Pupil Premium Strategy Statement (Primary Phase)

William Hulme's Grammar School
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Part of United Learning

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	William Hulme's Grammar School (Primary Phase)
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/24-25/26
Date this statement was published	September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Heaton
Pupil premium lead	Leigh Dalton
Governor / Trustee lead	Jenny Andrews

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,080
Recovery premium funding allocation this academic year	£0
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	£179,080

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, have full access to enrichment and are well prepared for the next stage in their education.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

■ ensure that disadvantaged pupils are challenged in all lessons.

■ support pupils to develop their oral language skills as well as their vocabulary knowledge.

■ ensure that disadvantaged pupils attend as regularly as non-disadvantaged pupils.

■ act early to intervene at the point that need is identified.

■ adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Early Language Skills and Pupil Premium Progress:** Many children, particularly Pupil Premium (PP) pupils, enter Reception with oral language skills below expected levels. Last year, 50% (30 children) of the cohort were below the expected standard for language skills upon entering Reception, with 70% of Pupil Premium children not on track. Of these, 60% required additional Speech and Language Therapy (SALT) support. While the ongoing recovery from the pandemic may contribute to these figures, trends observed over several years suggest that the underlying cause is often poor language development at home.
2	**Phonics Attainment and Progress for Pupil Premium Pupils:** Historically, the attainment of Pupil Premium (PP) children in Phonics has been significantly lower than that of non-Pupil Premium children. In 2021, only 54% of Pupil Premium children achieved the expected standard, compared to 78% of their non-Pupil Premium peers. However, targeted actions implemented in 2022 led to a substantial reduction in this gap. By the end of the 2022 academic year, 75% of Pupil Premium children had met the expected standard, compared to 81% of non-Pupil Premium children. This positive trend continued into the 2022-2023 academic year, with 80% of Pupil Premium children passing the Phonics check, compared to 84% of non-Pupil Premium children. At the close of the 2023-2024 academic year, the gap between Pupil Premium and non-Pupil Premium children was reduced to 9%. Sustaining and further improving this progress remains a top priority.
3	**Reading Attainment Gap for Pupil Premium Pupils:** The gap in reading attainment between Pupil Premium (PP) and non-Pupil Premium (non-PP) pupils remained consistent last year. 71% of Pupil Premium children achieved age-related expectations (ARE), compared to 83% of non-Pupil Premium children, resulting in a 12% gap. When considering additional barriers, such as SEND needs, the gap between Pupil Premium and non-Pupil Premium pupils reduced to 10% or below in Years 1-5. However, the most significant gap remains in Year 6, where the difference is 23%. **Next Steps for Closing the Gap:** Subject leaders will use a combination of pupil conferencing, staff conferencing, assessments, and workbook scrutinies to identify more specific gaps in learning and tailor interventions accordingly.

Challenge number	Detail of challenge
4	**Prioritising Writing Attainment for Pupil Premium Children:** Improving the writing attainment of Pupil Premium (PP) children remains a key priority. Prior to the pandemic, Pupil Premium children without SEND (Special Educational Needs and Disabilities) were outperforming their non-Pupil Premium peers in all year groups, except one, where both groups had similar outcomes. Currently, while the progress of Pupil Premium children in writing is either in line with or exceeds that of non-Pupil Premium children across most year groups, their overall attainment in writing continues to lag behind. This gap persists even after accounting for factors such as SEND. However, the gap narrows significantly in Years 2, 5, and 6, where the difference reduces to 4% or less, excluding children with SEND. Subject leaders will use a range of strategies, including pupil and staff conferencing, assessments, coaching during interventions, and workbook scrutinies, to identify and address specific gaps in writing attainment.
5	**Maths Attainment Gap for Pupil Premium Pupils:** The gap in Maths attainment between Pupil Premium (PP) and non-Pupil Premium (non-PP) pupils remained consistent last year. 65% of Pupil Premium children achieved age-related expectations (ARE), compared to 80% of non-Pupil Premium children. When factoring in additional barriers, such as SEND needs, the gap between Pupil Premium and non-Pupil Premium pupils decreased to below 10% in Years 1, 3, and 5. However, the most significant gap persists in Year 2.
6	**Pupil Premium Attendance:** Historically, Pupil Premium (PP) attendance has been lower than that of non-Pupil Premium children. However, through the funding of the attendance team, there has been a positive and improving trend over the past few years. In 2023, the gap between Pupil Premium and non-Pupil Premium attendance was just 0.7%, with Pupil Premium attendance at 93.4% and non-Pupil Premium attendance at 94.1%. Despite this progress, the percentage of persistent absences for Pupil Premium pupils remains higher, at 18.4%, compared to 15.9% for non-Pupil Premium pupils. By continuing and refining our approach, while retaining the attendance team, we aim to bring the attendance rates of both Pupil Premium and non-Pupil Premium pupils in line. Our goal is to increase whole school attendance to 95%, while also reducing the gap in persistent absences between the two groups.

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
To reduce the number of Pupil Premium children in Reception that have poor oral language skills from entry to exit.	■ Data gathered to identify those with oral language skills that are below the expected levels. ■ In-depth assessment using the Pre School Language Scales (PLS) assessment tool for these children; this provides a standard score and age equivalent to monitor progress. ■ Speech and Language Therapist to work with children who require further support after screening. ■ Data collected to measure the progress that has been made. ■ The percentage below expected levels has fallen.
To maintain the attainment of Pupil Premium children in Phonics and ensure the gap between Pupil Premium children and non-Pupil Premium children remains below 5%	■ Early Reading Champion to provide CPD for all staff to further develop the delivery of Read, Write, Inc to ensure that all children are provided with quality first teaching. ■ Early Reading Champion and class teachers to analyse data to identify children who require further support. ■ Identified children have a further 15 minutes, one to one session each day. ■ Attainment percentages have increased from the previous year and the gap remains less than 5%.
The attainment of Pupil Premium children in Reading within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within each cohort.	■ CPD package to support teaching and learning in reading and writing from Laura Buczko (One Education consultant). ■ Head of Reading and Early Reading Champion to provide CPD and tailored support for the delivery of Read, Write, Inc. in Year 3 to enable children to progress to fluency. ■ Shine interventions delivered weekly in Reading ■ The attainment of Pupil Premium children in Reading within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort.
The attainment of Pupil Premium children in Writing within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within each cohort.	■ WHGS writing curriculum embedded to develop children's independent writing skills. ■ Progress to be the focus in termly pupil progress meetings for Writing. All Pupil Premium children discussed. ■ Targets set on School Improvement Plan to increase attainment. ■ Regular planning scrutiny by Writing lead. ■ Regular scrutinies of target children's books (including Pupil Premium). ■ CPD first quality teaching from the Talk 4 Writing senior leadership team to support teaching and learning and provide any tailored support. ■ The attainment of Pupil Premium children in Writing within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort.

Intended outcome	Success criteria
The attainment of Pupil Premium children in Maths within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within specific cohorts.	■ Head of Maths to provide CPD and tailored support for upper Key Stage 2 Pupil Premium children. ■ Shine interventions delivered weekly in Maths ■ The attainment of Pupil Premium children in Maths within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort.
The attendance of Pupil Premium children to increase from the previous year and the gap between Pupil Premium children and non-Pupil Premium children to be within 1%.	■ Attendance policy reviewed. ■ Recommendations from the DfE and the 5 Foundations of Effective Attendance (Professor Katherine Weare) implemented. ■ Attendance of Pupil Premium children to be monitored by Learning and Attendance Officers. ■ Rapid response to any children whose attendance is a concern. ■ Home visits to be carried out where necessary and recorded. ■ Provide support for families who have a concern from Early Help or attendance surgeries with One Education. ■ Attendance to have increased from the previous year 93% to above 94% and the gap between Pupil Premium children and non-Pupil Premium children to remain within 1%. ■ Pupil Premium persistent absences to fall in line with non-Pupil Premium children.

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: **£66,998**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and further support from leaders in school for all staff to further develop and maintain the progress so far in the delivery of Read, Write, Inc.	Research from the EEF Early Years Toolkit confirms that phonics instruction has a high impact on pupil progress, contributing an additional 5 months of learning. **Read Write Inc:** Read Write Inc., used by over a quarter of primary schools in the UK, is designed to develop fluent readers, confident speakers, and enthusiastic writers. The program aligns with the higher expectations of the National Curriculum and incorporates effective assessment practices to accelerate progress and prepare pupils for National Curriculum Tests. An efficacy trial has shown that pupils following the Read Write Inc scheme make an additional 3 months of progress. **Identified Challenges:** Pupil assessments, teacher conferencing, and phonics observations have highlighted challenges upon entry, including: **Limited vocabulary and understanding:** Pupils often begin with a poor vocabulary and limited comprehension. **Phonics difficulties:** Many pupils struggle with distinguishing and hearing sounds, as well as retaining letter sounds. These findings emphasise the need for targeted phonics interventions to address gaps in early language development and support pupils in making rapid progress.	2 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and further support from leaders in school for all staff to further enhance the teaching and learning in Writing, including oracy, as well as modelling thought processes.	**Evidence-Based Strategies for Pupil Progress:** Research from the EEF Early Years Toolkit highlights the significant impact of several educational strategies: **Metacognition and self-regulation:** Very high impact, contributing an average of 7 months of additional progress. **Collaborative learning approaches:** High impact, adding 5 months of progress. **High-quality feedback:** Very high impact, leading to 6 months of additional progress. **Oral language interventions:** Also very high impact, providing 6 months of additional progress. **Impact of Talk 4 Writing:** Research on the effectiveness of Talk 4 Writing shows that schools implementing this approach have seen an average increase of 25 percentage points over three years. By 2019, Talk 4 Writing schools were outperforming others by 11 percentage points in children achieving age-related expectations. **Identified Areas for Improvement:** Teacher conferencing and workbook scrutiny have highlighted specific challenges: **Limited background knowledge and vocabulary:** Pupils often lack a rich vocabulary due to limited experiences. **Key focus areas:** Current priorities for development include sentence construction, spelling, and correct use of tense. **Oracy skills:** Further emphasis is needed on developing pupils' oracy skills to support their overall language development.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from One Education to support leaders in developing reading across the school as well as embedding the modelling thought processes in reading.	**Evidence-Based Strategies for Pupil Progress:** Research from the EEF Early Years Toolkit identifies several high-impact strategies for enhancing pupil progress: **Metacognition and self-regulation:** Very high impact, adding an average of 7 months of progress. **Collaborative learning approaches:** High impact, with 5 months of additional progress. **High-quality feedback:** Very high impact, contributing 6 months of additional progress. **Reading strategies and oral language interventions:** Both have a very high impact, with an average gain of 6 months each. **Identified Challenges Through Assessment:** Teacher conferencing and question-level analysis have revealed specific barriers to pupil achievement: **Limited background knowledge:** Pupils often lack experiences of the wider world, which can hinder comprehension and engagement. **Fluency and stamina:** These are common limitations, particularly in reading tasks. **Key Stage 1 Issues:** Inference and prediction skills are areas of concern. **Key Stage 2 Issues:** Answering prediction questions remains a consistent challenge. These findings highlight the importance of targeted interventions and high-quality teaching strategies to address these gaps and support pupil progress effectively.	2 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing metacognitive skills in all pupils and provide effective feedback: ■ Rosenshine ■ TLAC strategies ■ Deliberate Practice ■ Reducing cognitive overload This will involve ongoing teacher training in Teacher Learning Communities.	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback	EEF (educationendowmentfoundation.org.uk)	3,4,5

Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: **£60,868**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy for children in Reception who are below expected levels for oral language skills.	**High-Impact Strategies for Early Years Development:** The EEF Early Years Toolkit highlights that communication and language approaches have a very high impact on children's progress and development, with an average gain of six months. **Impact Within the School:** The effectiveness of these strategies has been consistently evident in the school. Over previous years, pupils have shown significant improvement in language skills, progressing notably from their baseline assessments at the start of the year to their performance by the end of the academic year.	1, 2, 3
One-to-one additional Phonics sessions for children not achieving age-related expectations for 15 minutes per day.	**Impact of Targeted Early Years Interventions:** Research from the EEF Early Years Toolkit demonstrates that one-to-one tuition and phonics instruction are highly effective, each yielding an average of five months of additional progress. **Identified Needs in Early Years Pupils:** Assessment data, teacher conferencing, and phonics observations have revealed significant challenges in vocabulary development and comprehension among pupils upon entry. Key difficulties include: ■ Differentiating and hearing distinct sounds. ■ Retaining letter sounds consistently. These findings underscore the importance of focused interventions to address foundational language and literacy skills, enabling pupils to build a strong academic foundation.	2
Use of interventions to target gaps in learning.	**Assessment and Intervention:** The academy trust employs PIRA and PUMA tests for end-of-term assessments. These tools not only evaluate pupils' performance but also identify specific gaps in individual test papers. This data is then used to create tailored interventions through the Shine program, ensuring targeted support for each pupil's needs. **Impact of Shine Interventions:** Last year, Shine interventions demonstrated measurable success: **Reading:** 59% of participating pupils achieved Age-Related Expectations (ARE) after completing the program, having previously been below this standard.	3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Maths: 56% of pupils who participated in the Maths Shine intervention achieved ARE, showing notable progress.	
Tuition provided for Year 6 pupils, based on their area of need in Reading, Writing or Maths.	**Evidence-Based Strategies for Academic Progress:** Research from the Education Endowment Foundation (EEF) Toolkit highlights the effectiveness of certain interventions: ■ Small group tuition yields a moderate impact, equating to an additional four months of progress. ■ Teaching assistant interventions similarly result in four months of additional progress. ■ Extending school time has a moderate impact, contributing to three months of additional progress. **Focus on Year 6:** The current Year 6 cohort has been strategically selected for targeted support in mastering Reading, Writing, and Maths. These foundational skills are critical for a well-rounded academic base, enabling students to succeed in secondary education. Proficiency in these areas is essential not only for accessing a broader curriculum but also for tackling more advanced subjects with confidence.	3, 4, 5

Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: **£51,214**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to be monitored and action taken by Learning and Attendance Mentors.	**The Importance of Attendance and Belonging:** High-quality attendance data is essential because of the strong correlation between student attendance and academic achievement. A recent literature review conducted by Goldsmiths, University of London, on behalf of the National Children's Bureau, highlighted the critical role of belonging in schools. **In the review, belonging is defined as:** "The extent to which pupils feel personally accepted, respected, included, and supported by others in the school social environment" (Allen et al., 2021). This encompasses relationships with peers, teachers, and other adults within the school community. At WHGS, fostering an inclusive and supportive environment is a priority. By promoting positive teacher-pupil interactions and cultivating a culture where pupils feel valued and connected, we strengthen their sense of belonging. This, in turn, motivates students to attend regularly, contributing to attendance rates that surpass national averages.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Impact on Attendance: This strategic approach has yielded consistent improvements in attendance over the years. Notably, last year the attendance gap between Pupil Premium and non-Pupil Premium children was reduced to just 0.7%.	

Total budgeted cost: £179,080

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 to 2024 academic year.

In September 2023, all Reception pupils were screened to assess their receptive and expressive language skills. Pupils identified as not meeting age-expected levels were prioritised for in-depth evaluation using the Preschool Language Scales (PLS) assessment tool, which provides a standard score and age equivalency to track progress.

Whole Cohort Overview (September 2023):
50% (30 children) were below age-expected levels for language skills.
33% (20 children) required additional Speech and Language Therapy (SALT) support.

Pupil Premium Children:
70% of Pupil Premium children in Reception were working below the expected level for language skills at the start of the year.

Of these, 60% required SALT support and demonstrated significant progress.

By the end of the year, 71% of Pupil Premium children achieved the expected level for language skills, reflecting a 41% increase from the start of the year.

Reading:
By July 2024, the attainment gap in Reading between non-SEND Pupil Premium (PP) children and non-Pupil Premium (non-PP) children was 10% or less in Years 1–5, with no gap in Year 4. Year 6 had the widest gap at 26%, equivalent to five children. Compared to the previous year's KS2 results, this gap has reduced by 9%.

Phonics:
In the Phonics Screening Test, 83% of Pupil Premium children passed, compared to 92% of non-Pupil Premium children, resulting in a 9% gap. This difference equates to just two children.

Writing:
By the end of July 2024, the gap in Writing between non-SEND Pupil Premium and non-Pupil Premium children was 4% or less in Years 2, 5, and 6. The largest gap was in Year 4 at 16%. Across the school year, Pupil Premium children made greater progress in Writing than their non-Pupil Premium peers in Years 2, 3, and 4. In Years 1, 5, and 6, their progress was in line with that of non-Pupil Premium children.

Shine Interventions:
Shine interventions in Reading and Maths continue to be implemented across all year groups, with Pupil Premium children prioritised. The Heads of Reading and Maths work closely with class teachers to target specific pupils and monitor the impact of these interventions.

Outcomes:
Reading: 59% of children who completed the Shine intervention achieved Age-Related Expectations (ARE), having previously been below this standard.

Maths:
56% of those who completed the Shine intervention achieved ARE, demonstrating notable progress.

Writing Support:
In Writing, targeted support is provided for Pupil Premium children when needed. This is closely monitored by the Writing Lead and Senior Leadership Team (SLT). As a result:

Pupil Premium children's progress in Writing exceeded that of non-Pupil Premium peers in Years 2, 3, and 4.

In all other year groups, their progress was in line with non-Pupil Premium children.

The attendance figures for Pupil Premium was 93.4% last year. Non- Pupil Premium children was 94.1%. The percentage of persistent absentees for Pupil Premium children was 18.4% compared to non-Pupil Premium 15.9%

During the period from September 1, 2023, to July 21, 2024, 30 children were identified as persistent absentees. To address this, the school partnered with families through One Education attendance clinics to boost attendance rates. Specifically, three clinics were conducted with Pupil Premium families, yielding notable outcomes.

One child's attendance improved by 9.8% following the intervention. The other two families also demonstrated attendance improvements. Additionally, these meetings provided valuable insights into their unique personal circumstances, enabling the school to adopt a more tailored approach to supporting them.

The school continued to maintain regular communication with families regarding pupil absences and closely monitored attendance percentages. This proactive approach helped identify improvements and address areas of concern effectively.

To further address persistent absenteeism, the attendance team introduced a new intervention in the final term of the 2023/2024 school year: the "Just Become Persistent Absentee" letter. This notification informed parents that their child had been classified as a persistent absentee, encouraging prompt action to improve attendance. Among the recipients of these letters, four were Pupil Premium children, all of whom showed improvements in their attendance following this initiative.

Further Information

All pupil leadership opportunities in school are representational of the context. Therefore 32% of the pupil leadership in school are children who are eligible for Pupil Premium.