



Pupil Premium Strategy Statement

SLT Oversight	Mr A Sykes (S/AHT)
Adopted by the LGB	NOV 24
Review Date	NOV 25

Pupil premium strategy statement: Tadcaster Grammar School

This statement details our school's use of Pupil Premium funding to help support the achievement 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	1509 (including 212 in the Sixth Form)
Proportion (%) of pupil premium eligible pupils	12.4% as a proportion of years 7-11. 10.7% as a proportion of the whole school.
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	Annually
Statement authorised by	Mr A Parkinson (Headteacher)
Pupil premium lead	Mr A Sykes (Senior Assistant Headteacher)
Governor/Trustee lead	Mr D Gluck Mr N Styles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,543
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£193,543

Part A: Pupil premium strategy plan

Statement of intent

Part A: Pupil premium strategy plan: Statement of intent

At the heart of the Tadcaster Grammar School 'Vision and Values' statement is our commitment to ensure the 'optimum support for each student', offering them the 'optimum curriculum experience' and ensuring 'the highest expectations, with no limitations'.

Our vision and moral purpose is that our students thrive, achieve their best, develop resilience, champion themselves and each other, whilst seeing learning as an exciting journey that helps them realise their life chances.

Our commitment to our school community is to provide a safe place to be; a sense of belonging, where staff are champions of the students and have the highest expectations of them; where teaching and learning is of the highest standard and tailored to individual needs, alongside mutual respect, support and care.

Our responsibility - We recognise the transformative power that education can have and our inclusive ethos and approach offers pathways to success.

Pupil Premium is a funding stream allocated to schools to provide additional support to those students who receive free school meals, or who have received them in the previous 6 years. In addition, 'Pupil Premium Plus' for looked after and previously looked after children, acknowledges the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a challenging start in life.

The Pupil Premium (PP) Funding at TGS is used to:

- diminish the difference between disadvantaged students and their peers;
- address any underlying inequalities between children eligible for Pupil Premium and their peers;
- support students who need the funding most in order to make a significant impact on their education and wider lives;
- provide additional educational support to raise the standards of achievement for disadvantaged students.

Principles underpinning PP Funding expenditure:

High quality teaching disproportionately benefits children eligible for PP and is vital in raising achievement. TGS has a strong commitment to the continuous professional development for all staff, with a real focus on staff training centred around evidence-based 'best practice' in the classroom for teachers and teaching assistants.

This evidence-based approach extends to identifying the most effective interventions and successful whole school strategies. TGS has a designated senior leader with strategic responsibility for vulnerable learners. A Family Liaison Officer also acts as a key advocate for our students eligible for Pupil Premium.

Ensuring all students are 'known, included and heard' is at the heart of Tadcaster Grammar School's culture. Tutors and subject teachers know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress. Funding allocated to students eligible for Pupil Premium is targeted and spent on supporting the improvement of outcomes for disadvantaged students. TGS does not confuse eligibility with low ability and focuses on supporting all students to achieve the very best outcomes, whatever their starting point.

Senior leaders prioritise the needs of this cohort through school systems. For example: Teaching and Learning Communities and staff training; attendance reviews and support; regular academic reviews, student profiles; regular scrutiny and quality enhancement. In addition, termly meetings with school governors are also held, who challenge the way resources are allocated.

Progress review data are provided after every reporting cycle (3 times per year) at KS4 and internally within faculties at KS3 for staff to highlight students in their classes who may be experiencing challenge. An ongoing 'assess, plan, do and review' of the needs and outcomes of students is recognised as essential quality-first teaching. Attitudinal data are provided too as we recognise the strong correlation between attitude to learning and outcomes.

Excellent teaching is paramount but there is, at times, a need for focused intervention outside of the mainstream classroom. Mathematics and English teachers and tutors are allocated to teach specific groups. Many departments have set up peer-mentoring and teacher support programmes.

The EEF (Education Endowment Foundation) notes that parental engagement is effective in improving performance. The school's Family Liaison Officer works very closely with parents so that they too feel known, included and heard. Support is offered to all families and targeted where there may be external barriers to their child's learning.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, especially levels of persistent absence.
2	Student approach to learning. Engagement and regulation - ready to learn and, in some cases, executive function concerns.
3	Meeting the individual needs of all our students in the classroom, through adaptive teaching and learning strategies.
4	Literacy (especially reading ability), and numeracy levels.
5	Inclusion and access - to technology, educational materials and engagement in wider school life (co- and extra curricular opportunities).

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
Improving attendance for disadvantaged students.	Attendance for disadvantaged students will be in line with the attendance of non-disadvantaged students.
Improved student approach to learning.	Attitude to learning scores for disadvantaged students will be in line with those for non-disadvantaged students. Disadvantaged students are not disproportionately 'exited' from lessons, in isolation or excluded from school.
Improved outcomes for disadvantaged students	Disadvantaged students will have a Progress 8 score of 0 or above. This will put them in line with or ahead of all students nationally.
To improve literacy and numeracy outcomes for disadvantaged students in every year group	Reduce the reading gap differential in years 7-9. Disadvantaged students to achieve their target grade or better in English and mathematics, at the end of Key Stage 3 and 4, accessing targeted support when not on track to realise this.
To ensure all students have access to technology, resources and curriculum opportunities	All students in year 7-11 have their own chromebook. All students are fully equipped and ready to learn. No student denied access to apply for an educational visit or co/extra-curricular opportunity.
Improved engagement in extracurricular activities	A significant increase in the number of co/extra-curricular activities accessed by disadvantaged students, compared to previous years' baselines.

Activity in this academic year [2024-25]

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <ul style="list-style-type: none"> • Research/evidence/cognitive science informed approach to TLCs (supported by CPD) • Further development of the knowledge-rich curriculum. • Whole school implementation of EEF Marking and Feedback Guidance - continuing implementation of the new whole school marking and feedback policy. • Whole school implementation of new home learning policy which includes enhanced communication with parents. • Whole-school focus on oracy/disciplinary literacy. * Teaching and Learning Communities (TLCs): Supporting Vulnerable Learners - Assess, plan, do, review model. • Regular Curriculum Development Time. Meetings with a focus on improving the curriculum. • Quality Enhancement that actively supports curriculum development. • Support for teachers in their early years.. • Google Classroom used as a platform for learning. • Continue reflective process ‘Know your Students Well’ for teachers, using assess, plan, do review to focus on needs of vulnerable learners. * Enhanced QE system for reviewing teaching and learning of vulnerable learners. 	<p>High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment (DfE)</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’ EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Principles of Instruction</p> <p>Feedback EEF</p> <p>THE EEF GUIDE TO THE PUPIL PREMIUM</p>	<p>2,3</p>

GL Reading Assessment and Reading Programme	Improving Literacy in Secondary Schools EEF	2,3,4
Additional English teacher to reduce class sizes and offer lower attaining students access to Entry Level and Functional Skills routes prior to GCSE.	Bespoke teaching approaches in addition to class size reductions can lead to enhanced outcomes for PP students. Reducing class size EEF	2,3,4
Additional mathematics teacher to reduce class sizes and offer lower attaining students access to an Entry Level and Functional Skills routes prior to GCSE.	Small group tuition EEF	2,3,4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tuition: Small groups and 1:1	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months of progress on average.	2,3,4
English Tuition: Small groups and 1:1	Programmes involving academic mentors can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. One to one tuition EEF Small group tuition EEF	2,3,4
Use of Teaching Assistants	EEF - Making best use of teaching assistants	2,3,4
Use of reading leaders programme	Providing high quality literacy interventions for targeted students. Strand 7 of EEF Improving Literacy in Secondary Schools	2,3,4
Homework Club	Used to support the implementation of the school home learning policy.	2,3
Adaptive teaching as the primary focus of our Teaching and Learning Communities	Providing staff with the knowledge and skills to meet the specific needs of disadvantaged pupils, especially those with SEND.	2,3,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Mentoring	Mentoring EEF	1-4
Attendance Support	Parental engagement EEF	1
Educational Psychologist	Research into how attendance can impact attainment	1-4
Resources (Visits, Arts/Sports participation, books, equipment). Enrichment Opportunities (Duke of Edinburgh's Scheme, work experience and enrichment activities, academic school visits).	Social and emotional learning EEF	4
Assistive Technology.	EEF - Arts participation, Physical Education opportunities as examples of aspirational activities contributing to a child's personal development. Equal opportunity. Arts participation EEF	4
Careers Support (Interviews, college/university trips etc).	New EEF guidance report published: 'Using Digital Technology to... EEF	5
Use of tutors to identify specific barriers to progress and lead an 'aspiration for all' model.	Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance	2,5
	Every student should have a supportive relationship with a dedicated member of staff. Strand 1 of EEF Improving Behaviour in Schools	1-5

Total budgeted cost: £185,000 (£8,543 contingency)

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils (2022-2024)

Key Stage 4 Progress 8 Outcomes - All Students and Disadvantaged Students.

TGS 2020/2021	Tadcaster Grammar School 2022			Tadcaster Grammar School 2023			Tadcaster Grammar School 2024					
CAGs	P8 All students		P8 Disadvantaged	P8 All students		P8 Disadvantaged	P8 All students		P8 Disadvantaged			
n/a	+0.50		UCL	+0.33	+0.33		UCL	+0.32	+0.27*			
			-0.20				-0.30				-0.38*	
			LCL	-0.74			LCL	-0.92			LCL	-0.93*
	Disadvantaged Gap			Disadvantaged Gap			Disadvantaged Gap					
	-0.70			-0.63			-0.65*					

*Figures still be published by the DfE

[UCL/LCL – 95% Upper and Lower Confidence levels]

[CAGs - Centre Assessed Grades - during Covid 19 pandemic]

Progress 8 – Aiming for a positive score for disadvantaged students

If our disadvantaged students achieve a positive Progress 8 score, this will demonstrate that they are making better progress than all students nationally. We feel this is a more aspirational goal than closing the gap, a measure which is equally dependent on both the progress of all students as it is on the progress of disadvantaged students.

Although the raw value for Progress 8 has been negative for the past three years, in each of those years the confidence interval for disadvantaged students stretches above zero, indicating average progress against national benchmarks. This is not to say we are satisfied with this; we will continue to work to move the raw value to zero or better and ultimately to have above average progress for disadvantaged students in line with the above average progress all students make at Tadcaster Grammar School. Improving outcomes for disadvantaged students remains as one of the intended outcomes of the 2024-27 strategy.

Meeting the Intended Outcomes of the 2021-24 Strategy

This academic year marks the end of the previous 3-year Pupil Premium strategy plan. The tables below outline the intended outcomes from the 2021-24 strategy, along with our progress towards these at the end of this plan:

	Intended outcome	Success criteria
1	To improve literacy and numeracy outcomes for students eligible for PP in every year group.	Reduce the reading gap differential in Year 7 – 9. Students to achieve their target grade in English and mathematics at the end of KS3 and end of KS4, accessing targeted support when not on track to achieve this.

All students undertook a reading test in year 7 to assess need, in particular to identify those students who required some form of reading intervention. The reading tests highlighted that a disproportionate number of disadvantaged students had a reading age significantly below chronological age and therefore would benefit from reading intervention.

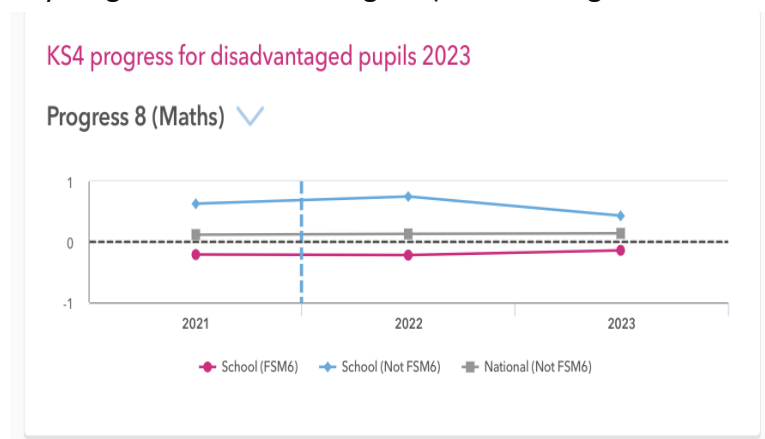
Proportion of students requiring intervention who are disadvantaged - 28.4%

Proportion of students (year 7 -11) who are disadvantaged - 12.4%

Levels of progress since the year 7 test (disadvantaged students)					
Year grp	Much higher	Higher	Expected	Lower	Much lower
8	2	2	2		2
9	2		2	1	
Grand Total	4	2	4	1	2

Reducing the reading gap differential in years 7-9 remains as one of the intended outcomes of the 2024-27 strategy.

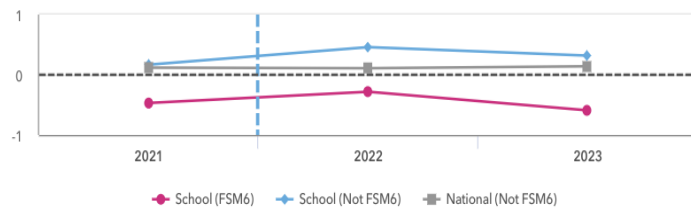
Key Stage 4 - Maths and English (still awaiting 2024 data from the DFE)



Gap closing for disadvantaged students in Maths.

KS4 progress for disadvantaged pupils 2023

Progress 8 (English) ∨



Gap widening for disadvantaged students in English.

Disadvantaged students to achieve their target grade or better in English and mathematics, at the end of Key Stage 4, accessing targeted support when not on track to realise this remains as one of the intended outcomes of the 2024-27 strategy.

	Intended outcome	Success criteria
2	To prioritise student well-being through our co-curriculum, pastoral support and external agency offer.	Students who have social, emotional and mental health needs receive targeted support to reduce and remove this significant barrier to learning.
<p>This is a vitally important intended outcome, despite it being difficult to measure. However, the school received a national award, Attachment Research Alex Timpson Award in Secondary Schools for our effective practice in this area. This recognised a number of different approaches to social, emotional and mental health needs including Circle of Adults, Reflect and Reconnect, restorative conversations, staff training on emotion coaching and the work of the family liaison officer and educational psychologist.</p>		

	Intended outcome	Success criteria																					
3	To improve students' attitude to learning in line with non-eligible peers.	Students eligible for Pupil Premium on average have 'good' attitudes to learning. Students eligible for PP are not disproportionately 'exited' from lessons, in isolation for excluded from school.																					
<p>Attitude to Learning (ATL) scores are recorded at each reporting point in Key Stage 3 and 4, with scores ranging from 1 (outstanding) to 5 (serious Concern); 2 is the minimum benchmark we set for all students.</p> <table border="1"> <thead> <tr> <th colspan="3">Average Attitude to Learning Scores</th> </tr> <tr> <th></th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>1.57</td> <td>1.92</td> </tr> <tr> <td>Year 8</td> <td>1.61</td> <td>1.79</td> </tr> <tr> <td>Year 9</td> <td>1.81</td> <td>2.14</td> </tr> <tr> <td>Year 10</td> <td>1.69</td> <td>2.08</td> </tr> <tr> <td>Year 11</td> <td>1.85</td> <td>1.89</td> </tr> </tbody> </table> <p>ATL scores, on average, are better than benchmark for all students in year 7, 8 and 11. A differential does exist in all year groups, between those students who are eligible for Pupil Premium and those students who are not.</p> <p>Improved student approach to learning remains as one of the intended outcomes of the 2024-27 strategy.</p>			Average Attitude to Learning Scores				Non-PP	PP	Year 7	1.57	1.92	Year 8	1.61	1.79	Year 9	1.81	2.14	Year 10	1.69	2.08	Year 11	1.85	1.89
Average Attitude to Learning Scores																							
	Non-PP	PP																					
Year 7	1.57	1.92																					
Year 8	1.61	1.79																					
Year 9	1.81	2.14																					
Year 10	1.69	2.08																					
Year 11	1.85	1.89																					

	Intended outcome	Success criteria
4	To remove the attendance gap between PP and non PP students.	School attendance figure is above national average for all students (both PP and non PP) Persistent absenteeism lower than 10%

2022-23

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	138	School	88.6%	91.8%	87.7%	87.6%	88.3%	87.8%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+3.3% ●	+3.0% ●	+1.5% ●	+3.4% ●	+5.3% ●	+4.9% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	1,154	School	93.9%	95.4%	94.5%	93.6%	93.1%	92.5%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+1.3% ●	+1.0%	+1.4% ●	+1.5% ●	+1.4% ●	+1.1% ●

2023-24

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	124	School	88.2%	92.2%	89.0%	83.6%	89.5%	85.5%
		FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%
		Difference	+2.8% ●	+3.3% ●	+2.7% ●	-0.9%	+6.1% ●	+2.7% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	1,145	School	93.7%	95.5%	94.3%	92.4%	93.8%	92.1%
		FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%
		Difference	+0.8%	+0.9%	+1.0%	0.0%	+1.8% ●	+0.8%

Since 2022 we have been able to analyse attendance data against national figures using the FFT attendance tracker.

There is an in-school gap between those who are eligible for Free School Meals (FSM6) and those who are not; reducing this in-school gap continues to be our highest priority. However, against national figures, FSM6 students' attendance is outperforming national figures by a greater margin than non-FSM students.

Improving attendance rates for disadvantaged students remains as one of the intended outcomes of the 2024-27 strategy.

	Intended outcome	Success criteria
5	To ensure all students have access to technology, resources and curriculum opportunities.	All students in Year 7 – 11 to have use of a personal chromebook. All students to be fully equipped so 'ready to learn'. No student to be denied access to an educational visit. School to contribute towards extra curriculum and co-curriculum opportunities.

All students in year 7-11 have use of a personal chromebook. The school's policy of offering subsidised chromebook purchase for all disadvantaged students has enabled the vast majority to purchase their own device.

No student has been denied access to apply for an educational visit.

The school has made a number of significant contributions to allow students to access co-curricular opportunities such as the Battlefields trip and the French language trip.

	Intended outcome	Success criteria
6	To offer a child focused and centred programme for all students, especially those with significant gaps in education.	Students arriving on in year transfers, especially at KS4, to make notable progress within subject areas from starting point to end point, with focus on the core subjects.
<p>Statistically significant analysis of progress is not possible due to the small number of Key Stage 4 in-year transfers (2022 (6); 2023 (5); 2024 (7)) and the lack of prior attainment data for a significant number of these students (including 5 students from Ukraine).</p> <p>16 out of the 18 students achieved grades in both English and mathematics, with all 18 achieving a grade in at least one of these subjects. The vast majority of in-year transfer students achieved grades in a comparable number of subjects to students who were not in-year transfers.</p> <p>The most telling statistic is that each of the in-year transfer students has gone on to secure further education or employment on completion of year 11.</p>		

Externally provided programmes

These are the names of any non-DfE programmes that the school used the Pupil Premium to fund in the previous academic year.

Programme	Provider
Sparx Maths	Sparx Maths
Century Learning	Century Learning
New Group Reading Test	GL Assessments
The Duke of Edinburgh's Award Scheme	The Duke of Edinburgh's Award Scheme