

## 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 2023/24 academic year.

<u>Aim</u>	<u>Outcome</u>																								
<p>Academic</p> <p>Support our students to leave with the foundation of strong passes in their GCSE subjects, allowing them to progress on to their chosen Post 16 destination.</p>	<p>Outcomes for 2024 have taken a dip compared to last previous years. This year we saw higher levels of persistent absence, school refusing and students sitting exams at home which has led to a negative outcome.</p> <p>This year our BTEC/Cambridge National courses continue to be a support students achieve a positive SPI.</p> <table border="1" data-bbox="277 759 1018 1162"> <thead> <tr> <th></th> <th>PGS Disadvantaged</th> <th>PGS Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.22</td> <td>0.46</td> </tr> <tr> <td>2019</td> <td>-0.31</td> <td>0.23</td> </tr> <tr> <td>2020</td> <td>-0.08</td> <td>0.78</td> </tr> <tr> <td>2021</td> <td>0.20</td> <td>0.48</td> </tr> <tr> <td>2022</td> <td>-0.11</td> <td>0.50</td> </tr> <tr> <td>2023</td> <td>0.21</td> <td>0.45</td> </tr> <tr> <td>2024*</td> <td>-0.47</td> <td>0.40</td> </tr> </tbody> </table> <p>*please note the measures recorded for 2024 are based against provisional 2024 attainment estimates.</p> <p>We continue to support our students towards our 2024 aim of our disadvantaged students being able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts which would represent a positive shift for our students.</p> <p>The Associate Senior Leader: Pupil Premium delivered training to the ITT/ECT cohort in school "Pupil Premium: why we need to keep closing the gap for our most disadvantaged". HLTA delivered CPD to ITT cohort on what Pupil Premium is and to address the gap between their preconceived ideas and reality.</p> <p>To support students to greater access the curriculum, PP students were provided with subject specific revision guides were issued to support them throughout KS4.</p> <p>To support practical subjects with cost implications, PP students are provided with vouchers including Food Technology to allow students to purchase ingredients for practical subjects. The Bridge has a supply of Art and Textiles resources which PP students can freely ask for to support with their studies.</p> <p>Within departments, the 2<sup>nd</sup> is the PP/SEND Champion. Their focus is to drive departmental 'Closing the Gaps' strategies to support our PP student outcomes. During 23/24, each department lead has written and led on a department strategy, utilizing SCDS meetings to support staff through CPD to increase student outcomes. Moving into the 24/25 academic year, leaders will utilize VDE data to identify behavior areas within department that require</p>		PGS Disadvantaged	PGS Non-Disadvantaged	2018	-0.22	0.46	2019	-0.31	0.23	2020	-0.08	0.78	2021	0.20	0.48	2022	-0.11	0.50	2023	0.21	0.45	2024*	-0.47	0.40
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focus, alongside use of exam paper analysis data to determine further gaps that require support.

We continued to provide PP students with access to an electronic device for use at home to support HL. This device gives students access to the school network, removing the technology barrier. This academic year we have supplied 11 students with laptops and a further 17 students with laptops from the Foundation Governor bought supply for non-PP students.

We continue to provide financial support for equipment in practical subjects, supporting Art, D&T and Food students with vouchers to buy food or resources provided.

All PP students have access to learning resources via the Bridge provision. Students can ask for stationery including calculators, alongside bespoke resources including fabric, art supplies and drawing pads. As of 18/07/24, 1363 requests were made for support from PP students.

Year 7 – 211 requests  
Year 8 – 404 requests  
Year 9 – 277 requests  
Year 10 – 263 requests  
Year 11 – 208 requests

The requests are broken down into the following 4 categories.  
Lesson Resources – 644 requests  
PE Kit – 92 requests  
School uniform – 507 requests  
Well-being – 120 requests.  
Of these, 313 were loans and 1050 replacements.

A new initiative introduced in the 23/24 academic year to support GCSE outcomes was the introduction of subject based tutoring, led by PGS staff and external providers. Using internal assessment data, students were initially identified from core subjects who were PP, LoE and 2 grades below expectation for tutoring. In our first round of tutoring, 4 students (including a LAC) were identified for tutoring. Staff offered 6, 1 hour after school tutoring to support the closing of the gaps. This was monitored over a 12-week period with the following success;

- Students A in 2 Science subjects moved from a U to a grade 4.
- Student B in English went from a U and 2 to a grade 1 and 3.
- Student C in English went from a 2 and 2 to a grade 3 and 2.
- Student D in MfL went from a 3 to a grade 5.

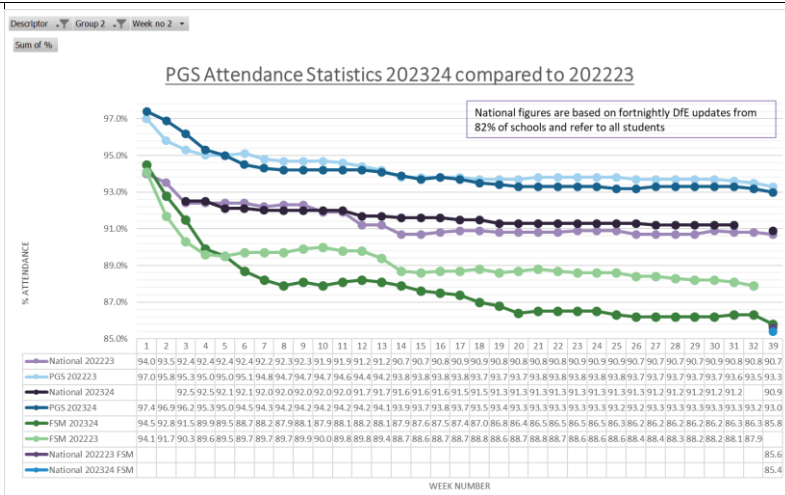
The students supported in English and Science continued for a further 6 sessions. After the initial success of internal tutoring, after the final data entry 3 History students were identified for support, led by the History staff.

In 24/25, the final Year 10 data entry will be analysed to identify students who are at risk of underachieving and offered internal or external tutoring from September 2024.

At Key stage 3, Student Outcomes and Identification meetings (SO&I) were introduced to review key students after data entry windows.

This allowed key staff including Year Team Leaders, AP, Attendance and Safeguarding to discuss and implement strategies to support student outcomes and attendance. These meetings were led by the Year Team leaders and driven via data and staff feedback.

<p><b>Mental Health</b></p>	<p>The Student Engagement Officer (SEO) for Pupil Premium supports in.</p> <ul style="list-style-type: none"> <li>- student reintegration after long periods of absence</li> <li>- formal 1:1 mentoring sessions under the guidance of the School Mental Health Practitioner as well as the Head of Pastoral Care. <ul style="list-style-type: none"> <li>o Worry management</li> <li>o Managing anxiety</li> <li>o Parental Separation</li> <li>o Self-Harm work</li> <li>o Building Relationships</li> <li>o Online Safety/Grooming</li> </ul> </li> <li>- attendance support for PP.</li> </ul> <p>The impact of these is measured through entry and exit questionnaires. For half term 3 2023/24 the average entry score was 5.8 and the average exit score was 7.2 (on a scale of 1-10 where 1 is extremely poor and 10 excellent).</p> <p>During the academic year we have supported several students back into the classroom, enabling them to access the curriculum and improve overall attendance.</p> <p>The strategies deployed included.</p> <ul style="list-style-type: none"> <li>- Initial partial timetable with gradual incremental steps to support reintegration after a period of absence.</li> <li>- Bespoke timetables planned with the student with students attending The Bridge during non-timetabled lessons.</li> <li>- Review of seating plans</li> <li>- Review of staffing</li> <li>- Introduction to new staff or classroom setting to reduce anxiety</li> <li>- Students aware of changes to staff or classroom in advance to reduce anxiety.</li> <li>- Close relationship with parents/carers to identify if EHA is required.</li> </ul>
<p><b>Attendance</b></p> <p>Our Pupil Premium students will be attending at a level equal to that of their counterparts prior to the pandemic.</p>	<p>School attendance has improved since the impact of COVID. Greater use of in school provisions support getting students into school and to remain in school</p> <p>School attendance for 2023/24 was 93% with disadvantaged student attendance at 85.8%, down 2.1% on the previous year's disadvantage attendance. From the figures received from our Local Authority our disadvantage attendance is 0.4% above national average.</p>



	<b>Attendance 5 Half Terms 2022/23</b>	<b>Attendance 5 Half Terms 2023/24</b>	<b>Difference</b>
<i>National- Non PP*</i>	94%	90.9%	<b>-3.1%</b>
<i>National – PP</i>	85.6%	85.4%	<b>-0.2%</b>
<i>PGS All students**</i>	93.5%	93%	<b>-0.5%</b>
<i>PGS Pupil Premium**</i>	87.9%	85.8%	<b>-2.1%</b>

*\*based on data received from the LA, compiled from average of Thursday returns to the DfE*

*\*\*PGS figures based on actual data*

During the 23/24 academic year, the Head of Attendance and AP: Pupil Premium met fortnightly to discuss attendance of students below 90%. This allowed for greater strategy around the support for the students and potential next steps. Alongside this, the EO for PP and another member of attendance reviewed students at risk of attendance drops, identifying early intervention.

Attendance incentives focusing on PP students alongside whole school initiatives were introduced to attempt to change this position. Each term PP students were entered for a draw to win vouchers and a seasonal treat.

Structure:

100% Attendance – 2 x £30 Meadowhall voucher, seasonal treat and certificate.

95-99.9% - This was introduced as we are aware some students get poorly. 2 x £5 Meadowhall vouchers, season treat and a certificate.  
 Most Improved in a term – 1 x £20 Meadowhall voucher, season treat and certificate.

Fortnightly meetings held between SEO and Attendance Administrator to review attendance rise and fall, with the aim to bring/maintain PP students' attendance above 90%.  
 The following actions are taken:

- meet with students in school
- telephone call to parents
- reward initiative; usually over a two-week period, rewards for full attendance each week, being entered into a draw for full attendance over the challenge period.

The Education Welfare Officer works with families and students on a one-off basis as well as those who are referred to her; she is also pivotal to our contact protocol for students who are not in school.  
 Attendance calls are made to PP students on the first day of absence to allow early identification of issues and encourage a return to school as soon as possible.  
 Parental engagement and understanding of the support available is also very important to the success at school of our PP students. In July 2024 we hosted a transition evening for Y6 PP students about to join PGS and their parents/carers. A short presentation was given by the Assistant Principal: Pupil Premium, HLTA and SEO and then a more relaxed introduction to The Bridge (a provision in which we offered academic and pastoral support) was offered. We also continued to support families with vouchers to buy PGS branded uniform items and provided essential equipment.

**Behaviour**

Sanctions implemented for all students have fallen across recent years as shown below. However in 23/24 a change to VDE was introduced moving our VDE system to an online platform. This removed the visual element of VDE from the student's planner. Initially students struggled with the change, however a way of checking lines was introduced via out Teams platform which supported students to continue to make the correct choices.

For reference, 13.38% of our "All Student" cohort is made up of Pupil Premium students.

Sanction	17/18	18/19	19/20	20/21	21/22	22/23*	23/24
SLT DT (All)	1368	1121	949	771	719		
SLT DT PP	324	270	209	118	147		
IEX	0	38	42	2	16		
SE (all)	861	822	582	80	467		
SE PP	324	226	181	21	137		
Excl (all)	180	94	37	38	48		
Excl (PP)	17	15	5	17	8		

\*no data due to change of software.

Commented [TG1]: To add from BROMCOM data

	<p>In 23/24, PP Spotlight's were introduced into Staff Briefing every half term. The aim of the Spotlight was to inform staff of the percentage of behaviour lines students being given to PP students. Alongside the data, staff were provided with strategies to support in the reduction of behaviour lines, focusing on areas with the highest value.</p> <ul style="list-style-type: none"> <li>- Term 2; BIL and HL</li> <li>- Term 3; Effort and HL</li> <li>- Term 4; Effort and HL</li> </ul> <p>Each week the Pupil Premium EO receives a weekly list of lines issued for no equipment. The focus is to reduce barriers to learning by ensuring all students have the equipment they for learning.</p> <p>In term 2, 155 lines issued to PP were for no equipment, term 3 down to 142 but a slight increase to 156 in term 4. We will continue to challenge this within school, giving further information to families about the support The Bridge offers.</p> <p>Across the academic years the sanctions received by PP students have reduced year on year. This reduction is greater at the level of SLT detention which shows that steps being taken in school to reduce the number of lines received are being successful and preventing students reaching this next level of behaviour sanction.</p>
<p>School Support for Students/Parents/Carers (The Bridge)</p> <p>We will have a focused opportunity to engage Pupil Premium students in our school life, providing all round support and encouragement to influence all aspects of their experience.</p> <p>Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.</p>	<p>The provision in school from which we offer academic and pastoral support to our PP students has been established in 2021/22 and continued to strengthen through 2022/23. In 23/24, two school provisions; The Hive and 1392 were combined to create The Bridge. The Bridge is a whole school provision to support students.</p> <ul style="list-style-type: none"> <li>- Improve attendance by providing a soft landing</li> <li>- Students' mental health</li> <li>- Support for students unable to access the curriculum</li> <li>- Bespoke curriculum not in mainstream</li> <li>- 1-1 mentoring</li> <li>- 1-1 tutoring</li> </ul> <p>The support offered to support learning and development includes.</p> <ul style="list-style-type: none"> <li>- lesson equipment</li> <li>- uniform</li> <li>- mentoring</li> <li>- breakfast and snacks</li> <li>- sanitary products</li> </ul> <p>This provision is also instrumental in enabling a Y11 student who otherwise would not have attended school to attend receive a bespoke timetable, enabling access to the curriculum and to move onto further education. The Bridge supported 2 students throughout the year, supporting one student to achieve 1 grade 6, 3 grade 5's and 2 grade 4's. The other supported student achieved 5 grades 3's and a 44 in Science.</p> <p>We continue to offer support during Y6 transition with PP families with school uniform. Students moving up to Y7 are offered up to £50 with support to buy new school uniform by a local provider. This allows families to purchase a school blazer, PE kit and other uniform.</p> <p>We continue to offer financial support for students following school lead programmes including Cadets and DoE. As part of the PP provision, we offer full financial support for</p>

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these programmes. In 23/24 we have supported 13 cadets and 3 students with DoE. This contribution pays for camps, events and kit.

Our aim in 23/24 was to provide greater opportunities for parents/carers to attend school to meet and build relationships with staff. During the year we have offered;

- Xmas Event (Cinema experience)
- Easter Event (Treasure Hunt and easter bun creation)
- 3 coffee mornings (1 x PP and 2 x LAC/PLAC)

During these events, parents/carers are able to build relationships with key staff and school to develop a stronger relationship with school. We feel these events have been impactful and will continue into the new academic year.

This academic year saw a significant dip in PP parents/carers attending parents evening. We currently offer the evenings via MS Teams. In a parental engagement survey families would like a return to face to face appointments, in 24/25 we will be offering a face to face parents evening with time allocated for staff to follow up with parents/carers unable to attend.

Event	Parental Engagement 22/23	Parental Engagement 23/24
Y7 Parents' Evening	90.4%	75.52%
Y8 Parents' Evening	88.7%	65.46%
Y9 Parents' Evening	84.9%	54.55%
Y10 Parents' Evening	87%	64%
Y11 Parents' Evening	90%	65.91%

<p><b>Reading Intervention</b></p> <p>As a minimum, we expect that students reach a minimum of their age-expected reading age.</p>	<p>During this academic year students who did not access The Bridge HLTA or Lexia undertook weekly paired reading with a Post-16 student (Year 7s on Tuesday, Year 9s on Wednesday and Year 8s on Thursday). During these opportunities, students would read aloud with the support and challenge of the Post-16 student. To support this the Post-16 students were taken through 'reciprocal reading strategies' ie layered questioning to support student comprehension</p> <p>If a student was supported by The Bridge HLTA this provided an additional reading opportunity once a fortnight to develop language and comprehension.</p> <p>Moving forward, from September onwards we introduce more robust waves of intervention including Fresh Start, Lexonik Advanced, Lexia and Sparx Reader lead by the schools Literacy Lead.</p> <p>Reading Wave Intervention Outcomes</p> <p>Year 7:</p> <p>The intervention has supported 16 PP students in Year 7 with the following outcomes.</p> <ul style="list-style-type: none"> <li>• 7 students showed greater than 12 months progress with their reading age</li> <li>• 5 students progress declined. Further intervention required.</li> <li>• 1 student made from 1 to 12-months progress</li> <li>• 3 students do not have comparable data</li> <li>• 1 student had additional support through the LEXIA programme</li> <li>• 2 students had 1-1 intervention with The Bridge HLTA.</li> <li>• 3 of the students have also had additional support within Heart Space</li> </ul> <p>The intervention has supported 14 PP students in Year 8 with the following outcomes.</p> <ul style="list-style-type: none"> <li>• 8 students showed greater than 12 months progress with their reading age</li> <li>• 0 students progress declined</li> <li>• 2 students made from 1 to 12-months progress</li> <li>• 4 students do not have comparable data</li> <li>• 1 student had additional support through the LEXIA programme</li> <li>• 5 students had 1-1 intervention with The Bridge HLTA.</li> <li>• 3 of the students have also had additional support within Heart Space</li> </ul> <p>The intervention has supported 2 PP students in Year 9 with the following outcomes.</p> <ul style="list-style-type: none"> <li>• 8 students showed greater than 12 months progress with their reading age</li> <li>• 0 students progress declined</li> <li>• 1 student made from 1 to 12-months progress</li> <li>• 2 students do not have comparable data</li> <li>• 1 student had additional support through the LEXIA programme</li> <li>• 2 students had 1-1 intervention with The Bridge HLTA.</li> <li>• 1 of the students has also had additional support within Heart Space.</li> </ul>		
<p><b>Personal Development</b></p> <p>Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.</p>	<p>To support our PP students with future aspirations, PP students at KS4 are offered 2 careers meetings a year within school careers advisors.</p> <p>Following on from previous success there will be a fuller and more diverse programme of enrichment for each year group throughout the year. All events will be free of charge for PP students, paid for from the PP budget if ran by The Bridge provision. For non-educational trips, a 20% contribution to the cost will be made. Participation will be encouraged by seconds in department who have responsibility for the PP cohort of students. To also encourage PP students to participate in the trips/visits, the student invited will also be allowed to bring a friend to enjoy the experience.</p> <p>The following have been offered to PP students this year.</p> <table border="1" data-bbox="320 1800 1082 1827"> <tr> <td><b>Trips/Visits</b></td> <td><b>Guest Speakers</b></td> </tr> </table>	<b>Trips/Visits</b>	<b>Guest Speakers</b>
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Y7 – Theatre experience	Jono Lancaster (All years)
Y8 – York Maze	Musharaf Asghar (Year 9)
Y9 – Go Ape	Richard McCann (Year 10)
Y10 – Crystal maze	Luke Ambler (Year 11)
	Paul Hannaford (Years 8, 9 and 10)
	Barnsley Football Club

We continue to offer break and lunchtime enrichment opportunities in the Bridge open space to complete HL or receive support with learning.

We have also supported the school Cadets programme with 19 PP students attending 2024/25 which is fully funded, with 80% of last year's PP students promoted from Juniors to Cadets.

**HLTA Intervention**

The HLTA worked individually with KS3 students to support academic progress. The cohort of students selected for intervention were currently working below their target. Students engaged in a 1 hour 1-1 intervention in a non-core subject. During the Autumn term, 11 of the KS3 students had shown positive progress since their 1<sup>st</sup> intervention. Sessions were designed and delivered to help close knowledge gaps and reinforce their learning in areas of the curriculum. Session content/topics was acquired from the subject teacher based on previous assessments SAT scores. The focus for the HLTA in HT1 was mathematics with sessions designed for retrieval, interleaving and space practice.

B	C	D	E	F	G	H	I
YEAR	SEND	INT FOCUS	ENTRY RESULT	EXIT ASSESSMENT	PROGRESS MADE	COMMENTS	
7	K	Math					
7	K	Math	12%	50%	38%		
7		Math	47%	62%	15%		
7		Math	39%	97%	58%		
7		Math	36%	90%	54%		
7		Math	15%	90%	75%		
7		Math	38%	95%	57%		
8		Math	44%	81%	37%		
8		Math	49%	84%	35%		
8		Math	17%	84%	67%		
8		Math	44%	90%	46%		
8		Math	47%	84%	37%		
9		Sci	N/A	N/A	N/A		
11		Math & Eng	N/A	N/A	N/A		
				Average	47%		

Students who engaged in intervention during HT2 and HT3 also made progress from their starting assessment to their exit assessment.

The HLTA also supported KS3 students with their reading comprehension, retrieval and inference skills. The weekly interventions ran during mentor time and explored various genres. The interventions were intended to make impact by focusing on critical skills students are expected to be working at by the time they reach KS3. These are focused around: vocabulary, discussion skills, understanding and interpreting texts and engaging and responding to texts. The students chosen for the intervention were below their expected reading age.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Pod	GCSE Pod
Accelerated Reader	Renaissance Learning
Online Tutoring	MyTutor

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils at Penistone Grammar School received the same offering as pupils for whom we received the Pupil Premium

## Further information (optional)