



Pupil Premium Strategy Statement

SLT Oversight	Mr A Sykes (S/AHT)
Adopted by the LGB	November 2024
First Interim Review Date	November 2025 (this document)
Second Interim Review Data	November 2026
Final Review	August 2027

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	1530 (including 243 in the Sixth Form)
Proportion (%) of pupil premium eligible pupils	12.0% as a proportion of years 7-11. 10.1% as a proportion of the whole school.
Academic year/years that our current pupil premium strategy plan covers	2024/25; 2025/26; 2026/27
Date this statement was published	November 2025
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	£210,298
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£210,298

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; routines for learning; 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. This will be enhanced this year with the introduction of the SISRA data package. 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 [2025-26]

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: £75,000

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. <p>* Teaching and Learning Communities (TLCs): Supporting Vulnerable Learners - Assess, plan, do, review model.</p> <ul style="list-style-type: none"> • 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. • An emphasis on consistent routines for learning across the school to enhance the 	<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>

learning experience. A key area this year is an increased focus on independent practice.		
GL Reading Assessment and Reading Programme	Improving Literacy in Secondary Schools EEF	2,3,4
Additional Maths HLTA to support individuals both in the classroom and in small teaching group environments.	Bespoke teaching approaches in addition to class size reductions can lead to enhanced outcomes for PP students. Reducing class size EEF Small group tuition EEF	2,3,4
Additional English HLTA to support individuals both in the classroom and in small teaching group environments.		2,3,4

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

Budgeted cost: £75,000

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 (TLCs).	Providing staff with the knowledge and skills to meet the specific needs of disadvantaged pupils, especially those with SEND.	2,3,4
Independent practice as an additional focus for TLCs.	Understanding the need for students to be able to work independently is the natural stepping stone to being able to work successfully in end of unit, end of year or terminal assessments.	2,3,4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Mentoring	Mentoring EEF	1-4
Attendance Support	Parental engagement EEF Research into how attendance can impact attainment Social and emotional learning EEF	1
Resources (Visits, Arts/Sports participation, books, equipment). Enrichment Opportunities (Duke of Edinburgh's Scheme, work experience and enrichment activities, academic school visits).	EEF - Arts participation, Physical Education opportunities as examples of aspirational activities contributing to a child's personal development. Equal opportunity. Arts participation EEF	4
Assistive Technology and the school chromebook scheme.	New EEF guidance report published: 'Using Digital Technology to... EEF	5
Careers Support (Interviews, college/university trips etc).	Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance	2,5
Use of tutors to identify specific barriers to progress and lead an 'aspiration for all' model.	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: £200,000 (£10,298 contingency)

Part B: Review of the previous academic years

Outcomes for disadvantaged pupils (2022-2025)

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

Tadcaster Grammar School 2022			Tadcaster Grammar School 2023			Tadcaster Grammar School 2024					
P8 All students		P8 Disadvantaged		P8 All students		P8 Disadvantaged		P8 All students		P8 Disadvantaged	
+0.50		UCL	+0.33	+0.33		UCL	+0.32	+0.27		UCL	+0.16
		-0.20				-0.30				-0.38	
		LCL	-0.74			LCL	-0.92			LCL	-0.93
Disadvantaged Gap			Disadvantaged Gap			Disadvantaged Gap			Disadvantaged Gap		
-0.70			-0.63			-0.65			-0.65		

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

GCSE 2025 Cohort

We are not able to calculate Progress 8 scores for academic years 2024/25 and 2025/26. This is because there is no KS2 assessment data available to calculate the baseline for Progress 8 for these years due to Covid-19 disruption. Attainment figures would not allow for meaningful comparison as they are heavily influenced by prior attainment, which we do not have due to COVID.

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 2024-27 Strategy

This academic year marks the end of the first year of the three year plan. The tables below outline the intended outcomes for the 2024-27 strategy, along with our progress towards these.

	Intended outcome	Success criteria
1	Improving attendance for disadvantaged students.	Attendance for disadvantaged students will be in line with the attendance of non-disadvantaged students

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%

2024-25

Pupils			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	154	School	86.8%	87.3%	84.4%	86.5%	87.6%	88.5%
		FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
		Difference	+0.6%	-2.5%	-2.6%	+1.3%	+3.4%	+4.9%
Not FSM6	1,169	School	93.8%	95.5%	93.9%	93.7%	92.2%	94.0%
		FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%
		Difference	+0.5%	+0.3%	+0.1%	+0.8%	-0.4%	+2.3%

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.

The data shows that attendance rates for FSM6 at TGS stay reasonably constant across all year groups, whilst nationally they drop. There is a need to focus on the cohorts who were in Year 7 and 8 last year, as these are below national.

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

	Intended outcome	Success criteria
2	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.

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.

Average Attitude to Learning Scores (2024/25)		
	Non-PP	PP
Year 7	1.62	1.87
Year 8	1.89	2.13
Year 9	1.82	1.93
Year 10	1.65	1.94
Year 11	1.87	2.12

There continues to be a negative difference for ATL scores between those students who are eligible for Pupil Premium and those students who are not. However the gap has closed this year. An emphasis has been placed in the role of the tutor in helping students maintain high standards, documenting progress and actions in the Pupil Premium tracker. This strategy will be maintained moving forwards.

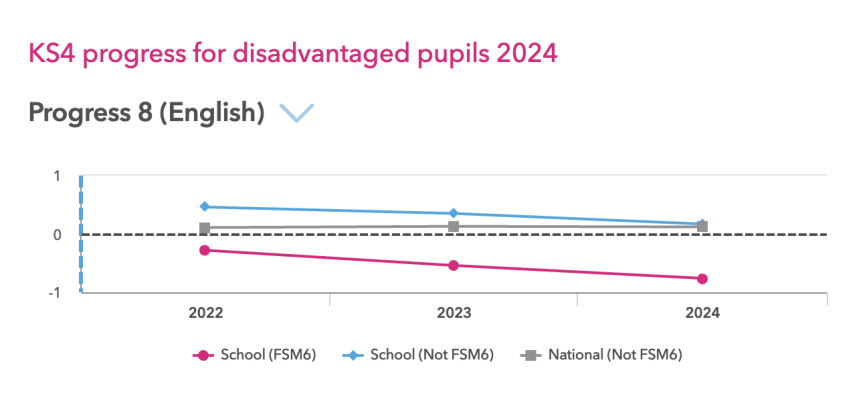
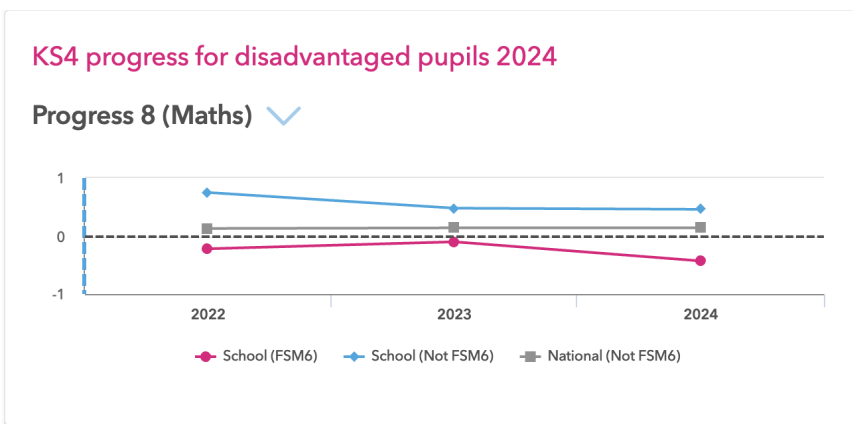
Improved student approach to learning remains one of the intended outcomes of the 2024-27 strategy.

	Intended outcome	Success criteria
3	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.

See page 10 for outcomes data and information about the 2025 cohort.

	Intended outcome	Success criteria
4	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.

As before, reliable progress data is only available until 2024. However it is clear to see that the gap widened between the progress for non-FSM6 students compared to FSM6 students in both Maths and English.



During 2024/5 we have employed subject specialist HLTAs in both Maths and English. These are under the direction of our CTL for Maths and English respectively, with the clear remit of improving outcomes for students eligible for Pupil Premium. Progress measures will not be available until Summer 2027. There will be a focus on ensuring students who are eligible for Pupil Premium are achieving Basics 4/Basics 5, as a minimum, in order to improve life chances and opportunities within further education or employment.

	Intended outcome	Success criteria
5	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.
<p>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.</p> <p>All subject areas are granted PP funding for any subject resources that students are expected to buy, in addition to many extra resources such as revision guides.</p> <p>No student has been denied access to apply for an educational visit.</p> <p>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.</p> <p>This year we will be looking to promote the DofE programme more heavily for PP students by making students and parents fully aware of the 75% subsidy we apply for PP students.</p>		

	Intended outcome	Success criteria
6	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.
<p>Current tracking data for extra-curricular activities is not available. This will be addressed in the forthcoming academic year.</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
Educake for Science	Educake
New Group Reading Test	GL Assessments
The Duke of Edinburgh's Award Scheme	The Duke of Edinburgh's Award Scheme