

# Pupil premium strategy statement

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. The school has a pupil premium intake of 68 students which represent 7.56% of the total students on roll. This 7.56% figure is significantly below the national average of 24.6% and is in line with the grammar school national average of 7.9%. The school is undertaking work to support more disadvantage students to gain a place on entry through offering the support of tuition to some local primary schools and having pupil premium status support an offer of a place in the school should the student meet the requisite academic standard.

The small cohort allows for NHGS to adopt a tailored strategy to support the needs of our disadvantaged students and ensure that they can experience our full curriculum offer. All pupil premium students are interviewed by a specialist member of staff to identify any barriers to learning. The school has been keen to support pupil premium students to experience our new international links and take part in our visits to partner schools in India and Japan. Pupil premium funding is used to support programmes which support our whole school priorities of 'Scholarship' and 'Respect', with disadvantaged students being able to take part in teaching and learning opportunities relevant to these areas.

The Year 11 P8 figure for the whole cohort for 2024 was +0.19, with the pupil premium cohort figure (including a total of 17 students) standing at -0.29. Whilst it is disappointing that the pupil premium figure is below the whole cohort figure it can be noted that the small cohort size does leave the data open to significant change based on outliers in the data set and that the 2024 figure was an improvement from a P8 figure for pupil premium students of -0.35 in 2023. The strategy outlined below aims to get the school back to the position we were in before the pandemic where we saw pupil premium students achieve a stronger P8 figure than their non-pupil premium peers.

## School overview

Detail	Data
School name	North Halifax Grammar School
Number of pupils in school	899
Number of pupils eligible for PP funding	68
Proportion (%) of pupil premium eligible pupils	7.56%
Academic year/years that our current pupil premium strategy plan covers	2024/25-2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025

Statement authorised by	Desmond Deehan, Headteacher
Pupil premium lead	Daniel Kennedy, Assistant Headteacher
Governor / Trustee lead	Nicola Sheehan, Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,040

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to make our ambitious curriculum and our extensive enrichment programme as accessible to our disadvantaged students as it is to all our other students. We want to remove all the barriers we can to ensure that our vision and our school improvement priorities apply inclusively to, and can be realised by, our entire student body. The areas for development in our school improvement plan relevant to the pupil premium strategy are;

- Developing our students as scholars who take pride in study and work, have academic resilience and enjoy challenge.
- Enable all of our students to be competitive in a global workforce through engagement with international students, setting high academic standards and competing in national and international forums.
- Using adaptive teaching and Teacher 5 a day in lessons as a regular feature. All students make progress.
- Self-awareness – knowing and living with oneself: understanding of oneself, including thoughts, feelings and behaviours, being truthful in what we say and do.
- Interpersonal Skills – knowing and living with others: how to establish healthy, respectful relationships valuing community and celebrating diversity. An appreciation of the Fundamental British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
- To make more opportunities available to students so they can develop a stronger sense of respect for other cultures, social responsibility and global awareness. To increase opportunities to develop and lead.

Using the most up-to-date and credible research from the EEF to support our actions, we want to ensure that ALL students have ALL options open to them and are able to navigate life with confidence and set courses of their own choosing.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Progress</b> - Barriers caused by the impact of the pandemic. National research shows that school closures, as a result of the Covid-19 pandemic, are likely to have widened the disadvantage gap. <b>This is because disadvantaged pupils tend to have less access to technology, spend less</b>

	<b>time learning and have reduced support from parents/carers compared with their peers (though not in every case).</b>
2	<b>Financial barriers</b> which could deprive students of access to our full curriculum and experience of the 'Ambit' offer at NHGS and key resources at home, such as: access to ICT at home to do homework/research etc., books, desk, other learning resources and rich learning experiences such as residential trips and other school visits.
3	<b>Possible social anxiety and lack of confidence/self-esteem</b> when comparing themselves to other high prior attaining students in school (PP students nationally less likely to be self-confident) which could make some disadvantaged students less resilient.
4	<b>Potential lack of access to professional role models and "inside" information about careers and universities</b> that might impact adversely on motivation and aspiration or lead to a lack of understanding of the need to complement academic studies with a broad range of enrichment activities to compete for certain courses and jobs.

## 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
All PP students to have the experience the 'Ambit' offer of the NHGS curriculum.	100% of PP students taking part in an extra-curricular activity inside or outside of school.
All PP students to have access to information about career opportunities and pathways to post 16 study and apprenticeships.	100% of PP students to receive advice from C&K Careers careers adviser.
All PP students to discuss their well-being with associate staff and any who display signs of anxiety/lack of self-confidence are signposted to well-being team.	100% of PP students to have an interview with a member of associate staff and given the opportunity to discuss their well-being and complete a pupil profile.
Attitudes towards learning in class, independent and home learning are in line with non-PP students.	Scores for PP students at monitoring rounds are in line with non-PP students.

## 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.

## Targeted support

**Budgeted Cost- £24,040**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the 'Ambit' curriculum offer.	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1,2
All PP students given access to an in school counsellor and welfare officer where needed to support their self-fulfilment and well-being	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2
PP students given the opportunity to access additional tuition in school where this identified as necessary to support academic outcomes.	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1
Meeting material needs of all PP students through support as requested following one-to-one meetings.	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2

## High quality teaching

### Budgeted Cost- £15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Whole staff training on the deliver of the EEF recommended strategy of 'five a day' to improve delivery of content by staff.	EEF five a day guide.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a>	1
Whole staff training on delivery of trivium at NHGS to improve scholarship throughout the school	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1

Whole staff training for HoDs to visit other grammar schools to pick up on best practice and sharing learning departments.		1
Whole staff training delivered by staff focusing on adaptive teaching to engage all students.	EEF five a day guide.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a>	1

## Raising aspirations

### Budgeted Cost- £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to have a careers meeting with the school advisor from C&K Careers to promote positive role models and explore career options.	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	4
Introduction of rigorous form time reading programme to expose students to a wide range of literature.	EEF blog on reading fluency  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>	4
All PP students to have access to finance to support the cost of school trips in order that they experience the 'Ambit' element of the NHGS curriculum.	EEF the pupil premium guide 2023  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2

## Enhanced curriculum spending

Budgeted Cost- £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils to receive an assembly on 'Progressive Masculinity' to support the 'Respect' thread of SIP	Positive feedback from students and staff after a previous visit from Mike Nicholson in July 2023.	3
License for GCSE Pod for students in Year 10 and 11	<p>An evidence based approach has been taken on decisions to focus on these areas.</p> <p><b>Memory Strategies</b> – The EEF recognise that developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children. See the EEF report '<i>Cognitive science approaches in the classroom. A review of the evidence.</i>'</p>	1, 2, 4
Licenses for Maths and MFL online homework systems.	<p>An evidence based approach has been taken on decisions to focus on these areas.</p> <p><b>Memory Strategies</b> – The EEF recognise that developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children. See the EEF report '<i>Cognitive science approaches in the classroom. A review of the evidence.</i>'</p>	1,2, 3, 4
Stardome interactive learning day for Year 7 Physics students.	Feedback from the Physics department on the beneficial effect of the programme for furthering students' knowledge and passion for the subject.	1, 2, 3, 4

## 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.

#### Targeted academic support

Activity	Impact
All PP students to have a one-to-one meeting with a designated member of staff to help identify barriers to progress and encourage take up of the 'Ambit' curriculum offer.	A survey was completed of all PP students in July 2024 to measure engagement with extra-curricular activities inside and outside of school. The results of the survey showed that 84.6% of PP students had been involved in an extra-curricular activity in school and 65.4% of students had been involved in an extra-curricular activity outside of school.
Analysis of progress of PP students in comparison to non-PP students in all year groups at each of monitoring rounds.	Monitoring analysis occurred after each drop. Behaviour and achievement of PP students were found to be in line with non PP students. Where there were concerns with the data, follow up conversations happened with YGLs to address concerns and put actions in place for support.

#### Wider Strategies

Activity	Impact
All PP students to have a one-to-one interview with the school careers adviser to explore pathways and offer support.	All PP students placed on appropriate level three pathways at NHGS or other FE provision.
Use of the expertise of the pastoral officer to engage PP students and parents with all aspects of school life.	Attendance for Free School Meal (FSM) students 97.0% on 25/11/24, which is ranked first in Calderdale and in the top 10% decile nationally. PP attendance figure of 92.2% in line with the historic PP average and above the average national PP figure.



## Enhanced curriculum spending

Activity	Impact
License for GCSE Pod for students in Year 10 and 11	Deputy Headteacher conducted a review of student and departmental engagement and determined that the licence was being used and would be renewed.
Public speaking workshop for students in English.	Positive feedback from student, staff and organisers of the event.
License for Language Perfect	Engagement figures for streams and downloads of the Language Perfect programme.
Stardome interactive learning day for Year 7 Physics students.	Positive feedback from student, staff and organisers of the event.

## 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
Progressive Masculinity	Progressive Masculinity Ltd
Sparx Maths revision	Sparx
Language Perfect revision	Language Perfect