Pupil premium strategy statement – Heworth Grange School

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	Heworth Grange School
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	52.76%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Draft version September 2023
Date on which it will be reviewed	December 2023, April 2024, December 2024
Statement authorised by	Owen Inglis (Executive Headteacher)
Pupil premium leads	James Hulse (Deputy Headteacher)
Governor / Trustee lead	Yvonne Baker (Chair of Local Academy Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£531,990
Recovery premium funding allocation this academic year	£143,520
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	£675,510.00

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged students at Heworth Grange are not a homogenous group. Each individual has different barriers to learning, and to their social and emotional development. As a school, we are dedicated to ensuring that we understand all of our students' differing needs, and through a range of academic and pastoral strategies we aim to ensure that these students are empowered to meet the high expectations that we set for them.

Staff at Heworth Grange School share the core belief that eradicating educational disadvantage can be achieved through providing excellence in curriculum and quality-first teaching. We strive to ensure that our students develop the knowledge and skills to take advantage of opportunities and experiences in later life which will aid to address social disadvantage.

The spending of the Pupil Premium funding is outlined in this pupil premium strategy and is influenced and underpinned by research from sources such as the Education Endowment Foundation (EEF). EEF research suggests that the Pupil Premium is most effective when schools used a tiered approach which divides the spending to be targeted in three key areas: teaching, targeted academic support, and wider strategies. The majority of our spend is directed towards the teaching element; investing in teaching and learning development for staff across the school to improve the extent of quality-first teaching.

Heworth Grange School is located in the Felling area of Gateshead, Tyne and Wear. There are ten wards in Gateshead containing areas within the 10% most deprived in England. At 82%, Felling ward is estimated to have the highest proportion of its population living in the 10% most deprived areas in England. This is followed by Deckham (60%) and High Fell (53%) wards.

It is important to note that it is not exclusively the students in receipt of the Pupil Premium funding that are disadvantaged; a wide range of the strategies outlined in this strategy encompass more students in the school. We are acutely aware that students who do not fall into eligibility criteria are also at risk of socio-economic disadvantage. We are an inclusive school that places our students at the centre of our decision-making processes.

As a school, all stakeholders are resolutely committed to the following aims:

- Having the highest expectations of all students, and planning a curriculum and learning experiences that allow them to flourish
- Having a collective responsibility for disadvantaged pupils in all aspects of school leadership for delivering, challenging, and reviewing the strategy
- Delivering a quality curriculum rather than over-reliance on interventions
- Effective strategies that give teachers and support staff knowledge and expertise to support students to experience success in challenging learning over time

Challenges

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

Challenge number	Detail of challenge
1	The reading age and literacy development of those students eligible for the pupil premium are, on average, below age-related expectations. Our most recent data shows a significant gap between disadvantaged students and their non-disadvantaged peers.
2	The attendance of students eligible for the pupil premium is lower than average. During the last academic year (2022-2023), the attendance gap was significant at 7.77%, and 50.42% of disadvantaged students were classed as persistent absentees. Though significant improvements on the previous academic year, there is still much work to do in this area.
3	National data shows that disadvantaged students were more severely impacted by the Covid-19 pandemic. Though the previous academic year allowed us to begin to repair learning gaps, knowledge and skills gaps still exist.
4	Outcomes at KS4 show that pupil premium-eligible students do not attain as well as their non-disadvantaged peers, and that their progress is not as strong. The gap in Progress 8 score between pupil premium and non pupil-premium students –0.83. Whilst improved on the previous academic year, there is still much work to do here.
5	Qualitative data tells us that students eligible for pupil premium are more likely to low aspirations and engagement, which reflects national trends.
6	Social, emotional and mental health issues disproportionately affect disadvantaged students. Whilst this is a national trend, our internal data supports this suggestion.

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	Responsible	Evidence, challenge & review
To achieve improvements in the progress and attainment of disadvantaged students across the curriculum.	a) GCSE outcomes in 2023 demonstrate that the gap between disadvantaged students and non-disadvantaged closes towards Trust targets for all students. b) GCSE outcomes in 2023 demonstrate improvements in the Attainment8 and Progress8 of disadvantaged students towards Trust targets for all students. c) Internal data at KS4 shows sustained increases in numbers of disadvantaged students moving towards or beyond their targets.	a) JHU b) JHU c) JHU	• Assessment outcomes (internal and external) • MER processes • Team around the school • SIB/SIP/LAB accountability
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	a) The attendance of disadvantaged students increases towards and beyond the national average. b) The attendance gap between disadvantaged and non-disadvantaged students reduces towards zero. c) The rate of persistent absenteeism for disadvantaged students reduces significantly, in line with non-disadvantaged students.	a) CGI b) CGI c) CGI	• Attendance MER • Team around the school • SIB/SIP/LAB accountability
To improve the reading ages of disadvantaged students who have reading ages that are below their chronological reading age.	a) Targeted interventions demonstrate progress that exceeds that of the length of time of the intervention. b) All students increase their reading age to at least chronological. c) Across the school, the engagement with reading for pleasure increases.	a) AHA b) HMC c) HMC	• Assessment outcomes (internal) • MER processes • EA review • LAB accountability
To reduce the knowledge and skills gaps of disadvantaged students.	a) The quality of teaching and learning improves across the school so that all students know and understand more. b) The quality of formative assessment practices across the school improves so that teachers have the ability to respond to learning gaps in the classroom. c) The quality of written feedback improves so that all students have meaningful opportunities to repair knowledge gaps.	a) JHU b) JHU/CFM c) JHU/CFM d) CFM e) JHU/CGI	• Assessment outcomes (internal and external) • MER processes • EA review

	d) The quality of period 6 interventions improves so that students know and understand more. e) When lessons are missed, students are caught up effectively.		
To ensure that the curriculum is such that disadvantaged students are on a suitable pathway to support them to further learning or training, and students are supported to make preferences at KS4 that open doors to future opportunities.	a) The number of disadvantaged students continuing to Level 3 courses as they leave the school increases, and the number of HPA disadvantaged students accessing A-Level courses increases. b) The preferences process allows the overwhelming majority of students to follow subjects that they need to make meaningful next steps. c) The preferences process is supported by the careers lead so that all students have a 1:1 meeting to discuss education/career paths.	a) JHU b) JHU c) JHU/MSE	• Percentage satisfaction with preferences process • Destination data • LM of careers
To ensure that the pastoral system meets the needs of our disadvantaged students such that their behaviour for learning and wellbeing are improved.	a) The number of repeat referrals to the Reflection room for disadvantaged students reduces over time so that students are engaging in their lessons. b) The number of fixed-term suspensions for disadvantaged students reduces so that students are engaging in their lessons. c) The percentage of disadvantaged students achieving rewards is in proportion to that of non-disadvantaged students. d) The percentage of disadvantaged students achieving positive points is in proportion to that of non-disadvantaged students.	a) SRN b) SRN	• Behaviour data • MER processes • Team around the school • SIB/LAB accountability • Student voice
To ensure that opportunities given in the personal development programme are accessed equally by disadvantaged students and their peers, and are designed to broaden students' cultural capital.	a) The attendance profile to co-curricular activities matches that of the school's demographic so that disadvantaged students are accessing these opportunities as frequently as their non-disadvantaged peers. b) The breadth of opportunities available through the co-curricular programme allows the broadening of horizons for all students. c) The personal development programme is embedded such that opportunities to develop cultural capital across the curriculum are maximised.	a) MSE b) MSE c) MSE/JHU	• Co-curricular attendance data • Student voice • MER processes • Team around the school • LAB accountability

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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   <mark>Budgeted cost: £45,000</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to engage with the SSAT Embedding Formative Assessment (EFA) programme to increase the effectiveness of formative assessment and hence improve responsive teaching.	The SSAT EFA programme has been trialled and evaluated as an EEF project. The evaluation showed that EFA schools made the equivalent of two months' additional progress when measured using Attainment 8 GCSE scores. The project outcomes came with a very high security rating. Embedding Formative Assessment | EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Use the school CPD programme to continue developing the skills of teachers such that the strands of disciplinary literacy develop and become better embedded across all subjects.	The Improving Literacy in Secondary Schools guidance report from the EEF outlines seven key recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Disciplinary literacy is an approach that recognises that literacy skills are both general and subject specific, emphasising the importance of supporting teachers in every subject to teach students how to read, write, and communicate effectively in their subjects. Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
Provide time within the timetable to allow 1:1 coaching for teachers across the school to develop.	In terms of impact on student outcomes, instructional coaching has a good evidence base. When it is done properly, its effect size on teacher learning is significant. What is instructional coaching? | Ambition Institute Characteristics of Effective Teacher Professional Development | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Purchase standardised GL CAT4 diagnostic assessments for the beginning of KS3, with progress tests at the end of Year 7.	Standardised tests can provide us with reliable insights into the specific strengths and weaknesses of each of our students to help ensure they receive the correct additional support through teacher instruction and interventions. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	3, 4

Targeted academic support   <mark>Budgeted cost: £160,000</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one/small group support through carefully mapped TA provision and group work within Pit Stop, EAL Centre and Innovation.	Many studies in England have demonstrated additional benefits to disadvantaged students from one-to-one tuition. Moreover, LPA students are particularly likely to benefit. This approach can enable students to make better progress by providing intensive, targeted academic support for those at risk of falling behind. One to one tuition | EEF (educationendowmentfoundation.org.uk) Studies also show that small-group tuition is effective, particularly when the group size is smaller than six students. This provision is provided within our Pit Stop and Innovation areas of school. Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 5, 6
Data-informed, subject-specific period 6 intervention sessions for Y11 students.	This arrangement enables the teaching to focus exclusively on a small number of learners. Studies show that intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills (for example for HAPs). Small group tuition | EEF (educationendowmentfoundation.org.uk)	3, 4
Reading interventions including the Lexia and Accelerated Reader programmes, reciprocal reading, and peer-reading.	Studies in England have shown that disadvantaged students may receive additional benefits from being taught how to use reading comprehension strategies. Though many learners will develop these approaches without teacher guidance, we know that on average disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Similarly, peer tutoring approaches have been shown to have a positive impact on learning for both tutors and tutees across a range of age groups. There is also some evidence that pupils who are disadvantaged, low-attaining, and those with special educational needs, make large gains. Peer tutoring | EEF (educationendowmentfoundation.org.uk)	1, 4
Provision of revision guides for all students and improved parental engagement in the revision process for Year 11 students, particularly in English and maths.	Research from the EEF suggests that the inclusion of parents in their children's learning activities has a positive impact on the progress of those children. Parental engagement | EEF (educationendowmentfoundation.org.uk)	4, 5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of alternative curriculum with the Innovation Centre, offering small-group tuition and personalised SEMH support.	EEF research suggests that small group learning may be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive. Individualised instruction | EEF (educationendowmentfoundation.org.uk) Studies also show that small-group tuition is effective, particularly when the group size is smaller than six students. This group size is provided within the Innovation Centre, as well as consistent support from three members of staff (AHA, SRD, CWT). Small group tuition | EEF (educationendowmentfoundation.org.uk) Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through preventing exclusions that remove pupils from school for periods of time. Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
Introduce a new attendance strategy, including attendance rewards, attendance mentoring, and increased parental contact. Designate significant time within the CPD programme to upskill staff in attendance procedures.	The DfE's good practice guide has been informed by engagement with schools that have significantly reduced persistent absence levels. Within the guidance, it states: *"Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families." "Convey clear messages about how absence affects attainment, wellbeing. and wider outcomes. Empower staff to take responsibility for attendance." "Make sure staff receive professional development and support to deploy attendance systems effectively."* https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_searchh&search_term	2, 5
Appointment of Directors of Progress at KS3 and KS4 (extended SLT), of a Director of Culture and Arts, and of an additional Assistant Headteacher for behaviour and attendance.	One aspect of the role of Directors of Progress and AHT is to focus on the attendance of students. DfE good practice guidance outlines that it is important that attendance is seen as a key part of school improvement, and that appropriate leadership capacity is dedicated to this focus: *"Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy and school improvement plan."* https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2, 5, 6

Continued employment of non-teaching Heads of Year.	With the increased availability of these staff, we are in a position to have more frequent parental contact focussed on both academic and pastoral aspects of students' school life. Research from the EEF suggests that the inclusion of parents in their children's education has a positive impact. Parental engagement	EEF (educationendowmentfoundation.org.uk)	2, 5, 6
Continued employment of SEMH support in school.	EEF research reveals that SEMH interventions can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEMH interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers. Social and emotional learning strategies	EEF (educationendowmentfoundation.org.uk)	2, 6
Continued employment of careers leader in school.	An EEF research review reveals that young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. It also outlines that 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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_searchh&search_term	5, 6
Continued employment of SWISS and Early Help teams in school.	Internal case studies of individual students who have accessed these services in the 2021-2022 academic year (and previously) show a significant positive impact on attendance, SEMH and hence learning for key students.	2, 5, 6
Provision of after school co-curricular clubs, and funding to support student engagement with other extra-curricular activities e.g., school trips.	We know that the cultural capital of disadvantaged students can significantly lack that of their non-disadvantaged peers. The accumulation of cultural capital is central to social mobility for all students, particularly those who are disadvantaged. Cultural capital (Chartered College)	4, 5
Contingency fund for issues that arise during the school year.	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.	

Total budgeted cost: £675,000

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 2022 to 2023 academic year.

Desired outcome	Overview of impact
To achieve improvements in the progress and attainment of disadvantaged students across the curriculum.	Actual results in 2023 show the gap at -0.83 between PP and non-PP students at Heworth Grange. The gap between PP and non-PP narrowed in the Core Subjects between 2022 and 2023: English Lang: from 0.81 to 0.7; English Lit: from 1.21 to 0.9; Maths: from 1.4 to 0.6; Science: from 1.09 to 0.75. Progress in the attainment and progress scores for PP students was seen between each of the Y11 DCs. The attainment of PP students increased significantly in the following subjects between the 2022 and 2023 external exam series: maths (+0.44), art (+0.60), iMedia (+0.29), dance (+1.17), engineering (+1.61), film (+0.20), food technology (+1.87). Italian, English, enterprise, and combined science also saw improvements in PP attainment outcomes.
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	Disadvantaged attendance at end of 2022-2023 academic year was 82.62%, an increase of 2.26% on the previous year. Non-disadvantaged attendance was 90.39% which improved by 0.84% on the previous year. These figures resulted in reduction in gap of 1.41% on previous year, and highlighted that the PP attendance is improving at a better rate than non-PP attendance. Disadvantaged persistent absenteeism for 2022/23 reduced by 6.24% in comparison to previous year. 2022/23 rate 50.42% in comparison to 56.66% for 2021/22.
To improve the reading ages of disadvantaged students who have reading ages that are below their chronological reading age.	Specific reading interventions in place at KS3 showed that, on average, students made progress gains larger than the time of the intervention itself, including for PP students. Increased numbers of books available to students thanks to the Foyle Foundation grant. These have been introduced to all KS3 English lessons to raise awareness and encourage engagement with them. Forensic Reading has been introduced to all year groups as the form time reading programme.
To reduce the knowledge and skills gaps of disadvantaged students.	DDR processes show a sustained movement forward in quality-first teaching in English. Stabilising staffing in science, including a new HoD, for the 2023 academic year. Mathematics continues to be a key focus this year. Outcomes in pot 3 being broadly in line with pots 1 and 2 for the first time demonstrates movement forward in this area. The main vehicle for formative assessments in school was audited and feedback given to departments; Leaders supported departments to make improvements to their practice. As part of the MER process HoDs checked on the formative assessments within their departments to ensure adaptive teaching could take place.

	Interventions were data driven so that students were accessing the most appropriate work. Interventions were planned by staff, which was recorded in a tracking document, and regular learning walks showed that students were engaging with the intervention. Groupings were reviewed in order to maximise the benefit to those students. Morning interventions focussed on HAPs.
To ensure that the curriculum is such that disadvantaged students are on a suitable pathway to support them to further learning or training, and students are supported to make preferences at KS4 that open doors to future opportunities.	2023: 39 out of 82 (48%) PP students in Y11 have gone on to Level 3 courses; 19 out of 30 of HAP PP students have gone onto Level 3 courses. 2022: PP students in Y11 have gone onto Level 3 courses; 5 out of only 7 PP HAPs went onto Level 3 courses. The preferences process was organised so that there was a 97% success rate of students getting their first-choice subjects. All year 11 students had their careers guidance interviews. All Year 11 students have destination data having completed the surveys following August 2023 outcomes.
To ensure that the pastoral system meets the needs of our disadvantaged students such that their behaviour for learning and wellbeing are improved.	Learning to Learn cohort identified and interventions started. Priority access to student counselling service to support self-regulation. Proportion of PP students have below CRA's - identified and interventions started. LHE added to pastoral team for capacity, particularly with working 1:1 with key PP students. Marking and feedback – priority focus. Prioritise pp in inclusion meetings.
To ensure that opportunities given in the personal development programme are accessed equally by disadvantaged students and their peers and are designed to broaden students' cultural capital.	The attendance profile for the co-curricular offer was maintained throughout the academic year and the levels of attendance by disadvantaged students matched that of the initial launch in October 2022. The Co-Curricular offer comprised of 37 clubs and activities specifically designed to be accessed by all students including disadvantaged students. These activities included clubs focussed on healthy living, clubs for higher ability students and SEND students. In addition, a bespoke offer included the Girls Network, the Brilliant Club and the Duke of Edinburgh award scheme, all of which included a minimum of 50% disadvantaged students. PD and Cultural Capital opportunities are written into medium term planning documents for all departments. The SMSC Gridmaker programme tracks and monitors PD opportunities across the school including cultural capital, SMSC personal development and well-being.