

Pupil premium strategy statement: Watford Grammar School for Girls

This statement details our school's use of pupil 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	Watford Grammar School for Girls
Number of pupils in school	1432
Proportion (%) of pupil premium eligible pupils	7.11 (this is the figure reported on the School Comparison website, and is a proportion of students in years 7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	S. Cowling
Governor / Trustee lead	J. Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil premium £72,890
	CLA (PP+) £26,510
	Services (PP+) £1,600
	Total £101,000

Recovery premium funding allocation this academic year	£23,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£124,460

Part A: Pupil premium strategy plan

Statement of intent

The intent of Watford Grammar School for Girls is to ensure that all Pupil Premium students are able to have access to the rich curriculum on offer, and to make excellent progress which is comparable to that of their non-PP peers.

We judge that we can we can best achieve our intent when our vulnerable students are known and supported as individuals. In this school, Pupil Premium students come from a wide range of backgrounds, and face diverse challenges.

We know that all our Pupil Premium students will benefit from excellent teaching, and this is therefore at the heart of our strategy. In this three-year period, we shall focus in particular on teaching strategies which support students to work independently (e.g. those linked to homework and retrieval practice). We shall also build on the developments of the pandemic in ensuring that technology is used effectively to support the progress of all students, and especially the most vulnerable.

Around this core of excellent teaching, we shall implement additional support for those students who will benefit. This may be pastoral, or additional learning support.

Challenges

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

Challenge number	Detail of challenge
1	Low confidence in academic abilities. Information gathered via regular Pupil Premium monitoring meetings indicates that a high proportion of our Pupil Premium students lack confidence in a classroom setting, and this is indicative of a wider lack of confidence in their own abilities. This may manifest in a reluctance to contribute in class.
2	For a small but significant minority: lower prior attainment/special educational need. Our Pupil Premium students are a diverse group. Many have very high prior attainment, and the majority of Pupil Premium students have KS2 results in line with, or above, national expectations. However, in each year group, the proportion of Pupil Premium students with SEND is higher than that of the cohort. In years 7-11, 5% of all students are SEN support or have an EHCP. The figure for PP students is 18%.

3	Lack of access to essentials for education , including uniform and equipment and funds for curriculum trips. There has been increased demand for support since September 2022.
4	Lack of access to IT unless provided by school.
5	<p>Lack of adult engagement outside of school. Many of our Pupil Premium are well supported by adults in their families outside of school. However, information gathered via Pupil Premium monitoring meetings suggests that some PP students have more limited access to support with academic work and pastoral concerns outside of school than their non-PP peers.</p> <p>One way in which this challenge can manifest itself is that PP students find it more challenging to work effectively at home as they lack adult support as they complete independent work outside of the classroom.</p>
6	<p>Exposure to ACEs. A significant number of Pupil Premium students have experience of an adverse childhood experience, often in the context of a safeguarding concern. Of the 548 students who had details logged for them on our safeguarding management system last academic year, 67 were Pupil Premium students, which is disproportionate to the number of PP students in the school. 46 of these 67 pupils had incidents logged which were categorised in the most serious safeguarding categories.</p>

Attendance has not arisen as a challenge facing PP students in previous years. In the period September 2021-April 2022 last year, whole cohort attendance was 89.25% and PP attendance 88.32%. Obviously, both figures were depressed by Covid.

At the time of preparing this strategy in December 2022, attendance for PP students is 3% below that for the cohort. This is the consequence of a very small number of PP students with very poor attendance. In each case, there are very complex safeguarding needs, and there is extensive support in place from school pastoral teams and other agencies.

The school will continue to monitor closely the attendance of PP students. If a more general concern emerges, appropriate responses will be put in place and this strategy document updated.

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
<p>The use of technology (and especially student devices) has been developed to support high quality teaching which enables all students, and especially those who are vulnerable and who lack confidence, to make rapid and sustained progress.</p>	<ul style="list-style-type: none"> - All PP students have access to appropriate technology. - Lesson observation and pupil feedback demonstrates technology supporting progress for all students.
<p>All students, and especially the most vulnerable, are supported to work independently outside of lesson time, allowing them greater confidence in their own abilities and to make strong progress.</p>	<ul style="list-style-type: none"> - Report data shows homework being completed effectively by PP students. - Lesson observation and pupil feedback demonstrates technology and retrieval practice supporting independent work, and so progress, for all students.
<p>High-quality, specialist learning support exists, as appropriate, for those PP students who will benefit from this.</p>	<ul style="list-style-type: none"> - PP students with SEND make strong progress from their starting points, as measured by exam data and internal tracking.
<p>Vulnerable students have access, as appropriate, to additional, high-quality English and Maths teaching through an adapted curriculum model or small group tuition.</p>	<ul style="list-style-type: none"> - Outcomes for PP students receiving additional English and Maths are strong, with excellent progress in English and Maths, and evidence of wider benefit across the curriculum.
<p>All Pupil Premium students have access to the equipment which is essential to education, and access to curriculum-related trips.</p> <p>PP+ funding will in particular be used in this way, to ensure that PP+ students are able to access school life. For PP+ students, LAMDA and music lessons, and non-curriculum trips, may be funded as well as curriculum-linked opportunities.</p>	<ul style="list-style-type: none"> - All PP students able to participate in curriculum-linked trips and activities. - Essentials provided to students for whom this is an identified need.

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,500

Our teaching activities look to build on our tradition of excellent first teaching. In our context, we find that the most effective way of building academic confidence in students is by enabling them to complete work successfully and build secure knowledge. The EEF Toolkit notes that: ‘most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.’ Our teaching activities therefore look to build on these aspirations, and create confidence, by providing all our young people with skills and knowledge.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disseminate excellent practice in the use of digital technology. Ensure that all departments implement actions plans which increase the use of digital technology in ways which support PP students.</p>	<p>EEF guidance report on digital technology indicates that technology and pupil devices can have a significant impact on learning if the underpinning pedagogy is right.</p>	<p>1</p>
<p>Support a culture of independent study through homework, by:</p> <p>a. Using Teams to ensure that students and parents have clarity about homework set.</p>	<p>EEF Toolkit suggests impact of effective Homework can be an additional 5 months of progress. The figure rises to 6 months when digital technology is used to support the delivery and completion of homework. The Toolkit highlights that interventions linked to homework can have a particular impact upon students entitled to Free School Meals.</p>	<p>1, 5</p>

b. Using Study Club to support those students who may struggle to complete homework at home. Extending the opening hours of Study Club so that it runs until 5pm throughout the winter.		
Embed further the use of retrieval practice through student training.	The work of Robert Bjork (e.g. ‘Retrieval Practice and the Maintenance of Knowledge’ 1988) suggests impact of retrieval practice on long-term memory.	1
Further embed whole-staff good practice about teaching approaches to support autistic students.	This forms part of an NHS funded pilot to develop evidence-informed provision for students with autism in schools.	2
Offer Extra Studies English and Maths groups in years 7-11	Additional extra English and Maths is delivered in a very small group setting, on a model similar to small group tuition. EEF toolkit suggests an impact size for small group tuition of +4 months.	1, 2

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

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain use of PP funding to support the cost of LSA team.	EEF toolkit suggests teaching assistant interventions can have an impact effect of +4 months.	2

Provide small group tuition in English and Maths to students identified as in need of this.	EEF Toolkit suggests impact of effective Homework can be an additional 4 months of progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide PP students with school essentials – uniform, textbooks and stationery.	Essential to allow students to access the curriculum.	3
Provide devices as needed to students at KS3/4	Essential to allow students to access the curriculum.	4
Ensure that Pupil Premium students receive regular check ins via the tutorial system.	This will ensure that any pastoral needs can be identified rapidly, and then normal school pastoral support systems used as needed.	5

Total budgeted cost: £ 124,460

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 2020 to 2021 academic year.

Attainment and progress data

Exam data

Attainment 8 is shown below for the last four years in which there have been public exams.

	2022	2019	2018	2017
Cohort	72.8	71	74	68
PP	53.9	54	56	48

Progress 8 data for the last four years of external exams is shown below:

	2022	2019	2018	2017
Progress 8 for cohort	0.9	0.97	1.02	0.81
Progress 8 for PP students	0.69	0.59	0.52	-0.28

This data shows a closing achievement gap, and improved progress for PP students.

Internal data, Years 7-11:

Internal data for years 7-11 shows strong engagement from PP students, with work ethic judgements in line with the cohort.

In years 10 and 11, a small number of PP students are not making progress in line with the cohort. This is because of complex pastoral challenges linked to adverse childhood experiences. Extensive pastoral support, drawing on the expertise of external agencies, is in place in each case.

Impact of specific strategies

Teaching (for example, CPD, recruitment and retention)

Activity	Impact
<p>Identify best practice in the use of pupil devices to support learning, through staff working group.</p> <p>Disseminate practice through departmental champions.</p>	<ul style="list-style-type: none"> - Staff working group established. - Partnership formed with Skipton Grammar School through the Edtech Demonstrator Programme. - Some sharing of practice at staff meetings. <p>This work has allowed the school to identify approaches to digital technology which are of particular benefit to vulnerable learners (e.g. around assessment for learning). These have been shared at whole-staff INSET in October 2022, and have allowed departments to formulate action plans which identify, explicitly, how technology can be used to benefit PP students.</p>
<p>Re-establish and support a culture of independent study through homework, by:</p> <ol style="list-style-type: none"> a. Using Teams to ensure that students and parents have clarity about homework set. b. Using Study Club to support those students who may struggle to complete homework at home. 	<p>Study Club has been re-established:</p> <ul style="list-style-type: none"> - Study Club was used for 2923‘student hours’, September 2021-July 2022. - 15% of the usage was by PP students, which is higher than the proportion of students who are PP. <p>The use of Teams for setting homework has been embedded. In a student survey (n=862) in October 2022, 78% of PP students strongly agreed that the use of Teams to set homework had improved their organisation (the figure for the cohort was 67%).</p>
<p>Embed further the use of retrieval practice through whole-staff INSET</p>	<p>Training in the use of Retrieval Practice was delivered to staff via ‘light bite’ INSET, and to Y12 as part of their Induction Programme.</p>
<p>Deliver whole-staff INSET about teaching approaches to support autistic students.</p>	<p>Whole-school INSET delivered.</p> <p>Follow up, specialist INSET offered to all teaching staff around areas of practice.</p>

	<p>Mental health interventions offered for students with ASD diagnoses as part of the NHS pilot project.</p> <p>Parent group offered to parents of ASD students.</p>
Offer Extra Studies English and Maths groups in years 7-11	<p>Extra Studies has been offered to a small group of students in years 8-11. Total numbers in the group in each year (curriculum year 21/22), and the number of these who are PP, is shown below:</p> <p>Y8 – 14(2) Y9 – 11(4) Y10 – 9(6) Y11 – 8(2)</p> <p>For those students in Y11 in 21/22, the existence of Extra Studies helped ensure that the curriculum was appropriate. No curriculum adjustments or subject drops were needed for students in this group.</p>

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

Activity	Impact
Maintain use of PP funding to support the cost of LSA team.	<p>The LSA team worked with approx. 30 of the most vulnerable students each week.</p> <p>12 PP students received substantial LSA support this year.</p> <p>Detailed, pupil-level records show the impact of this work in relation to targets for individual students.</p>
Provide small group tuition for students in Maths, English and MFL.	<ul style="list-style-type: none"> - 35 students received catch up tuition in English, 11 of whom are PP - 32 students have received catch up tuition in Maths, 3 of whom are PP - 20 students have received catch up in MFL, 4 of whom are PP <p>Detailed analysis of each block of tuition shows pupil progress.</p>

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

Activity	Impact
Offer increased access to school counselling provision	<p>PP funding used to part-fund the work of one member of the counselling team. Counselling is offered in response to need , with PP and non-PP students having access on an equal basis. PP students have accessed the service available:</p> <ul style="list-style-type: none"> • 2/3 of the clients of the counsellor part-funded through PP funding have been PP students. • 20% of all students accessing school provision have been PP students.
Provide PP students with school essentials – uniform, textbooks and stationery.	<p>13 students were provided with essentials for study (books, uniform, support with curriculum trips) .</p> <p>Approximately 60 students are using school devices at any point in the academic year.</p>
Provide devices as needed to students at KS3/4	<p>PP+ students were supported in these ways:</p> <ul style="list-style-type: none"> - 5 were funded for LAMDA lessons - 3 were funded for Music lessons - 4 were supported with trips. - 3 received 1:1 tuition. - 2 received support with equipment costs.

Service pupil premium funding (optional)

The school has 6 students who receive the service premium.

The students in receipt of the premium are not affected by issues of mobility or parental deployment, and all are doing well in the school, making progress which is as strong as that of their peers.

The service premium funding is therefore used to make a contribution to the costs of those support staff who provide pastoral care in the school. This ensures that students in receipt of service premium, and others, can achieve rapid access to pastoral care if needed.

In the 2021/22 academic year, the funding was be used to meet a small proportion of the costs of the school's safeguarding officer, who ensured that regular pastoral check ins occurred with service premium students.