

Pupil premium strategy statement 2020-22

School overview

School name	Sir Henry Floyd Grammar School
Pupils in school	1310
Proportion of disadvantaged pupils	5.1%
Pupil premium allocation this academic year	£49,000 (TBC)
Academic year or years covered by statement	2020-2022
Publish date	September 2020
Review date	September 2021
Statement authorised by	Jeanette Cochrane
Pupil premium lead	Sarah Kallay
Governor lead	Paul Ellis

Disadvantaged pupil performance overview for last academic year

Progress 8	0.6
Ebacc entry	21.6 % (Students are encouraged to pick subjects in line with their own aspirations, skills and enjoyment of the subject)
Attainment 8	7.0
Percentage of Grade 5+ in English and maths	100%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 score for PP students to be in line with non PP peers	September 2022
Attainment 8	Attainment 8 score to be in line with non PP peers	September 2022
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	September 2022
Other	Attendance of PP student to be in line with the school figure of 95%	September 2022
Ebacc entry	Ebacc entry for PP students will be in line with the school average	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	PP passports to be developed and used to support teachers with Quality First Teaching (QFT) with PP students across all year groups.
Priority 2	All KS4 PP Premium students to be offered catch up tutoring using My Tutor to help fill any gaps in knowledge from the school closure period.
Barriers to learning these priorities address	Aspiration of PP students Attainment and progress of PP students
Projected spending	£9000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Faculties to be responsible for interventions within their subject areas. Faculties to use meeting time to identify gaps and what targeted support they will put in place. Faculties to complete spreadsheets of intervention and review impact of their interventions with PP students. This can include specialist resources that may be required
Priority 2	1:1 Mentoring for all PP students in KS3 and 4. This will be in the form of the form tutor audits each term and also more in depth focused intervention and mentoring from JDJ.
Barriers to learning these priorities address	Attainment gap between PP and non PP students Low aspiration of some PP students Access to resources due to financial constraints
Projected spending	£20000

Wider strategies for current academic year

Measure	Activity
Priority 1	All PP students have access to wider cultural and co curricular activities. This includes access to any trips, extra curricular activities, music lessons and any other activity that increases cultural capital.
Priority 2	Increasing parental engagement with school activities. This includes attendance at parent evening. This will form part of the PP mentor role. Increase PP parent involvement in the transition to secondary school process.

Priority 3	Improved attendance for PP students to be in line with the school average of 95%
The barriers to learning these priorities address.	Low aspiration of students (and families) Increasing participation and access to cultural experiences. Attendance and attainment
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staff buy in to use of PP passports Completion of tutor audits with required information for PP passports Students not wanting additional support sessions to fill knowledge gaps.	Staff to be introduced to PP passports at INSET. Reminders in the teaching and learning section of the staff bulletin Tutors to have detailed instructions on the completion of audits. SLK and JAB to analyse data each half term to identify gaps and add to PP passports as necessary. PP mentor (JDJ) to be used to follow up missing audits or incomplete audits to ensure passports can be updated and shared with staff. Students well below predictions in English and maths will have sessions bought in for after school.
Targeted support	Faculties completing intervention sheets and following up impact. Ensuring students see the benefits of mentoring and attend sessions.	To be monitored by SLK and JAB to ensure completion after each Faculty meeting. PP to be a standing item on Faculty leaders agenda and all faculty meeting agendas. SLK and JAB to discuss PP data/ interventions in all line management meetings JDJ to arrange meetings and email all students and form tutors. Targets or tasks to be set from each meeting to ensure that students are clear on the purpose. Parents to be aware of

		the mentoring and purpose of this level of support.
Wider strategies	<p>Student participation in extracurricular activities</p> <p>Parents not engaging with school events such as parents evenings</p> <p>Self esteem and mental health needs may impact on attendance and engagement in both academic and extracurricular activities</p> <p>Pupil attendance at school is not seen as important by parents or students</p>	<p>Termly google form for activity leads to identify attendance at clubs/activities.</p> <p>Participation in wider school activities to be a key part of Tutor audits each term.</p> <p>JDJ to contact PP parents before parents evenings to remind them of how to book and help book appointments if they require support. If parents do not attend follow ups to be made about why they did not attend.</p> <p>Transition work to begin with year 6 students identified as PP to help build relationships and help parents to understand the importance of being involved with school life and also to help them to understand how PP funding works at SHFGS.</p> <p>Pupil premium funding may be used to access additional support such as counselling or external agencies to support with mental health and well being.</p> <p>Pupil Premium mentor to follow up with students whose attendance drops below 95%. Focus on those with a number of lates and who have regular periods of absence.</p>

Review: last year's aims and outcomes

Aim	Outcome
Students at KS4 will have met their FFT 20 targets and gained 48 points or more from their top 8 subjects	This outcome was partially met. 3 students had mitigating circumstances which had an impact on grades and did not meet the 48 point threshold from their best 8 subjects. All PP students have gone on to A level or college courses of their choice.

<p>Improved rates of attainment at KS3. All PP students getting 'Expected' standard in 12 subjects.</p>	<p>All 27 PP students in KS3 achieved the expected standards in 12 or more of their subjects. 7 Students achieved E or above in ALL subjects last year.</p>
<p>PP students have fewer attitude to Learning code 3's</p>	<p>Student data shows that 8 students had an average Attitude to Learning greater than 2 for the entire academic year. This data includes effort codes during the Covid school closure period. All other students have an average effort code score of between 1 and 2.</p>
<p>Increased attendance rates for PP students so they meet the school average of 96%</p>	<p>The Whole school attendance for last academic year was 94.22%. Pupil Premium student attendance was 92.9% and non PP students 94.3%. There is still a gap between PP and non PP student attendance that needs addressing.</p>
<p>Raising career aspirations of PP students</p>	<p>Careers and aspirations have become an integrated part of the PP tutor audit. A series of questions and discussion opportunities around aspirations and future plans now begins in year 7 rather than year 9. We have now identified students in year 9 and 10 who are unsure of their future plans and aspirations. We can therefore focus on this as part of their mentoring. Morrisby testing was funded for all PP students.</p>
<p>Ensuring Pupil Premium students have the same opportunities to access cultural and extra curricular activities as non PP peers</p>	<p>All PP students in KS3 were signed up to attend an end of year residential trip of their choice. PP students were represented in a range of clubs and activities throughout the year. Including sports teams and performances. PP students who requested to learn a musical instrument were able to do so using PP funding. Students were also able to attend after school activities such as fencing and cross country with external coaches through the use of funding.</p>