2019 the P8 gap between PP and non-PP students was 0.35 of a grade. In 2023, the gap had increased to 0.8 of a grade (Non-PP P8 =0.2 Vs PP P8 -0.61)
2 Numeracy	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 indicate that many of our disadvantaged pupils arrive below age-related expectations compared to their peers. Subsequent internal and external (where available) assessments show that there continues to be a gap during students' time at our school. The average KS2 maths starting point for new year 7 disadvantaged students is 102, compared with 106 for non-disadvantaged students.
3 Literacy	Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension

	than peers. This impacts their progress in all subjects. The average KS2 reading starting point for new year 7 disadvantaged students is 104, compared with 107 for non-disadvantaged students.
4 Attendance	Since the beginning of the pandemic the attendance of disadvantaged students has been a challenge. There has been a rise in persistent absenteeism for disadvantaged students and the gap in attendance between PP and non-PP students has grown in the last two years. PP attendance for the academic year 2022/23 was currently 82.8% Vs non PP attendance of 92.3% (FFT).
5 Pastoral	The number of SEMH issues identified by the student support team have increased significantly since the start of the pandemic. A disproportionate amount are from our disadvantaged cohort. We have also seen a rise in a small number of disadvantaged students who are experiencing behavioural difficulties in and outside of school.
6 Attitudes	At PGS we take students' attitude to learning (ATL) very seriously and use it as an important barometer on a student's chances of achieving educational excellence. There is a clear gap between the attitude to learning of our PP students and non-PP students. For example in Year 11 2022/23 Year, the average ATL for PP students was 2.1 (classwork), 1.9 (homework), 2.3 (behaviour). For non-PP students, average ATL was 2.3 (classwork), 2.2 (homework), 2.4 (behaviour). This shows a clear difference in the different cohorts' engagement with school.

Intended outcomes

	Intended outcome	Success criteria
Academic (all)	Disadvantaged students attain highly and make good progress from their starting points.	-HPA PP students achieve positive progress scores. -Students attain 9-4 in English and Maths in line with non-PP students nationally. -The gap between PP and non-PP students' P8 reduces to pre-pandemic levels (<0.3) -PP students achieve a P8 score in line with the national average for all students (0.0 or higher).
Numeracy/maths	Improved attainment among disadvantaged pupils within maths including an improvement of basic numeracy skills within KS3	-Regular assessment throughout KS3 demonstrates improvements in basic numeracy skills and a closing of the gap between disadvantaged students and their peers. -Teachers are able to observe improved confidence of disadvantaged students in accessing mathematical content and increased enjoyment of the subject. -Maths outcomes continue to improve for disadvantaged students.
English/literacy	The reading ability of many disadvantaged students improves.	-Reading comprehension tests demonstrate improved reading ages among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. -The KS2 gap on entry diminishes across KS3.
Attendance	The average attendance of disadvantaged	Persistent absenteeism reduces. Average attendance for PP students increases.

	students returns to pre-pandemic levels.	
Pastoral	A range of pastoral interventions leads to clear improvements in the well-being, mental health and engagement with school for targeted PP students.	Increased number of students receiving SEMH support in order to meet capacity and improve student wellbeing. A range of pastoral interventions to support students with improving in school behaviour, with a particular focus on PP.
Attitudes	All pupils engage with school and learning because they enjoy it, feel valued and feel effective in their studies.	Teacher feedback on students' attitudes to learning shows that there is no discrepancy between PP and non-PP students in terms of classwork, homework and homework. The gap greatly reduces.

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.

Improving teaching:

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx costs
Curriculum development.	Each subject area has spent 3 years developing a knowledge-rich curriculum, and the school has reverted back to a three year Key Stage 3 to ensure there is no curriculum narrowing. See <i>Ofsted Handbook, 203</i> : https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#quality-of-education	Academic	Built into teacher workload expectations
Teacher development activities.	The school has implemented an Instructional Coaching model to support teacher development. Also, departments are involved with a number of CPD opportunities to help improve teaching. For example, membership of the National College, Leeds Learning Partnership, Red Kite Alliance, a subject specific in-school CPD programme. <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."</i> <i>EEF Guide Autumn 2021</i>	Academic	£20,300
Improving feedback routines – we have shifted to focusing on high quality whole class feedback techniques.	To reduce teacher workload (and support well being and retention) we have moved to a whole class feedback approach. We have retained consistency and quality by ensuring a whole-school model is used. <i>Feedback done well is a high impact / low cost strategy.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	Academic	Built into teacher workload expectations
Improving use of questioning, low stakes testing, knowledge retention	This has a specific focus on teacher's use of mini-white boards, low stakes knowledge tests and knowledge organisers.	Academic	Built into teacher workload expectations

strategies and AFL techniques.	<i>AFL done well:</i> https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf		
Development of the maths department.	Over the last three years there has been significant investment in the maths team, with new colleagues appointed. The team has also implemented a wholly new curriculum (White Rose Maths) and is making use of effective online resources (e.g. Sparks Maths)	Maths	£2,290
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will embed key elements of the guidance in school throughout both KS3 and KS4.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	Maths	Built into teacher workload expectations
We will embed the teaching of Vocabulary for Instruction across all subject areas at Key stages 3 & 4.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <i>Improving Literacy in Secondary Schools</i> <i>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary schools guidance:</i>	Academic	1 teacher hour costed at £41 (M6)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx costs
Small group after school 'drop in' sessions to targeted Year 11 students for extra English and maths support.	We use after-school small group tuition to target the development of some of our disadvantaged students. This is ahead of trial exams, the GCSE start date to ensure we are focused on closing the PP gap. Benefits of small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	English / maths	English and Maths staff Twilight - student voluntary drop in.
Use of the targeted, paired reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and to address vocabulary gaps.	A small number of students will require additional support—in the form of high- quality, structured, targeted interventions—to make progress. As of Autumn 2023: there are 11 year 7 students, 5 year 8 students and 6 year 9 PP students involved. Sessions run during form time. EEF: Improving Literacy in Secondary Schools	English / academic	Proportional of the HLTA salary. 2 x 20 mins per week. (Staff member allocated or P16 student)
HLTAs teach a phonics-based programme to disadvantaged Year 7 & 8	Schools should consider small group tuition as a first option, taking care to bring together students who are struggling in the same area of literacy,	English / academic	Proportional of the HLTA salary.

pupils to improve literacy levels.	<p>Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</p> <p>When following structured programmes, well-trained teaching assistants can be as effective as teachers.</p> <p>Time allocation: Divided between the two HLTAs (SRD and APR) as follows: 10 year 7 PP students, four hours per fortnight. 4 year 8 students, two hours per fortnight, and 6 year 9 students, two hours per fortnight.</p> <p><u>EEF: Improving Literacy in Secondary Schools</u></p>		8 hours per week. (broken down under the evidence section).
Monitor and support the independent reading of disadvantaged students to help raise literacy levels.	<p>The appointment of a full time librarian to act as a central hub to champion reading across the school. The library budget has been increased and specific strategies are being used to promote reading to our disadvantaged students. e.g. buying all PP students in Year 7 and Year 8 a book of their choice at the start of the six week holidays.</p> <p>Our school librarian - HMN meets with 4 year 8 PP students and 12 year 9 PP students for 15 minutes per fortnight to check book choices and their progress with independent reading. These are PP students whose reading age is significantly below their chronological age.</p>	English / academic	£30,750
Maths HLTA support within the classroom and small group tuition work with disadvantaged students.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	Maths	£23,947

Wider strategies/ Trips and PD

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx costs
Make daily phone calls home to PP students who are absent from school.	This approach has been developed at other school with higher than national average attendance for disadvantaged students as it helps build parental engagement and stronger relationships.	Pastoral / attendance	Built into Year Leader workload expectations. Supported by the attendance team.
Development of a new 'Inclusion Room' to provide long term pastoral support to students who are struggling to engage with school.	This will provide support for small numbers of students who are finding it most difficult to engage with school. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</u>	Pastoral / attendance	£ Resources: £1000
We ask that all teachers and form tutors complete an annotated seating plan demonstrating a	This helps teachers know their PP students in greater depth. This helps us build relationships and be more forensic with the curricular needs of our PP cohort.	Academic	Built into teacher workload/roles and

knowledge of their disadvantaged students.			responsibilities in HT1.
Form time weekly plans are designed to provide routine and support for all, though especially PP students.	https://docs.google.com/document/d/1ywd4McXscidYqidmf7aoAfUSpT-cVoB4rUUr3pGkFz0/edit	Pastoral	Built into teacher workload/roles and responsibilities across each HT.
Using the services of the mentoring company, Think For The Future. (Autumn term 2023)	https://www.thinkforthefuture.co.uk/behaviourmentoring This company has a good reputation for supporting students experiencing challenges regulating their behaviour. They are working with students in Year 8, 9 and 11.	Pastoral	£5,550
All our pastoral interventions and support work target disadvantaged students. e.g. Pastoral Support Plans and the deployment of Behaviour Support Mentors and Year Leaders.	We have used the 2021 EEF Behaviour Guidance Report as the basis for many of our pastoral support plans https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Pastoral	Built into Year Leader workload expectations.
Providing IT access to any families who need it.	To support student homework we had previously provided over 100 families with a chromebook and a smaller number of families with internet packages. We continue to provide support as and when disadvantaged families request it. We can increase this number based on demand, chromebooks are also available from the IT team to loan out to disadvantaged families.	All	£400 annually (wifi dongles)
Providing support with uniform and equipment for disadvantaged families.	We work to break down as many barriers as possible, so we will routinely provide uniform/equipment to our families where the need is greatest. We operate a pre-loved uniform shop, as well as a full range of uniform items available for students to borrow daily from our office.	All	£2,000
Targeting disadvantaged students for extra-curricular activities. (breakfast club)	-We heavily subsidise the costs of our Year 7 residential. -We prioritise PP students for our House Competitions and in roles as House Managers. (% uptake is monitored termly by KRM). -We run a summer school for new year 7 students (many of whom are disadvantaged). These students are identified as needing extra transitional support ahead of year 7 starting, worked out through primary visits and collaboration with YL/DOS and SLT link. -We run a daily breakfast club where disadvantaged students can have a warm breakfast before the school day begins. This is offered to all PP students, reminders are sent out to families also, runs from 8am supervised each morning. - Any daily extra curricular activities are covered financially internally, no students need to pay to access clubs.	All	£1,000 residential. £1,240 summer school. £4,200 breakfast club £6440 total.
Guest speakers/external organisations	We allocate funds to ensure that students are never disadvantaged further in regards to accessing external support and engaging with reputable organisations who can further their aspirations and goals for the future.	All	£2500 per day (Utopia)

	<p>All PP students across year 7-11 are involved at some stage in the following enrichment:</p> <ul style="list-style-type: none"> - Year 7 'Re-start a Heart' programme with the West Yorkshire Ambulance Service. - Year 8, arranged talks and workshops e.g Leeds Lord Mayor. - Year 9 'SEMH focused Poetry Anthology work' with local poet Matt Abbott. - Year 8-10 students worked with Leeds United aligned organisation 'Positive Choices'. - Year 7-P16 all involved in National Careers Weeks events, annually we have approx 30-40 employers, universities, further education providers attend PGS to offer guidance and advice to all. - Careers advisor access: 1:1 interviews and guided support for their future. - Human Utopia: this inspiring organisation started working with PGS in 2022/23 with the then year 8 cohort. Into 2024, Utopia will be delivering drop down day material to current year 8s, 10s and 11s. This material supports PP students with motivation, self-esteem, mental health and coping with teenage life and stresses. <p>Our careers team works to ensure that by the time students complete KS4 all PP students have had exposure across all Gatsby Benchmarks.</p>		<p>£1100 (Positive Choices)</p> <p>£1200 (M.Abbott six week programme)</p>
Service Children	<p>The DfE introduced the service PP (SPP) in recognition of the specific challenges children from service families face as part of their commitment to delivering the armed forces covenant.</p> <p>Schools in England are provided funding from reception to year 11. This is designed to assist these students.</p> <p>We allocate this funding across key stages 3 and 4, ensuring students have specialist core teachers - English, Maths and Science. Funding ensures that these students have access to quality resourcing such as targeted revision guides, specification relevant textbooks and writing materials for their curriculum.</p>	Currently we have 3 students who are SPP. Only one of which is KS3/4.	£335
Duke of Edinburgh - making this exemplary award programme accessible to PP students.	<p>At PGS we offer students the opportunity to complete their Bronze, Silver and Gold Duke of Edinburgh Award.</p> <p>This enables students in year 9,10 and 12 to participate and complete all three stages should they wish.</p> <p>As PP students progress through the awards, they become more expensive - therefore we launch this with a face to face parental meeting, giving families the individual support required to access the start point.</p> <p>Additionally, we allocate £1000 worth of funding to subsidise the Bronze and Silver Awards (with P16 students on bursaries supported in this way).</p> <p>Payment instalment plans are considered based on salary payment dates and are re-modelled based on individual need. We also offer a further 25% reduction in cost for PP families.</p> <p>Furthermore, during practice and qualifying expeditions - students are not expected to purchase additional equipment, as we can loan boots, tents, bags, coats and cooking items.</p>	DOE Manager/Finance. Enrichment	£1000 (+ 25% reduction for PP families)

Trips and Visits	<p>As standard, all letters/communications on trip/visit launches contain the following statement:</p> <p>'If your child is interested in taking part but the cost is prohibitive or your child receives Free School Meals, please do contact us to discuss financial support and arrangements. There are subsidies available.'</p> <p>Additionally, for day visits, it may also state ' PP students will have a school packed lunch provided'.</p> <p>Department budgets, PP budgets are utilised in every case to ensure PP families are able to access opportunities.</p> <p>Trip planning: Extended residential/abroad are launched 12-18 months in advance to ensure families have plenty of support and time to consider affordability.</p>	<p>NJB -EVC Enrichment</p> <p>Evolve/Chapp erone app.</p>	£5000
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The pandemic saw a widening of the gap between our PP and non-PP students. In August 2023 our P8 for disadvantaged students was -0.61 Vs +0.20 for our non-disadvantaged students. In 2019 we had been closing the gap rapidly and we had been able to increase our PP P8 to -0.15 (Vs +0.19 non-PP). Our internal tracking had shown this gap widening over the last three years and our efforts are going into closing the gap whilst raising outcomes for all.

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
National tuition programme	School led tutoring (internal provision)
Emotional resilience programme	Think for the the future
National Breakfast Programme	National Breakfast Programme