



## The Harvey Grammar School

# Pupil Premium Strategy Statement 2024

This statement details our school's use of pupil premium (and recovery 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	The Harvey Grammar School
Number of pupils in school	1020 (793 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers	2024-26
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Pupil premium lead	Mr J Chamberlain
Governor lead	Mr D Payne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101, 325
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 101, 325</b>

### Part A: Pupil premium strategy plan

#### Statement of intent

The Harvey Grammar School was originally established to serve boys from disadvantaged backgrounds and we remain determined to ensure that all our pupils eligible for pupil premium funding are supported to achieve their full potential as the school regards itself as an engine of social mobility for our community. Our current strategy works towards this, as it targets the additional funding on addressing any underlying inequalities between disadvantaged children and others. The key principle of our strategy plan is to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and life chances.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy levels are an area of relative weakness for some of our disadvantaged pupils
2	Lack of access to IT for some of our disadvantaged pupils and some of our disadvantaged pupils find it challenging to work at home
3	Ensuring high levels of attendance for some disadvantaged pupils
4	The social, emotional and mental wellbeing of some of our disadvantaged boys is an area of challenge

## 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
Disadvantaged pupils achieve academic outcomes in line with their peers	Gaps in achievement are narrowed at KS4 and match the strong outcomes achieved by non-disadvantaged pupils
Disadvantaged pupils always have access to IT equipment when required	No disadvantaged child is unable to access IT facilities when required
Disadvantaged pupils have access to high quality after-school academic, sporting and cultural opportunities	High quality programme in place and accessed by disadvantaged pupils
Attendance for disadvantaged pupils matches that of their peers	Attendance levels for disadvantaged pupils matches the high levels for non-disadvantaged pupils at this school
The social, emotional and wellbeing of disadvantaged pupils is fully supported	All disadvantaged pupils have access to high quality pastoral care and directed intervention to support their wellbeing

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Further develop and embed our whole school literacy approach</b> <ul style="list-style-type: none"> <li>KS4 reading boxes distributed and literacy programme introduced at tutor time.</li> <li>Investment in Literacy resources to promote reading across the school.</li> <li>Holiday Reader Programme as part of ongoing Literacy intervention over the summer holidays.</li> <li>Investment in evidence based reading programmes including Accelerated Reader Programme and Bedrock to provide Literacy Support.</li> </ul>	Findings of the Hart and Risley landmark study that illustrated that a disadvantaged child accumulates experience of only 13 million words compared to a professional family's 45 million.	1
<b>CPD</b> <ul style="list-style-type: none"> <li>Investment in CPD opportunities to support teachers' professional development particularly engagement, curriculum and responsive teaching.</li> </ul>	Educational research suggests this has meaningful impact.	1

## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small Group Tuition</b> <ul style="list-style-type: none"> <li>Providing targeted academic support through one to one or small group tuition in English focused on addressing literacy levels.</li> </ul>	EEF research indicates that tuition can be effective, providing approximately five additional month's of progress on average.	1
<b>Structured Interventions</b> <ul style="list-style-type: none"> <li>Whole School and targeted Literacy Intervention.</li> <li>Maths Department led Numeracy support programme.</li> <li>Investment in subscriptions and resources across departments to support T&amp;L and progress.</li> <li>GCSE Pod subscription renewed Y9 – 11.</li> </ul>	EEF research outcomes and our own experiences e.g. with the use of GCSE Pod	1

<ul style="list-style-type: none"> <li>Elevate Education – access to remote, on-demand courses designed to support independent learning skills/strategies</li> <li>Targeted support for pupils that require Exam Access Arrangements</li> </ul>		
<b>Extended School Day</b> <ul style="list-style-type: none"> <li>Targeted support through after school booster sessions and clubs run by our staff</li> <li>Access to a Masterclass Programme</li> <li>To provide subsidies for Educational Trips and visits</li> </ul>	EEF research and our own experience over many years	1,2

### Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil wellbeing</b> <ul style="list-style-type: none"> <li>Early Intervention Officer to provide support for vulnerable disadvantaged students and their families.</li> <li>School Counsellor to support emotional wellbeing of disadvantaged pupils</li> <li>Appointment of Specialist Teaching Assistant to support student/s with an Education, Health Care Plan/s</li> <li>To provide tailored Careers Guidance and Work experience</li> <li>Implementation of a Peer Mentoring scheme</li> <li>The development of a schoolwide wellbeing hub – (Soul Space)</li> </ul>	EEF research	1,3,4
<b>Access to Technology and resources</b> <ul style="list-style-type: none"> <li>Investment in IT equipment to support home learning.</li> <li>Access to curriculum and school materials for example equipment and uniform</li> </ul>	EEF research	2

**Total budgeted cost: £ 101,325**

We expect to exceed this budget as some activities may involve both disadvantaged and appropriate non-disadvantaged pupils. Where this is the case, we will utilise other funding streams.

### Part B: Review of outcomes in the previous academic year

### **Pupil premium strategy outcomes 2023-24**

- The percentage of children in receipt of funding achieving at least expected progress in English against our challenging targets based on Midyis testing by the end of key stage 3 was 100%.
- The percentage of children in receipt of funding achieving at least expected progress in Mathematics against our challenging targets based on Midyis testing by the end of key stage 3 was also 100%.
- Current progress data for Key Stage 4 suggests that all pupils in receipt of additional funding are making good progress.
- The outcomes achieved by our disadvantaged pupils in 2024 at KS4 were well above national average and in line with those achieved by our non-disadvantaged pupils with a small gap (an average of AT8 58 achieved compared to AT8 62 for non-disadvantaged pupils). KS2-4 progress for disadvantaged pupils remains statistically average at -0.14, and is on an improving trend (up by 0.07 from 2023).
- We are particularly proud that at post 16 level in 2024, our disadvantaged pupils outperformed our non-disadvantaged pupils. The cohort of 13 boys achieved an A Level score of 38.7 per A Level entry compared to the overall cohort figure of 34.8.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
GCSE Pod	Soundbite Learning
Study Skills Support	Elevate Education
Bedrock	Bedrock Learning
Kerboodle	Oxford University Press
White Rose Mathematics	White Rose Education