

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bingley Grammar School
Number of pupils in school	Y7-Y11 1614 pupils
Proportion (%) of pupil premium eligible pupils	26.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	April 2024
Date on which it will be reviewed	April 2027
Statement authorised by	Luke Weston (Head teacher)
Pupil premium lead	Mei Howard (AAH)
Governor / Trustee lead	Dr Marchella Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378020.00
Recovery premium funding allocation this academic year	£84039.00
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	£462,059.00



Part A: Pupil Premium Strategy Plan

Statement of intent

At Bingley Grammar School, our intention is that all pupils are enabled and empowered to achieve their personal best, make good progress and achieve high attainment across the curriculum, both in EBacc and non-EBacc subjects. We believe that this can be achieved through a bespoke, caring and unified approach to overcoming barriers to learning and personal development.

The focus of our pupil premium strategy is to create a pupil premium pathway which allows the team to identify the differing levels of deprivation to ensure that resources and strategies target those most in need of support. Attendance is a key priority where individualised as well as whole strategies will be implemented, using pastoral provision to ensure that students are supported as they progress throughout the school.

Quality first teaching and closing the gaps are at the heart of our approach, using data and the professionalism of our teaching staff to identify and then close those gaps. This advantages all pupils, but there is an expectation that progress for advantaged pupils will be equally matched by disadvantaged pupils.

Our strategy is also interwoven with the wider school plans for educational recovery, notably in its targeted support by the National Tutoring Programme with a huge school focus on School Lead Tutoring and afterwards depending on funding.

Our approach is to ensure that recovery work is strategic, evidence-lead and bespoke. The use of our pupil premium pathways is rooted in academic achievement, well-being and welfare. These approaches will complement each other to help pupils achieve their personal best. To ensure they are effective we will:

- ensure that disadvantaged pupils who have fallen behind are quickly identified through the use of data and teacher knowledge and are offered extra tuition
- increase the opportunities for cultural capital for disadvantaged pupils in order to improve social mobility
- have a focus on supporting challenges such as low self-esteem to raise aspirations, attendance and develop skills to succeed both at school and in life.
- Ensuring that disadvantaged pupils remain high on the agenda at all levels within the school



There is no expectation that all pupil premium students will receive identical support as every child's needs are different.

Challenges

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

Challenge number	Detail of challenge
1	Achievement gaps exists between P8 outcomes of Pupil Premium. 2023 GCSE Non Pupil Premium Progress 8 +0.13. Pupil Premium P8 -0.69 (gap 0.82)
2	Reading and communication skills highlighted from internal reading data between Pupil Premium and Non- Pupil Premium students exist. This creates a barrier to accessing the curriculum and as a consequence, a barrier to learning, progress and success.
3	A reduced awareness and experience of cultural capital which lowers aspiration and the ability to navigate the wider world and employment prospects.
4	Our pastoral and teaching and learning teams have identified social and emotional issues for many pupils, such as anxiety, low self-esteem and depression.
5	Both PP and NPP (FSM) are above National Average, however attendance issues are still creating barriers to learning. CPD Wednesdays maintain and improve teaching standards.



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
1. Closing the P8 gap between PP and NPP students at GCSE.	GCSE results
2. Read Aloud Programme at KS3 Literacy Programmes in Maths	Student Voice Staff Voice
3. To widen and improve the cultural and social capital opportunities for disadvantaged pupils.	Use of Guest Speakers to specifically address gaps in cultural capital and access to information that the Non-Pupil Premium peers have access to.
4. Reduce levels of anxiety and mental health issues in year groups Y8 to Y11 which pupils highlighted as causes of concern to pastoral teams.	Reports assessed and analysed from Think for the Future
5. Pupil Premium Attendance above the national average for Pupil Premium students.	Attendance tracking (FFT) and SIMS



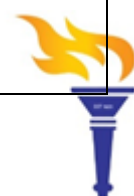
Activity this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £325219.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will embed key elements of the guidance in school, and access Maths Hub resources and CPD sessions in CPD time (including Teaching for Mastery training). Maths Literacy Guided Reading Tasks will involve the teaching of explicit approaches and techniques to decipher worded problems in maths. Sparx Subscription in Maths	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic. In order to close the disadvantage gap, we have mixed ability maths classes so those pupils already disadvantaged are not further disadvantaged by being placed in a lower ability group. Mixed attainment classes at Key Stage 3 (for pupils aged 11-14) are associated with higher rates of progress for pupil premium students. Social Mobility Commission To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading Comprehension Strategies /EEF Sparx works on all devices and seamlessly works on smaller screens (something that Hegarty maths had trouble with on occasions) thus mitigating a possible barrier to learning through lack of access to a laptop. The impact of Sparx on the progress of PP students will be monitored through reports that take into account the PP and FSM status of each cohort. New Approach to Personalised Learning helps to close the gap for disadvantaged pupils	2,3
Improving literacy in all subject areas in line with recommendations in the EEF	An important benefit of reading aloud to KS3 is to sharpen reading readiness skills missed due to lockdown in primary school. These skills include: a positive attitude towards books	1,2



Improving Literacy in Secondary Schools guidance	• providing opportunities for structured talk • reading stamina • reading strategies, such as activating prior knowledge, prediction and questioning to improve students' comprehension. • exposure to diverse literature and improving cultural capital Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Reading Comprehension Strategies EEF Teaching and Learning Toolkit	
Staff training through appropriate professional development, responding to advice and feedback from colleagues to improve their teaching Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Training classroom staff and securing staff commitment to the importance of the pupil premium agenda. Standard for Teachers' Professional Development/ DFE/2016 Effective professional development seen as a key driver not only of staff development, but also of recruitment, retention, wellbeing, and school improvement. DFE/CPD Standard Teachers to demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Social Mobility Commission Embedding Formative Assessment (EFA) is a whole-school professional development programme aiming to embed the use of effective formative assessment strategies. EEF project:embedding-formative-assessment	1,2,4
Developing Leadership through the employment of Pupil Premium Champions: using research to break down the barriers to learning	Create a leadership environment and school climate that is conducive to good implementation then define the problem that needs to be solved and identify appropriate programmes or practices to implement. Invest in Leadership to create Specialist leaders in Education(SLE). DfE Social Mobility Bradford Opportunity Area Putting Evidence To Work/ EEF 2019	3,5,6



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

Budgeted cost: £84040.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a read aloud programme as a reading intervention for KS3 that also supports disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Targeted additional support for pupils who need additional help to comprehend texts through the employment of Academic Mentors.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Engaging with the National Tutoring Programme to provide school-lead tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Appoint Academic Mentors in Humanities to provide small group or 1:1 tuition and promote those subjects to increase the amount of disadvantaged pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Small Group Tuition/ EEF/ Teaching and Learning Toolkit Conducting interviews and utilising student voice we have concluded that disadvantaged students prefer to be tutored by staff they know and trust. It is particularly important that disadvantaged pupils have access to these subjects, alongside their peers. FFT Education Data Lab 2016/ Sutton Trust	1,2,3,4,5



in the EBACC cohort.	For schools looking for new strategies to raise attainment and improve the life chances of their young people, to provide a broad and balanced curriculum. DFE Consultation on Implementing the English Baccalaureate Post-16, it is pupil premium students who benefit disproportionately from taking EBACC subjects, leading to a small reduction in the pupil premium gaps in transition to post-16 education. ASCL	
----------------------	--	--



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

Budgeted cost: £ 52800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a broad and rich curriculum, increase enrichment opportunities for disadvantaged pupils that broaden their horizons and boost cultural capital, including sport and physical activities. Using the pupil premium pathway to create bespoke opportunities for targeted pupil premium students to prevent pupil premium students being treated as one homogenous group.	Cultural capital doesn't just come from British 'high' culture. It can include experiences, art and knowledge from a variety of cultures, and popular culture. It can come from inspirational speakers who can broaden, particularly disadvantaged students', horizons whose world is currently so narrow due to the pandemic. These experiences can increase self-esteem and increase resilience. Cultural capital: Key for School Leaders Social Mobility Commission Investigating the changing landscape of pupil disadvantage NFER Jan 22	3,5
Support students from Ukraine – funded through pupil premium and refugee funding.	Guidance: Resources to help support students arriving from Ukraine	1,2,3,4
Continue with our existing attendance strategy	DFE Improving School Attendance Guidance	3,5
Setting up a mental well being and behaviour mentoring programme Think for the Future	Tailor targeted approaches to meet the needs of individuals in your school EEF Mental Health and Behaviour in schools DFE 2018	4,5
Contingency fund for acute issues.	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. This fund supports	5,6



	disadvantaged pupils to maintain their attendance by helping to remove barriers to learning and encouraging attendance through extracurricular activities.	
--	--	--

Total budgeted cost: £462,059.00



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 2023 to 2027 academic year.

This is a review of the outcomes from Year One of the three year strategy (2024-2027).

2022/2023 GCSE Y11 Progress 8 Results

Overall P8 -0.05

Non Pupil Premium +0.13

Pupil Premium -0.69

Gap -0.82

2023/2024 GCSE Y11 Progress 8 Results

Overall P8 -0.13

Non FSM -0.19

FSM -0.19

Gap -0.74

FFT Aspire Data 2023/ Attendance



National School Attendance Award

2022/23 Spring Term



Bingley Grammar

Top 25% of similar FFT Secondary Schools in England

2022-2023 FFT Attendance Sept 23- 15 March 2024

All pupils Bingley Grammar School attendance 92.1% FFT National 91.1%. Diff +1.0%

FSM6 Bingley Grammar School attendance 89.0% FFT National 85.7%. Diff +.3.4%



Attendance breakdown			YEAR TO DATE					4 Sep 23 - 15 Mar 24
All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All Pupils	1,614	School	92.1%	95.0%	94.3%	90.5%	91.3%	89.3%
		FFT National	91.1%	93.5%	91.6%	90.5%	89.9%	89.7%
		Difference	+1.0% ●	+1.5% ●	+2.7% ●	-0.1%	+1.5% ●	-0.4%
FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	375	School	89.0%	92.0%	91.5%	85.3%	89.6%	86.4%
		FFT National	85.7%	89.8%	86.6%	84.8%	83.4%	82.9%
		Difference	+3.4% ●	+2.2% ●	+4.9% ●	+0.5%	+6.2% ●	+3.5% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	1,239	School	93.0%	95.9%	95.2%	92.2%	91.8%	90.1%
		FFT National	93.0%	94.9%	93.5%	92.6%	92.1%	92.0%
		Difference	0.0%	+1.0%	+1.7% ●	-0.4%	-0.3%	-1.9% ●

The Brilliant Club Spring Impact Report 2023: Bingley Grammar 100% final assignment rate Pupil Premium v UK Comparison PP 77%. Pupil Premium at BGS outperformed BGS Non PP on average progress between baseline and final assignment and BGS PP outperformed UK PP on same data.

	Bingley Grammar School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	39	31	50	49
Final assignment mark average	59	62	63	61
Average progress between baseline and final assignment	52 %	103 %	25 %	24 %
% 1st/2.1 final assignment grades	36 %	50 %	65 %	56 %
% Final assignment submission rate	100 %	100 %	83 %	77 %
% Tutorial attendance	98 %	90 %	87 %	84 %

Externally provided programmes

Programme	Provider
The Pupil Premium and Ofsted: Ensuring Successful Outcomes	SecEd Head Teacher Update http://www.pupilpremiumconference.com/home
Embedding Formative Assessment	SSAT
Sparx Maths	Sparx
Think for the Future Behaviour and Resilience Behaviour Programme	Think for the Future



Place2Be: Improving children's mental health	Place2Be
The Scholars Programme	Brilliant Club https://thebrilliantclub.org/the-scholars-programme/



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, The Brilliant Club, TFTF), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

To prevent disadvantaged pupils being judged as one homogenous group, we considered a variety of factors including IDACI postcode, SEN/LAC/FSM/pastoral/service children/ In care to create a pupil premium pathway to help identify and therefore target bespoke support. This was a collaboration of the pupil premium, SEN and pastoral departments. We have shared this pathway with local schools, improving collaboration and network creation.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We also reached out to other schools to search for excellent practice using family of schools data [EEF's families-of-schools-database](#)

We have a framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

