

Pupil premium strategy statement

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	Ilkley Grammar School
Number of pupils in school as per 6/10/22 census	2082
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers	Year 1 2020-21 Year 2 2021-22 Year 3 2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gemma Cloughton Deputy Headteacher
Pupil premium lead	Hannah McKenzie Assistant Headteacher
Governor / Trustee lead	Stuart Herrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,820
Recovery premium funding allocation this academic year	£34,570
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	£155,390

Part A: Pupil premium strategy plan Statement of intent

At Ilkley Grammar School our aim is to ensure that our disadvantaged students leave at the end of their time with us, be that after GCSE or Advanced Level studies, as confident well-rounded individuals able to pursue anything they wish to pursue. We aim to equip them with pride, resilience as reflected in our Personal Best values, and an academic profile that provides personalised opportunities and matches their individual abilities. We also aim to create self-motivated, curious learners who are able to self-regulate and set goals for improvement.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best progress possible, aiming to build on their P8 scores from recent years to become in line with their non-PP peers by 2023, regardless of starting points. We consider the challenges faced by pupil premium plus students, such as those who are a 'child looked after' as well as 'post looked after' students and are working towards being more trauma informed as a school, to support all students. This approach is now woven into our new Relationships Policy launched in September 2023.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support based on a firm evidence base and the most up to date research. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, as many of the strategies are linked to relevant research in curriculum, pedagogy, and intervention practices, as well as our school wide focus on 'how students learn'.

Perhaps most importantly we strive to support our disadvantaged students to be able to move onto their next stage of education whether at post 16 or post 18 to do whatever they wish to do. We are always pleased when students remain with us for 7 years, but we recognise for some students other routes are preferred, and we provide our disadvantaged students with the ability to make informed choices with grades that allow them the best life chances.

We do not view our PP cohort as a homogenous group. Our approach is driven by individual need, rooted in robust diagnostic assessment, using a range of systems and strategies, rather than assumptions about the impact of disadvantage. The approaches we have adopted have been carefully considered to help pupils excel. To ensure they achieve consistently highly we:

- routinely measure the impact of our actions;
- act early to intervene at the point any needs are identified;
- speak to our disadvantaged students at least termly so that their voices are heard, and their individual needs are met;

- ensure that communication around our disadvantaged students is clear and is maintained across a range of stakeholders throughout the year to ensure that all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve;
- consider the enrichment as well as attainment opportunities for our disadvantaged students, supporting extra-curricular interests inside and outside of school;
- ensure our teachers know how our disadvantaged students and their needs, are equipped with the high leverage strategies to remove barriers, and ensure students are learning the curriculum and experiencing success;
- continue to monitor the percentage of students taking the Ebacc pathway to ensure disadvantaged students go on to the most aspirational destinations in line with their individual preferences.

Challenges

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

Challenge number	Detail of challenge
1. Achieving the Basics measure.	Currently (2022 results) there is a gap between PP and Non-PP students of approx. -18 percentage points in achieving both standard and strong passes in English and maths (standard gap -18.79 percentage points, strong gap -18.13). Achieving at least a standard pass in English and in maths is fundamental to the life chances of our students and for those who do not achieve this with us at GCSE this only provides additional workload as they enter post-16 studies. In the last validated results of 2019 nationally 2/3 of students who resat English and/or maths did not improve their grade, therefore it is vital that we do our utmost to get our students these key grades at the end of Year 11.
2. Awareness of disadvantaged students and needs.	A shared accountability and prioritising of the learning of disadvantaged students needs to be fully embedded across IGS ensuring that all staff members, regardless of their role are fully aware of the challenges faced by disadvantaged pupils and do their utmost to ensure that their time with us is productive and positive. Knowledge of students' needs outside of SEND need to be a regular point of communication so that a wide

	<p>range of staff know how best to support individual disadvantaged students. As our disadvantaged students are not a homogenous group, taking an individualised approach is necessary, as well as routinely looking for common patterns.</p> <p>There is a need to equip staff with the 'best bets' from research and with key strategies to support students as part of this approach</p>
3. Weak metacognition and low learner resilience and self-regulation.	<p>Pupil pursuits have revealed that some PP students struggled to understand the best ways to study, in particular around revision strategies and knowing how to learn their curriculum. Some also struggled to articulate the best way to retain and recall knowledge. Parent information evenings also showed low attendance by some PP families, so it is important that the strategies on 'how students learn': metacognition, resilience and self-regulation reaches our most vulnerable students.</p>
4. Attendance	<p>The overall attendance of PP students at IGS has stubbornly been below national and has remained in the persistent absentee category at <90% since 2018-19. At the end of 2021-22, this figure stood at 85.83% the lowest seen in recent years. The gap between PP and Non-PP students historically sits at -5% so this gap needs to be closed over the next 3 years.</p> <p>Given the number of days still being lost due to Covid-19 isolations in 2021-22 it is imperative that the week-to-week attendance of our PP students is being monitored closely with strategies in place to address students whose attendance is declining towards or below 90%.</p> <p>Strategies for attending school, as well as support strategies to eliminate curriculum dysfluency following absence is key.</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 by 2023	Success criteria
PP students to show positive academic progress and improved attainment, in line with their non-PP peers, particularly in the 4+ and 7+ categories	P8 score of +0.50 by 2023 A8 score of 56 by 2023 Further reduction of the PP vs. non-PP P8 gap
To achieve and sustain improved attendance for disadvantaged pupils.	PP attendance to be above 90% by end of 2022-2023 Reduce persistent absenteeism by 50% PP vs. non-PP attendance gap to reduce from 5 percentage points to 0 by 2023
Improved numbers of disadvantaged students to achieve at least a standard pass in English and maths	100% PP students to achieve a standard pass in at least one of English or maths by 2023 75% PP students to achieve a strong pass in both English and maths by 2023
Positive P8 score in English and maths for MPA PP students and to continue to reduce the gap between MPA PP and MPA non-PP students, as well as the gender gap within the cohort by at least half.	PP MPA vs. Non-PP MPA students gap to be no higher than 0.3 Gender gap within PP to be no higher than 0.35
Monitor the uptake of EBacc subjects by PP students year on year to regularly review the barriers to choosing EBacc subjects by PP students.	Improve the EBacc uptake to between 35-45% by 2023, whilst still maintaining the element of choice for student options. All PP students to have an appropriate Post 16 pathway suitable to their aspirations.
HPA PP students securing the highest grades.	75% HPA PP students securing grades 8s/9s across all their subjects in 2023 100% HPA PP students securing grade 7+ across all their subjects in 2023

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 101,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointed maths and English PP Champion roles to focus on 3 key areas:</p> <ul style="list-style-type: none"> continuing to improve English and maths teaching through the development of CPD. Designing and reviewing strategies for removing academic barriers at subject level. Improving access to English and maths enrichment activities and providing detailed analysis of interventions to ascertain impact. 	<p>EEF Guidance document: Improving literacy in secondary schools (2018) Recommendation 7</p> <p>Improving Literacy in Secondary Schools</p>	1
<p>Prioritise top set places for higher prior attaining PP students and reduce downward set migration.</p>	<p>Maintaining high learning expectations of PP students is key to improving their attainment. This is true of all students as outlined in the research review below, however there can be a risk of downward set migration for PP students.</p> <p>Sec Ed Article. Research on expectations.</p> <p>The Pygmalion Effect Rosenthal 1968</p> <p>Teacher toolkit Pygmalion effect</p> <p>The negative effects of setting are discussed by David Didau below, ensuring that HPA and MPA PP students are kept in higher sets helps to work against this.</p> <p>David Didau Ability is the consequence not the cause of what children learn</p>	1,3
<p>Work with pastoral and inclusion team to support students to reduce the number of negatives received for PP students and</p>	<p>Ensuring that all staff maintain high expectations and a 'can do' attitude</p>	2,4

<p>ensure they are able to access their curricula without barriers. Use of CPOMs and work as part of the safeguarding team to monitor students' well-being and external pressures.</p> <p>Ensure relevant staff are regularly informed of the ongoing external pressures where patterns emerge.</p> <p>Reminders to staff to celebrate PP students at every opportunity and to contact home for positive reinforcement.</p> <p>Ensure that PP+ students with trauma related barriers are well known to staff alongside strategies to support these students in lessons.</p>	<p>around disadvantaged students is key to improving the students' self-belief.</p> <p>Teacher toolkit Pygmalion effect</p> <p>'Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.' As noted in; Supporting the attainment of disadvantaged pupils: articulating success and good practice 2015</p> <p>John Hattie's work on the rope theory discusses self-efficacy as well as 'defensive pessimism'. Many issues that we work to combat are found in his rope theory, discussed below.</p> <p>Models of Self-Concept that are Neither Top-Down or Bottom-Up: The rope model of self concept. Hattie</p> <p>Hattie's Mind frame 7: 'Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffrooms.'</p> <p>Visible teaching. John Hattie 2012.</p> <p>Meeting the needs of adopted and permanently placed children.A guide for school staff.</p>	
<p>QA focusing on the learning diet of PP students; work scrutiny and student voice sample. To be collected after each tracking point to proactively monitor curriculum accent success with findings being shared with curriculum leaders.</p> <p>Analysis of Classcharts to look for opportunities to improve student engagement.</p>	<p>Ofsted. Education Inspection Framework. Overview of research. 2019.</p>	<p>2, 3,4</p>
<p>Review Passport + for post LAC (Looked After Children) students to ensure that their emotional needs are met, and that any new information is included.</p>	<p>Trauma resources linked to therapeutic research</p> <p>https://beaconhouse.org.uk/resources/</p>	<p>4</p>
<p>Review behaviour plans on Classcharts to allow staff to be fully informed of challenges students may face in the</p>	<p>Trauma informed practice work by Dr Jennifer Nock</p>	<p>4</p>

<p>classroom. Create passports for those PP students who are struggling to regulate their behaviour with clear strategies for staff.</p>	<p>Therapeutic and trauma informed resources. Beacon house.</p>	
<p>Establish a shared language around Exceptional Teaching with specific reference to The Great Teaching Toolkit: IGS 'Exceptional Teaching Toolkit.'</p> <p>AHT with responsibility for PP ensuring links between curriculum areas, pastoral staff, and those with specific responsibility for PP students to include regular meetings with maths and English PP champions.</p> <p>Review documentation such as: Results Analysis, SEF, CIP/DIP documents that feature PP strategies for each subject area, with a focus on the cohorts within each subject that are a priority (e.g., MPA boys).</p> <p>CLT and staff meeting agendas that feature time for quality discussion of successful PP strategies and trauma informed practice.</p> <p>CPD session for ITT students to outline key strategies for working with and improving outcomes for disadvantaged students, with a primary focus on exceptional teaching strategies.</p> <p>Leadership and accountability: Create a leadership culture of 'collective responsibility' for the progress of disadvantaged students- establish through appraisal, development planning and meeting agenda (implement priority areas on pedagogy to improve student outcomes and disadvantaged progress on CL/HoDs' Development Plans and teachers' appraisal targets).</p>	<p>Evidence based Teacher toolkit is the basis for the creation of the IGS 'Exceptional Teaching Toolkit.'</p> <p>Research base is integrated within.</p>	<p>1,3</p>

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

Budgeted cost: £ £44,137.50 – to include the in-school tutoring fund

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the newly appointed AAHT achievement, data, and systems to ensure that interventions for disadvantaged students are data led and research informed in line with the LP20/PP10 intervention strategy. AAHT to work closely with Y11PrExL to identify students who may need communication home to encourage attendance to intervention sessions ahead of the mock exam period. This may be particularly relevant for students with NEA.	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	1,3
Use of PP champions in English and maths to deliver structured interventions.		1,3
In house tuition for Y11 students, with a focus on maths and English.	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	1,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support to	We do not want any of our students to be excluded from trips with their peers due to costs, therefore at least 50% of the cost is	4

access school trips	<p>offered for all trips to ensure that all students have the chance to participate.</p> <p>https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf</p>	
Breakfast club	<p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour</p> <p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p>	
Uniform provision	<p>Research by the Children's Society shows the detrimental effect that not having correct uniform can have, we therefore strive to ensure that disadvantaged students can have the school uniform and non-branded items such as school shoes that are line with the majority choices that are made by their peers.</p> <p>https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</p> <p>The issue of the cost of uniform is also discussed in the article below;</p> <p>https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/</p>	4
Educational supplies, including access to Ipads.	<p>https://www.suttontrust.com/wp-content/uploads/2021/04/School-Funding-and-Pupil-Premium-2021.pdf</p> <p>The BBC report below states that 1-1.8 million children do not have access to a laptop or tablet, we ensure that all disadvantaged students have an Ipad to ensure that they are fully part of our Ipad community in line with the rest of their peers.</p> <p>https://www.bbc.co.uk/news/uk-england-55816686</p>	4
Music lessons and extra-curricular support. Monitoring system in place to review the uptake of the extra-curricular offer by PP students.	<p>Children from the poorest households are much less likely to take part in any extra-curricular activity, but particularly music and sport therefore we fund the cost of musical instrument/singing lessons. We will also look to support extra-curricular activities inside and outside of IGS where required to enable disadvantaged students access to sports or dance clubs.</p> <p>Social Mobility Commission report. An unequal playing field: Extra-curricular activities, soft skills, and social mobility.</p>	4
Work with the Behaviour, Attendance and Outreach Director and the attendance team to reduce the percentage of disadvantaged Persistent Absentee students, using individual communication	<p>This approach is in line with 'Build respectful relationships with staff, pupils, families and other stakeholders to secure their trust and engagement' as found in guidance within the DfE's Improving School Attendance advice.</p> <p>For our PP families we feel that a personal and individual approach, given our small number is the best approach to take. This is in line with the EEF guidance on working with parents to support children's learning.</p> <p>Working with parents to support children's learning</p>	5

in person or via telephone as much as possible rather than the issuing of generic attendance letters.		
Monitor the uptake of EBacc by PP students and conduct student voice to establish barriers to choosing the EBacc suite.	<p><i>R Allen and D Thomson, 'Changing the subject: how are the EBacc and Attainment 8 reforms changing results?', The Sutton Trust, 2016</i></p> <p>This research found that in schools that increased the uptake of the EBacc suite of subjects PP students benefited most from changes, included higher chance of taking A levels at post 16 study.</p>	

Total budgeted cost: £ 155,390

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 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data, 2021-22 marked the second year of the three-year Pupil Premium Strategy at IGS and the first set of validated examination data since 2018-19.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was broadly in line with the average for all students nationally (-0.07). Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 39.61. See [DfE guidance](#) for more information about KS4 performance measures.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils, despite the continuing impact of COVID-19 and the changes to GCSE examinations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. IGS has therefore performed above these national statistics at both P8 and A8 measures, though we recognise the need to reduce the PP vs. non-PP gaps.

In 2021-22 80% of PP students secured at least a strong pass in the EBacc the EBacc entry for disadvantaged pupils was 31%, which was higher than 2018-19 (21%) and almost double the 2020-21 entries (17%) but 5 percentage points below the entries for non-disadvantaged pupils. Although we allow students free reign whether to choose the EBacc route or not as a school, we do ensure that all students know this route is open to them and encourage PP students to follow that route if they wish to, removing barriers to this as appropriate.

Absence among disadvantaged pupils was 6 percentage points higher than their peers in 2021/22 and persistent absence 19.8 percentage points higher. The small cohort of PP students makes the percentage figures often high when compared to their non-PP cohort, the PA PP rate was 39.2% in 2021-22, however the number of students who were PA PP (44 students) represents 15% of the school's overall PA student numbers (287 students).

The low-level behaviour concerns of PP students is broadly in line with their representation within school, with 8% of detentions in 2021-22 being for PP students. At the higher sanction level of internal representation 26% of internal suspensions in 2021-22 were for PP students. This is a figure we are looking to reduce in 2022-23 through some of the strategies outlined above such as behaviour passports.

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Externally provided programmes

Programme	Provider
Maths tuition	Kip McGrath
Therapy	Changing lives through horses
Educational provision for students with medical needs	MNHES

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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:

- embedding work on metacognition with planned and sequenced staff CPD on responsive teaching, cognitive science, and further development of our world class curriculum to benefit all students but especially those that are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate in internal and external extra-curricular activities

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we have also considered the external pupil premium review that was held at IGS in April 2022 and its recommendations to ensure that our foci are not purely based on our own views as leaders in the school.

We triangulated evidence from multiple sources of data including exams and assessments, whole school Quality Assurance, conversations with parents, students, and teachers in order to identify the challenges faced by individual disadvantaged pupils to ensure we did not adopt a homogenous standpoint. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) and the [School Planning Support 2022-23](#) to help us develop our PP strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils by primarily focussing on how students learn their curricula.

Moving forward we also aim to use the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours to enable us to build relationships with schools with high-performing disadvantaged pupils to share and learn from best practice approaches.