

# Pupil premium strategy statement – Otley Prince Henry’s Grammar 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1640 (Total)
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sally Bishop
Pupil premium lead	Simon Jackson
Governor / Trustee lead	Kathryn Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,275
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£198,275

# Part A: Pupil premium strategy plan

## Statement of intent

At Prince Henry's Grammar School, we want every student to flourish and achieve. Our overall objective is straightforward - we work to support every child to be successful in every way. However simple or complex the individual students' needs are, we try to work out what the student needs and ensure we provide it at the right level and at the right time.

Our strategy seeks to make use of high-quality teaching to help close the gap between Pupil premium (disadvantaged) and non-Pupil premium students. We want all of our students to access both the curriculum and the vast array of other opportunities on offer at PHGS.

We carefully monitor the progress of our disadvantaged students using a range of numerical and non-numerical data, including progress, attendance and participation in clubs, trips and visits. We have a range of academic and non-academic interventions, which support individual students in the areas where they need it most. This tiered and personalised approach will continue to help us reach our goal of 'zero gaps' for our disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes at Key Stage 4</b> Disadvantaged students perform almost as well as <b>all</b> students nationally, but still do not perform as well as their PHGS peers.
2	<b>Attendance and punctuality</b> Whilst continuing to diminish, there was still a gap between the attendance of disadvantaged and non-disadvantaged students of 7.3% in 2023-24. The overall attendance figures of 86% for disadvantaged students in 2023-24 is still some way below our ambitious school attendance target of 97%.
3	<b>Literacy, Oracy and Numeracy skills</b> A higher proportion of our disadvantaged students begin at PHGS with below age-appropriate literacy and numeracy levels. At our last intake with KS2 results disadvantaged students reading score averaged 103 (non-DS was 108), and disadvantaged students maths score averaged 102 (non-DS was 106)

4	<p><b>Participation in wider, extra-curricular activities</b></p> <p>Whilst participation of our DS students has increased over the past few years, 67% of our disadvantaged students accessed a trip or visit in 2023-24, compared to 75% of non disadvantaged students.</p>
5	<p><b>Complex and additional needs</b></p> <p>28% of our disadvantaged cohort also have additional special educational needs (SEND).</p>
6	<p><b>Behaviour and attitudes</b></p> <p>On our 5 point 'Attitude to Learning' scale, the 2023-24 disadvantaged cohort had a score 0.2 lower than non-disadvantaged students. Whilst suspension rates for disadvantaged students were below the national average, they are higher than for non-disadvantaged PHGS students.</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 and progress for our disadvantaged students at Key Stage 4	<ul style="list-style-type: none"> <li>• Progress 'gap' eliminated so that disadvantaged students make the same progress as their peers</li> <li>• % of 4+ in English and maths for disadvantaged students is in line with non-disadvantaged students</li> </ul>
Improved attendance and punctuality for our disadvantaged students	<ul style="list-style-type: none"> <li>• Reduction in late 'incidents' for the disadvantaged cohort, and number of incidents in line with non-disadvantaged students.</li> <li>• Improved attendance reduced persistent absence for disadvantaged cohort, and attendance/persistent absence figures are in line with non-disadvantaged students</li> </ul>
Literacy, oracy and numeracy skills	<ul style="list-style-type: none"> <li>• Weakest readers show sustained improvements in reading age and inference tests from KS2 starting point</li> <li>• Weakest mathematicians show sustained improvement in maths assessments from KS2 starting point</li> </ul>
Wider participation in extra-curricular activities	<ul style="list-style-type: none"> <li>• Number of disadvantaged students participating in clubs, trips or visits continues to increase, with the ultimate aim that all disadvantaged students access at least one opportunity per year.</li> </ul>

<p>Effective, targeted support is in place for students when they need it, for academic, pastoral and behavioural needs.</p>	<ul style="list-style-type: none"> <li>• Academic interventions are effective; progress 'gap' eliminated.</li> <li>• Pastoral interventions are effective; attendance figures for the disadvantaged cohort improves over time</li> <li>• Behaviour interventions are effective; the number of negative 'incidents' and high level sanctions for disadvantaged students reduces each year, falling in line with non-disadvantaged peers.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intervention Co-ordinator SLT:</b></p> <p>Reviews effectiveness of current strategies and establishes new approaches.</p> <p>Further embeds PP into the SIMP (ensuring that it identifies all areas of school improvement around DS).</p> <p>Further ensure that the disadvantaged cohort is seen as a priority by all stakeholders through review of systems and training of staff.</p> <p>Oversees rigorous QA on key DS especially in English and maths, monitor the input of support.</p>	<p>Effective leadership of Pupil Premium is the key to raising the attainment of DS - to maintain continuity of role.</p> <p><a href="#">EEF- guide to Pupil Premium</a></p> <p>Raising the profile of PP students with all stakeholders regularly through briefing, FL meetings, staff training events.</p> <p>Twilights and calendared meetings with PL/FL for English and maths enables all to understand the issues and share in the successes.</p> <p><a href="#">Against all Odds Report</a></p>	<p>1</p>
<p>Faculties and class teachers should set a variety of appropriate assessment</p>	<p>Retention of knowledge and memory recall are just two of the approaches taken to address preparation for linear</p>	<p>1</p>

<p>methods e.g. low stake quizzing and 'little and often' assessment. This will be carried out on a regular basis across all key stages for all students. This approach will test knowledge and help build linear examination preparation.</p>	<p>learning. DS will benefit from other evidence based strategies – including <a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p> <p>Assessments should be constructed around the evidence base to ensure high quality.</p> <p><a href="#">EBE- pillars of assessment.</a></p>	
<p>Use of Teams, Sharepoint, Showbie and other educational software to enable better integration of technology in the classroom, supporting learning of all students.</p> <p>Continued support for our DS students so that everyone is able to access our PHGS iPad scheme.</p>	<p>Ensuring all DS students have access to appropriate technology to enhance learning prepare them for life in 21<sup>st</sup> Century, providing financial support where required.</p> <p>Studies consistently find that digital technology is associated with learning gains.</p> <p><a href="#">EEF- digital technology</a></p>	1/5
<p>Set high quality home learning to support progress of all students, supporting DS students to complete this where required.</p> <p>Greater use of Bedrock, Seneca learning, , Sparx Maths, and Arbor to help personalise HL tasks and revision. Tasks should support progress and extend understanding.</p>	<p>The evidence shows that the impact of quality homework, on average, is five months' additional progress.</p> <p><a href="#">EEF- Home Learning</a></p>	1
<p>Raise accountability and responsibility of the classroom teacher.</p> <p>Provide updates to staff for key DS, enabling teachers to have a better understanding of the issues and the ways to support DS to be successful.</p> <p>All DS are identified in class profiles and learning is personalised according to need.</p> <p>Books for disadvantaged students will receive regular,</p>	<p>High quality, personalised learning and teaching is the most effective way to diminish the differences and accelerate progress.</p> <p><a href="#">Sutton Trust- impact of effective teaching</a></p> <p><a href="#">EEF- effective feedback</a></p>	1/3/5

<p>high quality marking and feedback. This will include personalised Targets and at least one CT per half term, with DIRT time.</p>		
<p>All students are made aware of extra curricular opportunities (by form tutor and class teacher), and DS are offered financial support where appropriate to ensure they are not disadvantaged.</p> <p>Teachers to provide opportunities to enhance the cultural capital of their subject for their disadvantaged students.</p>	<p>Disadvantaged students have fewer opportunities for experiencing cultural capital to support their learning.</p> <p>By developing a context for learning, exploring the WHY and offering a wide range of opportunities, this will increase motivation for learning and support the development of a wider vocabulary.</p> <p><a href="#">Against All Odds report</a></p>	4
<p><i>Whole School: Literacy</i></p> <p>CPL sessions Focus on development of Literacy.</p> <p>Continued, whole school focus on Disciplinary Literacy and Academic Reading.</p> <p>Promote the love of reading (across the curriculum).</p> <p>Further raise the profile of the school library.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress.</p> <p><a href="#">EEF- Literacy</a></p>	3
<p><i>Transition:</i></p> <p>Case studies of DS shared with PHGS to support those students who are vulnerable and need greater assistance with their academic and pastoral transition in order to 'close the KS3 gap' ensuring continuity and challenge incorporated into teaching.</p>	<p><a href="#">EEF- improving Transition</a></p>	2/5/6
<p><i>Attendance:</i></p> <p>Encourage 'Keep-up not catch-up' protocols of expectations in order to support all students</p>	<p>It is essential that those students who miss lessons for whatever the reason do not have persistent gaps in their work - the gaps widen and students under-achieve.</p> <p><i>'Pupils who missed less than 1% of sessions across Year 10 and 11 had an</i></p>	2

Raise the profile of attendance within the school	<i>average P8 score of +0.73, while those who missed 50% of sessions or more had an average score of -2.83- <a href="#">FFT datalab</a></i>  <a href="#">EEF- Attendance review</a>  <a href="#">EEF- supporting good attendance</a>	
<i>Next Steps:</i>  DS are prioritised for career interviews, and given one to one guidance e.g. during the Year 9 Options process	Destination figures from leavers continue to be positive.  <a href="#">Gatsby- Good Career Guidance</a>	1/5

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

Budgeted cost: £43218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and one to one teaching for low ability readers, including phonics teaching, alongside tutoring for students in KS4, using our HLTA intervention specialist in English.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1/3
Reading Club - one to one support with 6 <sup>th</sup> form students (trained in peer support).  Reading Lessons in KS3 once a fortnight. Students are read to (fiction / non-fiction), texts are discussed and the rest of the lesson is spent with students reading their own texts, guided towards challenging their RA.	To enable students with low reading scores to reach functional literacy and access the curriculum.  <a href="#">EEF: Impact of peer tutoring</a>	3

Small group and one to one teaching using a dedicated maths HLTA intervention specialist. Sums club – one to one support with 6 <sup>th</sup> form students (trained in peer support) and higher level teaching accident.	<a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">EEF: Impact of peer tutoring</a>	1/3
At points in the year FLs in English and maths will work with targeted individuals to support greater progress during morning registration.	Evidence indicates that one to one tuition and small group tuition can be effective, delivering approximately five additional months' progress on average. <i>EEF</i>	1/3
Funding provided to support all DS in having access to an iPad to increase aspirations and ensure engagement in learning.	<a href="#">EEF- use of digital technology</a> PHGS is an ipad school and there is an expectation for all students to have access to an ipad so the teaching and learning they experience can be enhanced to maximise their progress.	1/4/5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy followed to ensure good attendance is rewarded and poor attendance is followed up via a tiered approach, robustly. E.g. Attendance assemblies, regular contact with parents, attendance panels, and interventions with the Attendance Officer.	If students are not in school it is difficult to improve attainment and progress. There have been some improvements made with the attendance of the disadvantaged group but this remains a key focus, specifically for Persistent Absentees as very small numbers of students have a big impact on overall attendance. <i>'Students with a 90-94% only have 60% chance of five 9-5 grades. 75% for those with 95% attendance'</i> Campaign for Learning. DfE.	2
Highly personalised curriculum where appropriate to address issues of disengagement. E.g. Alternative timetable arranged to ensure a DS	Highly personalised learning to address issues of pressure or disengagement. <a href="#">NHS- Every Mind Matters</a>	2/5/6



<p>can focus on a reduced number of GCSEs to maximise their progress.</p> <p>Off-site learning provision used to maximise progress of those students totally disengaged with school (where appropriate)</p>		
<p>Whole-School CPD on Literacy, Disciplinary Literacy and Academic Reading continued. Faculties have tier 2 and tier 3 vocabulary embedded within their curriculum.</p> <p>Assessment used to establish Reading Ages of all KS3 students which will be added to Arbor Class Data Sheets, raising the profile of Literacy.</p>	<p><a href="#">EEF- Literacy</a></p>	<p>1/3</p>
<p>Access to a safe space (The Net Centre) for our vulnerable students, and access to the 'Speak Up' button to report concerns.</p>	<p><a href="#">EEF- social and emotional interventions</a></p>	<p>2/5/6</p>
<p>The Year 11 Parent's revision strategy evening focused on preparing students for linear exams and providing a 'toolkit' of ideas - invitations for DS parents/carers are specifically sent out.</p>	<p>Raising aspiration through greater parental engagement and support.</p> <p><i>'Parental engagement is eight times more important in determining a child's academic success than social class'</i> Campaign for Learning Report</p>	<p>1</p>
<p>Target under-achieving DS in attending HL clubs. Students 'invited' to attend HL Clubs to help maximise their opportunity to make as much progress as non- DS.</p>	<p>Enables students to overcome issues of organisation and home circumstance as a small number of students have no access or appropriate work space for completing HL.</p> <p><a href="#">EEF- Impact of home learning</a></p> <p><i>EEF indicates HL can have 5+ months impact on progress</i></p>	<p>1</p>

**Total budgeted cost: £219,443**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Quality of Teaching for all

The Pupil Premium strategy was led by a member of the SLT, and reminders were given to staff considering how to support students in class. All staff could identify their PP students and understand ways to support them. Disciplinary literacy was a whole school focus, and within this strategy opportunities were taken to support our PP students with literacy development. Strong curricular planning for recovery of knowledge gaps, alongside an enhanced use of integrated technology, allowed students to catch up and learn new content well. Laptops and other technological support was secured for DS where need was identified. Cultural capital continues to be developed as part of the wider curriculum and students' opportunity to engage in this increased from prior years. DS are prioritised for careers interviews and options work. Work on supporting DS has led to DS outcomes in 2024 for PHGS students that are broadly in line with the progress of **all** students nationally, with a progress gap narrower than the national average.

#### Targeted Support

The attendance strategy has been followed and attendance continues to be a focus, with a trend of improvement. Evidence includes the fact that school attendance is consistently above national for all students, with FSM students just below national (for all students). The attendance gap between DS and non-DS students closed further in 2023-24 to 7.3%, with DS attendance improving by 3.7%.

DS students who required targeted support were able to engage with our tutoring programme, which was structured through in school sessions, dependent on student need. Reading and Sums club were once again able to take place, with successful uptake and promising outcomes. Support was given to students to access online resources. Phonics and reading interventions were successfully targeted at those students who came to PHGS below age appropriate reading levels.

#### Other Approaches

A small number of students were supported into alternative timetable arrangements. Students in school were supported through use of the school's NET Centre and extended behaviour support programme. HL clubs have been well attended by students requiring the support. School has supported parents with attendance at Parents' Evening, which has proven successful with high attendance.

Delivering an ambitious, high quality curriculum for all of our DS, providing support with attendance and targeting support for those who need it continue to form the focus of the Pupil Premium Strategy.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*