

# ILKLEY GRAMMAR SCHOOL



## **Pupil Premium Annual Report 2022-23 and Priorities for 2023-24**

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## 1. Pupil Premium Cohorts by Year Group 2023-24

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 25/09/23.

Year Group	Total number of students in year group	Number of Pupil Premium students	As a % of total cohort
Year 7	319	25	7.8
Year 8	321	17	5.3
Year 9	319	22	6.9
Year 10	312	23	7.4
Year 11	321	22	6.9
Total	1592	109	6.8

## 2. Pupil Premium Income 2018-23

Academic Year	Income and projected income	Based on:
2019-20	£137,442	Budgeted funding
2020-21	£126,402	Budgeted funding
2021-22	£124,824	Budgeted funding
2022-23	£120,820	Budgeted funding
2023-24	£134,150	Budgeted funding

## 3. Final Pupil Premium Expenditure for academic year 2022-23

Income PP and PP+	£120,820
Educational Resources, including I pads.	£4,828.50
Noteability music lessons	£217.25
Therapeutic support	£1840
Tuition	£7,755
Ingredients to support Food DT	£656.50
School breakfasts	£2,996
Uniform	£323
Trips, including challenge and celebration and DofE support.	£8,273.75
Attendance challenge	£300
Staffing	£93,630

## **4. Pupil Premium outcomes and evaluation 2019-23**

### **a. Evaluation of impact 2019-20**

The use of the CAG grades led to a P8 score of +0.15, this was the first time in 5 years that the school achieved a positive P8 score for the disadvantaged cohort. The progress of PP boys improved to -0.36. Female disadvantaged students continued to do very well (P8 +0.63) with HPA females achieving a P8 score of +0.79

Although the CAG process will have had some influence on the progress scores this year, there was considerable work in the 6 months before lockdown to try and improve the outcomes for these students. The focus on attendance and the weekly checking of this for students with poor attendance led to improved attendance for key Year 11 students with 60% of disadvantaged students with <90% attendance in week 4 of the school year improving their attendance by the lock down period. The uptake of English and Maths tutoring, following a proactive approach from the pastoral team and AHT, led to an increase in uptake of one-to-one tutoring from 37% to 50%, with 38% of disadvantaged students signing up to tuition in both English and Maths.

Priorities for 2020-21 are now focused on improving the progress of male disadvantaged students to be more in line with their non-disadvantaged peers, alongside a more whole school approach to the achievement of disadvantaged students from Year 7 onwards.

### **b. Evaluation of impact 2020-21**

PP students achieved a P8 score of +0.76, the highest seen for a PP cohort at IGS, within this the PP males achieved +0.22 which is the first time a positive P8 score has been reached for this group. Alongside this the P8 gender gap for disadvantaged students has nearly halved from the 1.5 gap seen in 2018-2019 to 0.76, PP females continue to do well year on year achieving a P8 score of +0.96 this year.

Work was done on ensuring that students were well prepared for their final assessments, especially in English and maths. One to one online maths tuition was offered to all PP students, 8/10 improved their grade from their term 2 current summary grade. 50% of the students who received tuition improved their term 2 summary grade by at least 1.5 grades. In house small group English tuition was also offered with an intense 6-week programme designed to boost the attainment of students. Of the students who engaged 82% improved from their term 2 current summary grade.

Priorities for 2021-22 will be to achieve a positive P8 score in English and Maths for MPA PP students and to continue to reduce the gap between PP and non-PP students, as well as the gender gap within the cohort. A further priority will be to ensure the needs of groups within PP, such as PP+ students, have clear strategies in place to enable them to access their learning fully with trauma informed practice being developed over the coming year.

### **c. Evaluation of impact 2021-22**

Students achieved a P8 score broadly in line with national averages (-0.07), this is an increase of a third of a grade compared to the last validated data of 2018-19. There has been an increase in all attainment thresholds from 4+ through to 7+. The percentage of 4+ entries has increased by almost 12%. Over 50% of students accessed maths tuition, of these 2/3 showed improvements from their mocks to final grade, with student voice showing improving confidence in mathematical ability. Priorities this year will include securing at least the standard pass and above for all regardless of starting targets, as well as an increase in the percentage of HPA students achieving grade 8s and 9s.

#### d. Evaluation of impact 2022-23

The disadvantaged P8 score is in line with last year at  $-0.08$ , the PP P8 figure is  $-0.02$ . The P8 gap between disadvantaged students and their peers has more than halved since 2019 and has reduced by a quarter since 2022. Nearly a third of disadvantaged students achieved a strong pass (5+) in English and Maths, this is an increase of 5 percentage points compared to 2019. The disadvantaged vs. Non disadvantaged gap for a strong pass at both English and Maths has reduced to 28.7 percentage points, a reduction of over 11 percentage points from 2022 and over 13 percentage points from 2019. These results are especially pleasing as the cohort of disadvantaged students this year was only 14% HPA, the lowest percentage seen in over 5 years. Within the HPA cohort there was strong performance with A8 and P8 scores both higher for disadvantaged students compared to their Non-disadvantaged peers (A8 73.38 vs 70.71).

### 4. Priorities for 2023-24

#### Whole school strategic priorities (priorities will vary slightly according to year group.)

- a. **Intervention:** Continued strategic direction for English PP champion and unified intervention approaches with PrExLs under reformed intervention system (e.g., LP20). Ensure that small group tuition in English and/or maths is provided for students across Y7-11 where required.
- b. **How students learn:** Improving all students' skills in how to learn, building effective study habits and improving self-regulation. Student voice opportunities throughout the year in Y7-11 to ensure barriers to effective study habits are understood and removed.
- c. **Improved attendance:** The attendance of Pupil Premium students across the school is a key priority and is analysed every half term in full with weekly trends analysed and a new whole school attendance monitoring system in place. The attendance challenge is used to improve PP attendance in both KS3 and KS4.
- d. **Consideration of groups within the PP group:** Working on the provision and monitoring of PP+ students to ensure LAC and Post LAC students across Y7-11 are supported as they progress through the school alongside trauma informed practice training which is now embedded in the new relationships policy.

#### Year 11 Priorities for 2023-24 (in addition to the whole-school strategic priorities above)

The overall aim for 2023-24 for Year 11 will be for Pupil Premium students to achieve a positive Progress 8 score to continue the progress made since 2019. The Pupil Premium cohort for the current Year 11 is a far more diverse group than has been previously seen. The cohort includes nearly a quarter of students for whom there is known trauma and adverse life experiences (ACEs) through being either a looked after child or a post looked after child. Our aim will be to ensure that all PP students have what they need to progress onto a successful post 16 pathway.

- a. The overall progress of HPA PP students, with all securing a minimum of grade 7+ across their subjects
- b. The robustness of data tracking for Pupil Premium students, ensuring they are a clear priority for intervention

- c. The progress of Pupil Premium students in English and maths, with a particular focus on maths, ensuring that HPA and MPA students are adequately prepared to achieve high levels of attainment via the higher tier paper
- d. Further decreasing the 4+ % entries gap for PP vs. Non-PP students and decreasing the 7+% gap
- e. Improved timely and impactful attendance strategies working with pastoral and attendance teams to improve attendance of those PP students who are <92% before they become PA
- f. Continued communication whole school to ensure the everyday learning needs of PP student are met, regular liaising with tutors as to barriers to learning e.g., equipment that can be resolved by provision of resources (revision guides, calculators etc.) Ensuring that disadvantaged students remain high on the agenda at all levels within the school including through one-to-one meetings with HOD/CL before the Y11 mock exams to identify and remove barriers at an individual student and subject level