

Pupil Premium Statement

High Expectations | Every Child, No Excuses | Lead Learning | No Islands

School name	Heworth Grange
Pupils in school	1109
Proportion of disadvantaged pupils	490 pupils 46%
Pupil Premium allocation this academic year	£460.905
Academic year or years covered by statement	2021-2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	
Pupil premium lead	Vicky Carter
Governor lead	Yvonne Barker

Pupil Premium 2021-2022

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Pupil Premium 2021-2022 at Heworth Grange

This funding is intended to benefit students on free school meals, or who have been in receipt of free school meals in the previous 6 years, children who have been looked after continuously for more than six months, looked after children and service children. The government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Fund. This will ensure that parents, carers and other stakeholders are made fully aware of the attainment of pupils covered by the premium.

Students eligible for Pupil Premium

The funding allocations for Pupil Premium students are as follows:

	Funding 2021-2022 per pupil
Free School Meals Ever 6	£955
Looked after children and previously looked after children	£2345
Service Children	£310

Students eligible at Heworth Grange 2021-2022

Year group	Total students	Pupil Premium	Pupil Premium %	FSM	FSM %	LAC	LAC %	Service Children	Service children %	Pupil Premium
7	201	119	59%	88	44%	2	1%	0	0.0	111735
8	240	98	41%	114	48%	2	0.8%	0	0.0	92635
9	206	84	41%	95	46%	0	0%	3	1.5%	81150
10	208	93	45%	79	38%	3	1.4%	0	0.0	85950
11	212	96	45%	69	33%	3	1.4%	2	1%	89435
TOTAL	1067	490	46%	445	42%	10	1%	5	0.5%	460905

(Data correct as of September 2021)

Disadvantaged pupil performance overview

	2019	2020 CAG	National Average 2019 (most recent validated data set)	2021 TAG
Progress 8	-1.13	-0.7	0.01	-0.61
Ebacc entry	30.95%	35%		25.85%
Attainment 8	32.41	34	47.6	38.3
% Grade 5+ English and Maths	14.3%	13%	44%	32.65%
% Grade 4+ English and Maths	34.5%	34%	66%	51.02%
Destination data	92%	95.9%	94%*	97% TBC NOV 21

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.16	August 2022
Attainment 8	45.46	August 2022
% Grade 5+ English and Maths	48.3%	August 2022
% Grade 4+ English and Maths	79.8%	August 2022
Ebacc entry	27%	August 2022

Rationale

The spending of pupil premium funding has been influenced by external research; such as the [Education Endowment Foundation's \(EEF\) pupil premium guide](#), which suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality – investing in learning and development for teachers. The three areas are:

- Teaching
- Targeted academic support
- Wider strategies

Teaching

Research shows the majority of the funding and focus should aim to improve teaching as this has the most significant impact on supporting pupil premium students. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. 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.

Targeted academic support

Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

[Pupil Premium Support model](#)

The funding received for students eligible for pupil premium will be focused heavily towards improving Teaching as the diagram below shows this is the most significant lever in driving improvements in learning and progress for our pupil premium students. Whilst not all work required to develop teaching comes directly from the pupil premium allocation, it is important to highlight the wider work being undertaken to constantly strive for better teaching, better learning and better outcomes for our pupil premium students.



Barriers to learning

Internal school barriers	
A.	Disadvantaged students do not perform in line with national averages
B.	Disadvantaged reading ages are lower on intake than non-disadvantaged students hindering access to the curriculum
External school barriers	
C.	Attendance of disadvantaged students is not in line with their non-disadvantaged peers Persistence absenteeism is more prevalent in disadvantaged students
D.	Social, emotional and mental health issues disproportionately affect disadvantaged students.
E.	The cultural capital of disadvantaged students is not as developed as non-disadvantaged students

Teaching priorities for current academic year

Priority	Activity
Improve the effectiveness of teaching quality across all subject areas	<ul style="list-style-type: none"> Recruitment of teaching and learning team SOLAR learning cycle monitored and reviewed Writing frames and sentence starters Scaffolding expertise in lesson Emphasis of keywords Signposting tier 2 and Tier 3 vocabulary Modelling by teachers Consistent sticky explanation discussed and planned in teaching teams Retrieval starters embedded in all departments Effective questioning – directed to PP students Clarify understanding from DA students first Increase mini reviews in lessons Create seating plans that support disadvantaged students*
Improve the professional development for teachers at all levels	<ul style="list-style-type: none"> Investment in CPD- NPQ Teacher development Investment in CPD – NPQ Leading teaching Investment in CPD – NPQ Behaviour and culture Investment in whole school CPD
Barriers these priorities address	A B C D E (See barrier to learning table)
See table for projected spending	

Targeted academic support priorities

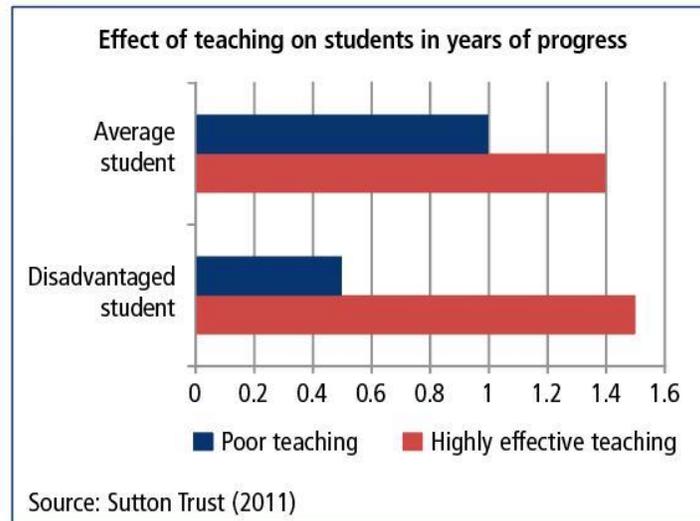
Measure	Activity
Improve outcomes for disadvantaged students so that life chances are also improved	<ul style="list-style-type: none"> Carefully mapped TA provision Reading intervention – lexia Reading intervention -accelerated reader Pit stop 1:1 and small group withdrawal work Intervention sessions for Year 11 that change in response to data

	HOY 1:1 Calendared HOY HOD SLT meetings with DA focus Calendared HOY SLT meetings Employment of Key stage Achievement leads with specific focus on DA students Alternative placements set up where necessary Personalised time tables to engage students Plan and implementation of the innovative curriculum Work scrutinies with disadvantaged students focus Advisory intervention for core subjects and reading
Barriers these priorities address	A B (See barrier to learning table)
See table for projected spending	

Wider strategies for current academic year

Measure	Activity
Improve the attendance of disadvantaged students	Track attendance for DA and intervene immediately as priority Safeguard and monitor DA students Ensure DA students sit next to a supportive student
Ensure wholistic care for disadvantaged students	New non-teaching heads of year Pit stop as differentiated behavior support New attendance policy and lead Attendance rewards Advisory programme Breakfast programme Pastoral intervention Emotional and mental health support on site Uniform subsidies Equipment provided CAF TAF referrals for support at home Learning mentors assigned to some students Prioritised SEND intervention Weekly welfare meeting Oracy development Careers advice and guidance
Barriers these priorities address	A C D E (See barrier to learning table)
See table for projected spending	

The following graph represents the significance of investing the PPF into quality first teaching:



Desired outcomes of our Pupil Premium Fund 2020-2021

	Desired outcomes	Success criteria
A.	Attainment and progress for disadvantaged students improves and the gap is narrowed More disadvantaged students achieve basics measure at 4+ and 5+	PP P8 meets school target of -0.18 PP KS3 increased proportion of on track or above
B.	Reading ages for pupil premium students are at least at their chronological age. Students in KS4 have at least a reading age of 14. The reason we aim for a reading age of 14 is to allow students to access the reading of GCSE examination questions. This is also supported by the Literacy strategy (extending two tier vocabulary, fluent writing, reading and orators) (Reading age as measured by GL assessment NGRT)	Reading ages for pupil premium students show improvements towards and beyond chronological reading ages
C.	Attendance of disadvantaged students moves towards national average Persistent absenteeism decreases towards national average	Disadvantaged attendance moves towards national averages PA for disadvantaged students moves towards national averages
D.	Disadvantaged students prioritised for Lap tops and provided with revision guides Alternative places are sourced to prevent any disadvantaged students becoming NEET.	Personalised pathways in place for disadvantaged students, where necessary and appropriate %Disadvantaged students NEET decreases
E.	Cultural capital deepens for disadvantaged students	Disadvantaged students meet passport requirements. This means that disadvantaged students have had active participation in team work, leadership, cultural experiences,

		academic progress, careers and special nominations (See passport to success scheme on the website for more details) Disadvantaged students have had access to the Consilium Charter
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2020-2021 Spending Plan

At Heworth Grange Pupil Premium funding is deployed to either develop staffing provision or resource the learning of students in receipt of the fund in the following ways:

Staffing resources	Intended outcome	Budget allocation from PP (£)
Improve the quality of teaching for all DA students	A B C D E Transforming teaching middle leaders course High leverage teaching CPD on Solar, BAR, Sun marking CPD on retrieval and interleaving	CPD and staff time £109,750 Whole school reading, pastoral care & EAL teaching £28,350 Small group swork staffing £72,000 Total £210,100
Targeted academic support	A B C D Lexia, phonics, guided reading Small group subject intervention (2 x 45-minute sessions each week) Homework clubs Study skills seminars for Year 11 students Small group mentoring Well-being referrals	Targeted reading £26,837 Curriculum intervention and study skills £16,160 Small group mentoring £81,746 Achievement leaders and (£20,000) Total £144,743
Wider strategies	A C D E F New behavior policy and lead Pit stop as differentiated behavior support New attendance policy and lead	CPD Pastoral (1500) Co curricula activities (16,875)

	Attendance rewards Advisory programme Breakfast programme Pastoral intervention Emotional and mental health support on site Uniform subsidies Equipment provided CAF TAF referrals for support at home Learning mentors assigned to some students Prioritised SEND intervention Weekly welfare meeting Employment of two pastoral managers to increase pastoral capacity Oracy development Careers advice and guidance Lap top provision for Disadvantaged students	Careers £10,000 Safeguarding and pastoral capacity £70,000 Total £125,792
Total	(PP Funding 2021-2022 = 460,905)	Targeted spend for DA £480,635

Allocations of the 2020-2021 funding

Priority	PP Spend	Proportion of funding
Improve the quality of teaching for all DA students	£210,100	44%
Targeted academic support	£144,743	30%
Wider strategies	£125,792	26%
TOTAL	£480635	100%

The spend is actually over the funding for disadvantaged students.