

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	1453
Proportion (%) of pupil premium eligible pupils	7.00 (this is the figure reported on the School Comparison website)
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	January 2024
Date on which it will be reviewed	June 2024
Statement authorised by	S. Tai
Pupil premium lead	S. Cowling
Governor / Trustee lead	J. Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil premium £73,485 CLA (PP+) £25,300 Services (PP+) £1,340 Total £100,125
Recovery premium funding allocation this academic year	£22,356
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£122,481

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 12.5%.

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. An audit commissioned by the school from Herts for Learning in September 2023 suggested that a small but significant number of families struggle to access essential items for the school day.
4	Lack of access to IT unless provided by school.
5	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. 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.
6	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 654 students who had details logged for them on our safeguarding management system last academic year, 49 were Pupil Premium students, which is disproportionate to the number of PP students in the school. 27 of these 49 pupils had incidents logged which were categorised in the most serious safeguarding categories.
7	Attendance. Attendance has not historically arisen as a challenge facing PP students. A small gap between PP and non-PP students emerged in 2022-23 (attendance September – April was 91% for PP, and 93% for non-PP). Attendance this academic year is more or less comparable for PP and non-PP students (93% and 94% respectively for September and October) but we shall continue to monitor this area.

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
The use of technology (and especially student devices) has been developed to support high quality teaching which	- All PP students have access to appropriate technology.

<p>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"> - 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.

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: £21,380

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
Plan and implement a common device scheme for students arriving in years 7 and 12. This will ensure that vulnerable students have access to identical technology to that owned by their peers.	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.	1
Support a culture of independent study through homework, by sustaining 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.	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.	1, 5

Offer Extra Studies English and Maths groups in years 8-11	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: £95,101

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 tuition can be an additional 4 months of progress.	2
Provide small group reading intervention to students identified as in needs of this.	EEF Toolkit suggests impact of effective tuition can be an additional 4 months of progress.	2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide PP students with school essentials	Essential to allow students to access the curriculum.	3

– uniform, textbooks and stationery.		
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 mentoring conversations with form tutors	This will ensure that all Pupil Premium students receive high quality adult interaction.	5
Offer additional counselling provision for students for whom this is indicated.	This ensures a strong mental health offer for all PP students.	5
Implement appropriate recommendations from a Herts for Learning review, conducted in the autumn term of 2023, focused on Ending Economic Exclusion	<p>This report was developed from evidence provided by students, staff and parents to an HfL advisor, and gave a number of specific and practical recommendations about how the school day can be further poverty proofed. These focused on:</p> <ul style="list-style-type: none"> - Ensuring that our catering offer for students on FSM is understood. - Simplifying the process of asking for financial support. - Reviewing trip provision, to consider questions around economic exclusion. 	3

Total budgeted cost: £ 122,481

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 2022 to 2023 academic year.

Attainment and progress data

Exam data

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

	2023	2022	2019
Cohort	67.4	72.8	71
PP	47.1	53.9	54

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

	2023	2022	2019
Progress 8 for cohort	0.7	0.9	0.97
Progress 8 for PP students	-0.47	0.69	0.59

The Progress 8 figure for PP students in 2023 has a confidence interval of -1.19 to 0.24, and therefore is not statistically significant. However, it is clear that there is a greater gap in progress for PP students in 2023 than there has been in recent years.

This outcome was anticipated. The Y11 PP cohort in 2023 contained a number of students with very complex needs. Extensive work was done to support these students, but it inevitably had an impact on progress.

As noted below, there is currently every reason to judge that this is an anomalous year, and that students in the current KS3 and KS4 are making strong progress.

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.

The data below shows internal predictions, FFT predictions, and Y10 mock results for the current Y11:

	No. students	Average prediction, FFT20	Average internal prediction	Average grade, Y10 exams
Cohort	210	6.8	7.0	6.1
Pupil Premium	24	5.9	6.2	5.1

PP students have internal predictions which are 0.3 of a grade above ambitious FFT20 predictions. This is stronger than the position for the cohort, for whom internal predictions are 0.2 of a grade above.

Impact of specific strategies

Teaching (for example, CPD, recruitment and retention)

Activity	Impact
Identify best practice in the use of pupil devices to support learning, through staff working group. Disseminate practice through departmental champions.	Training delivered: <ul style="list-style-type: none">- October INSET provided 'Teachmeet' training in the effective use of devices.- Further 'Teachmeet' training sessions were held in the summer term, with a particular focus on supporting vulnerable learners (e.g. OneNote to support SEND students). Departmental planning is in place to develop device use: <ul style="list-style-type: none">- Departments have produced action plans outlining strategies they will employ to embed device use and support vulnerable students. An interim review of these plans was completed in March, showing departments making early progress in implementation. Usage data shows increased device use: The percentage of students in whole-school surveys stating that they use their devices at least daily:

	<p>October 2022– 46%</p> <p>February 2023 – 60%</p> <p>June 2023 – 70%</p>
<p>Re-establish and 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>b. Using Study Club to support those students who may struggle to complete homework at home.</p>	<p>Study Club has run throughout the year, with extended opening times between October and February. The proportion of those attending who are PP (~5%) matches the proportion of the school who are PP.</p> <p>The use of Teams for setting homework is increasingly embedded, and parents frequently comment on the utility of this in pastoral meetings.</p>
<p>Embed further the use of retrieval practice through whole-staff INSET</p>	<p>Further training has been delivered to staff during the October INSET programme about effective use of retrieval practice.</p>
<p>Deliver whole-staff INSET about teaching approaches to support autistic students.</p>	<p>Substantial work on this has been undertaken including:</p> <ul style="list-style-type: none"> - Parental workshops in January, April and May to ensure that parental insights are reflected in staff training. <p>‘Spotlight on SEND’ training in staff meetings around SEND.</p>
<p>Offer Extra Studies English and Maths groups in years 8-11</p>	<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 22/23), and the number of these who are PP, is shown below:</p> <p>Y8 – 18(5)</p> <p>Y9 – 17(2)</p> <p>Y10 – 9(4)</p> <p>Y11 – 8(5)</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>

Activity	Impact
Maintain use of PP funding to support the cost of LSA team.	In the spring and summer terms, in-class support was provided to 24 students, 13 of whom were PP. Provision logs, kept by individual LSAs, show this leading to progress at student level.
Provide small group tuition for students in Maths and English.	<p>Tuition has been delivered to:</p> <ul style="list-style-type: none"> - 7 Y11 students in English, 2 of whom are PP (15 students received English tuition during the 22-23 academic year, but 8 received this before Christmas 2022 and so before the scope of the current plan) - 3 very vulnerable Y11 students with reduced timetable. - 9 Y11 students in Maths, 2 of whom are PP. - 6 Y7 students in English, 1 of whom is PP - 6 Y7 students in Maths, 1 of whom is PP. <p>Teacher assessment at the end of assessment blocks shows an impact for each of these activities.</p>

Activity	Impact
Provide PP students with school essentials – uniform, textbooks and stationery.	<p>35 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> <p>PP+ students were supported in these ways:</p>
Provide devices as needed to students at KS3/4	<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 2022/23 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.