

Pupil premium strategy statement – Sir Henry Floyd Grammar School

Please note that this particular statement refers to data and details from the previous academic year. Our Pupil Premium 3 year strategy is due to be updated by December 31st 2026 and this document will be updated in alignment with that. If you have particular questions to discuss in the meantime, please contact Mrs Sanum Khan – Pupil Premium Lead – at skhan@shfgs.co.uk

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	7.8% of Years 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	September 2022
Date on which it will be reviewed	December 2026
Statement authorised by	Sam Holdsworth
Pupil premium lead	Sanum Khan
Governor / Trustee lead	Vidya Jayarajah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,000

Part A: Pupil premium strategy plan

Statement of intent

Sir Henry Floyd Grammar School, we deliver a contemporary grammar school education which challenges and inspires everyone to achieve exceptional outcomes. We build a diverse community of courageous, empathetic and creative learners. Our Floydian Foci nurture an environment that sparks our imaginations and encourages us to 'think big', both inside and outside the classroom. At Sir Henry Floyd, challenge is welcomed. We motivate everyone to push their boundaries, explore brave choices and emerge as ethical leaders.

We have aim to level the playing field. We empower all our students to contribute and engage with all aspects of school life. Through our Floydian Scholar attributes we aim to support our most vulnerable students by offering them opportunities to be resourceful, respectful, resilient, reflective and place an emphasis on reciprocity. We understand that education changes lives, and we have high expectations of our entire school community, including our disadvantaged students. We believe they are capable of changing the world and aim to deliver a broad curriculum that inspires students to push past any barriers they may face.

We want all our students to feel safe and secure and have recognised the critical role that safeguarding and outstanding pastoral support offers our school community. We believe consistency is key and ensure we have clear routines and structures to allow all our students to thrive (<https://researchschool.org.uk/durrington/news/levelling-the-playing-field>).

The school has tried to remove the deficit discourse around disadvantage and its impact on learning and participation in school life. We recognise that society may have underserved our students and feel privileged in the role we play in ensuring our disadvantaged pupils and their families access the highest quality education they deserve. They are our school community, and we hold them in high regard.

Through the CPD pathways we have secured a school-wide understanding of how disadvantage impacts on pupils' learning and broader experiences in school. Our staff aim to see school life through the lens of disadvantaged pupils and their families.

We have a sharp focus that many of our disadvantaged students have additional vulnerabilities and through assessment and not assumption, we seek to review who our contextual disadvantaged students are to close any gaps. We are ambitious that we pioneer a grammar school education which equips the visionaries of tomorrow and measure that success on the outcomes of our most disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Attendance of students from disadvantaged backgrounds. As we have emerged from the Covid-19 pandemic, our average attendance remains higher than the national average however our students from disadvantaged backgrounds on average have 2.7% lower attendance than their peers.
2	SEMH: Amidst a national mental health crisis, the Social, Emotional and Mental Health of all our students and especially our students from disadvantaged backgrounds remains a priority. Linked to attendance, we are seeing a growing number of students presenting with Emotionally Based School Non-Attendance, which pertains to higher numbers of students being on the SEND register. In just 3 years our cohort of students entitled to Free School Meals has more than doubled, and we have more families than ever before accessing Social Care and mental health services.
3	Assessment and Outcomes: Our disadvantaged students' outcomes have are lower than our non disadvantaged students. Our mission remains to have a varied, rigorous and challenging curriculum and we must ensure we judge our success based on how our most vulnerable students perform and to embed academic success.

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 achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of attendance from 2025-26 demonstrated by: • a significant increase in participation in enrichment activities, particularly among our disadvantaged pupils • attendance of disadvantaged pupils is equal to that of all pupils. • a reduction of classroom and school avoidance. • All PP students to engage in educational trips and co-curricular offer.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025-26 demonstrated by: • Qualitative data from temperature checks • Improved engagement with families by hosting workshops and increasing outreach. • Learning walks and student voice reporting • Improved facilities on site to support a culture of safeguarding vigilance and opportunities for all students to feel safe to disclose concerns.
Disadvantaged students to achieve in line with their peers outcomes at GCSE by early intervention and a focus on responsive teaching.	Disadvantaged students will be working at, or above expected levels at KS3 and by KS4 will have met their FFT 20 targets. This will be supported by: • Subject and faculty focus on disadvantaged students, evidenced in meetings and the whole school SDP/SEF. • Learning walks and QAR focusing on responsive teaching • Access to high quality teaching and tailored CPD offer for staff. • Chromebook and google classroom software and training. • High quality careers offer including support with Post 16 and HE. All Y11 students will be offered a place at their first choice Sixth Form College or vocational course.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data Tracking	https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312	1, 3
Chromebook	https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312	1, 3
CPD to support teacher development particularly engagement, curriculum and responsive teaching	https://researchschool.org.uk/unity/new/s/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium	1, 3
Retention offer for staff	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf	3
Faculty chosen targeted support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured and targeted intervention and early identification such as Boxhall Profile, New Group Reading	https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

Test and GL assessments (KS3).		
Social communication interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Academic Trips	https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	3
Recruitment and Retention of Raising Achievement Officer and Assistant Teachers	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Outreach Officer	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-	1, 2

	interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Counselling and Coaching Offer	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2
The development of the school wellbeing hub	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Access to curriculum and school materials for example equipment and uniform.	https://researchschool.org.uk/unity/new-s/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	1, 3

Total budgeted cost: £60,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments. For 2024, the provisional Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 63.6, compared to 73.8 for the cohort.

Our values, vision and culture focus, supported by work in the newly established Wellbeing Hub will further support students to attend and get the support they need to focus their attention and engage with their learning. Work also continues on providing an ambitious and inclusive curriculum, alongside developing a coherent whole-school approach to implementing research strategy and moving away from learning with labels, and moving towards a focus on assessment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year

Our service premium continues to be spent on pastoral support for students in school. This includes the recruitment and retention of our Raising Achievement Officers and interventions such as breakfast clubs.

The impact of that spending on service pupil premium eligible pupils

There have been no incidents reported of concerns for students from service families directly relating to any MoD relationships.