

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Pate's Grammar School
Number of pupils in school	1220 (Years 7-13)
Proportion (%) of pupil premium and forces eligible pupils	4% (Years 7-13)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Russel Ellicott (Head Master)
Pupil premium lead	Bethan Morgan (Assistant Head of Inclusivity)
Governor / Trustee lead	Carolyn Hopper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21705 (2021-22 not yet published)
Recovery premium funding allocation this academic year	£6,000 (Annual Forecast)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,705

## Part A: Pupil premium strategy plan

### Statement of intent

Our school community shares a collective vision of 'Nurturing Excellence' through 'Embracing Challenge', 'Supporting Each Other' and 'Shaping the Future'. Our intent at Pate's is to therefore foster an inclusive learning and school environment, which promotes progress and high attainment for all students, irrespective of their socio-economic background. We pride ourselves on providing equal access to a rounded education, including a wide range of co-curricular opportunities to support the personal development of our learners.

To that end, we aim to continue to ensure curriculum equity through Quality First Teaching that meets the current needs of each individual learner. Our school system, which enables an acute awareness and consideration of both pastoral and academic needs, allow for individual-scale targeted interventions that are bespoke to each learner.

This facilitates a responsive school-wide model, based on robust diagnostic assessment, that achieves success for those students with socioeconomic needs by:

- Ensuring that Pupil Premium funding allocated to our school is used for its intended purpose.
- Being transparent in our reporting of how we have used the Pupil Premium, so that all stakeholders are fully aware of how this additional resource has been used to make a difference.
- Encouraging the take-up of FSM by working proactively with parents and carers in a sensitive and supportive manner and providing information as to how to apply for FSM (See link above).
- Recognising that Pupil Premium, Looked after Children, Services and Bursary pupils are not a homogenous group and ensure that individual need is considered and met.
- Use Quality First Teaching and Learning and high quality, early interventions with proven evidence of their impact to assist any student who needs additional support whether it be academic, well-being/emotional, or extra-curricular support.
- Review the quality of the impact of these interventions and adjust where necessary to maximise the impact of the funding.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Due to the diverse needs of such small numbers of learners who classify as socioeconomically disadvantaged at Pate's, it is a challenge to draw statistically significant patterns detailing challenges to their achievement.</p> <p>Subsequently our key challenge is to ensure that those students who classify as disadvantaged are not identified as a homogenous group. Instead, an area of focus for us is to ensure a clear oversight of the bespoke needs of each individual, linking academic, pastoral and co-curricular data to produce individual action plans.</p>

## 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
Continue to sustain high attendance of learners across the school, including disadvantaged pupils.	Our data continues to show no significant gaps in attendance for disadvantaged students as a cohort.
Continue to sustain high levels of progress and academic attainment for disadvantaged students across a broad curriculum.	Individually, students are attaining and making academic progress in line with expectation, taking into account individual circumstances.
Continued improvement of metacognitive and self-regulatory skills among all pupils, including those who are disadvantaged, across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning using the Pate's Learner Framework. Student voice in classroom observations also indicates awareness of metacognitive activities in the classroom.
Continue to closely monitor and support the emotional and social wellbeing of disadvantaged students across the school.	Sustained model of enhanced staffing through School Counsellors, working alongside the pastoral team, to provide early counselling/mentoring/self-esteem support to those disadvantaged students with an identified need.

Ensuring disadvantaged students have equity in access to our curriculum in its widest sense.	Engagement tracked in activity outside of lessons (co-curricular), highlighting significant participation in, and access to, activities beyond the classroom.
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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: £ 4705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching supported through a balanced and bespoke "Pate's CPD Menu" school-wide provision.	EEF research tells us that high quality teaching can narrow the disadvantage gap <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1
Department time has been allocated during school INSET days to analyse the impact of diagnostic assessment through.	EEF research shows that providing feedback is well-evidenced and has a high impact on learning outcomes. Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist support colleagues provide one-to-one intervention work with pupils who need support in Maths, Science and English, with socio-economically disadvantages students taking priority.</p> <p>A colleague also oversees organisation and revision skills for disadvantaged students. She has a specific focus on how to mentor students to plan for revision, how to revise and how to structure time and space at home to make the most of study skills.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (EEF, 2021).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1
<p>For students requiring structured interventions and support with barriers to learning and attainment, such as handwriting, disadvantaged learners have been provided with their own laptop.</p>	<p>The Sutton Trust have cited that limited pupil access to IT at home is a significant challenge to learning (Sutton Trust, 2019).                      Therefore, providing learners with the necessary tools at home is vital to closing the inequality gap between learners.</p>	1

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced staffing through our school counsellors provides students with a counselling service/mentoring/self-esteem issue, alongside dedicate one-to-one time with Heads of Year.</p>	<p>The DfE (2021) highlight that "it is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood."</p>	1

<p>Regular attendance meetings with the learner's Head of Year and Attendance Lead (SLT) to monitor disadvantaged pupils' attendance records. Heads of Year provide support with genuine absence and challenge unauthorised absence in line with our school attendance policy.</p>	<p>A study conducted by Taylor (2012) showed that attendance at school is closely related to performance, with higher attendance rates associated with higher attainment. More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential (DfE, 2015).</p>	<p>1</p>
<p>Trips and activities (e.g., Music lessons) are offered to PP students at a reduced cost/ paid for as appropriate.</p>	<p>Findings published in a report by Morrison and Dobson (2020) suggest that paying for pupils to go on school trips or participate in extracurricular activities would have a positive impact on the development of social and behavioural skills and enhance cultural capital.</p>	<p>1</p>
<p>Help with buying uniform and equipment (e.g., Dictionaries) is offered and provided when necessary. Support with travel expenditure to school (as appropriate) can be provided to make sure that students are able to access a Pate's education.</p>	<p>Whilst the effect that school uniform have on attainment is inconclusive (EEF, 2018). Using Pupil Premium funding for these approaches have shown positive results for other reasons, such as supporting an equitable ethos and promoting community involvement (Morrison and Dobson, 2020).</p>	<p>1</p>

**Total budgeted cost: £ [£27,705]**

## 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.

#### **Impact Summary October 2021**

Every pupil premium student is tracked and supported using an individual action plan. Although in most year groups, the number of pupil premium students is too low to be statistically significant, data indicates that pupil premium students are making very good progress. In particular:

1. Pupil premium students continue to achieve very high results at the end of ks4, exceeding expected progress overall across the last 4 years according to the Progress 8 measure.
2. In other year groups, pupil premium students are projected to achieve outstanding GCSE grades, in line with rest of cohort and exceeding expected progress compared to students nationally with the same prior attainment.

#### **Year 7-8 (ks3 – life after levels assessment):**

Number of PP students	Proportion of Green strands (very good progress in Pate's context)	Proportion of Amber strands (good progress in Pate's context)	Proportion of Red strands (concern over progress)
7	81.5%	18.0%	0.5%

#### **Year 9-10 (ks4 GCSE projections by subject):**

Number of PP students in Y9-10	Average GCSE points for PP students across all subjects (projected)	Average GCSE points for whole cohort across all subjects (projected)
13	7.66	7.68

#### **GCSE Analysis**

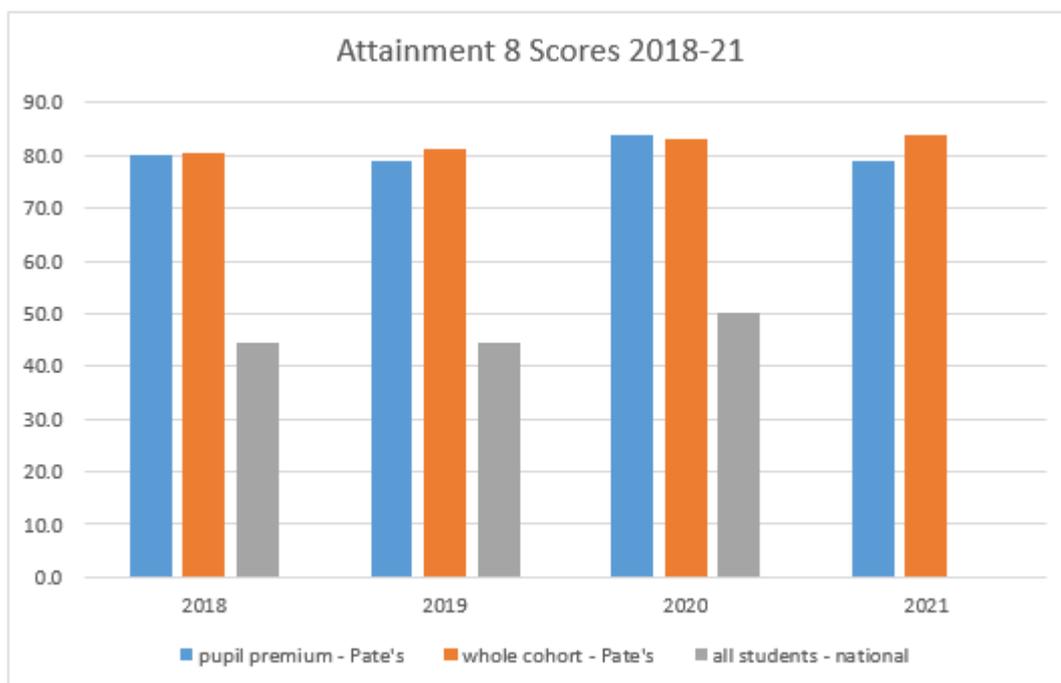
Year 11	2018	2019	2020	2021
No. of Pupil premium students	1	2	1	3
Attainment measure (capped points)	A8 score 80.0	A8 score 79.0	A8 score 84.0*	A8 score 79.0*
Progress measure (value added score)	P8 score +2.48	P8 score +1.17	P8 score +1.07*	P8 score 0.00*
English grades	Grade 8	Grades 9,6	Grade 9	Grades 9,8,7
Maths grades	Grade 8	Grades 7,8	Grade 8	Grades 8,6,8

\*2020 and 2021 scores are unofficial courtesy of Fischer Family Trust analysis

Since the numbers of pupil premium students are very small, there is inevitable variation in results from year to year and it is difficult to draw any statistically significant conclusions. However, the table above indicates that pupil premium students are exceeding the expected progress for all students nationally.

Since 2017 the national accountability measures of Attainment 8 and Progress 8 have been published in place of previous measures. The graph below summarises Attainment 8 scores in 2017-20. (NB no official or national Attainment 8 scores were published in 2020)

There are 6 pupil premium students in the current Y11. Internal tracking data currently projects an average grade of 7.7 across their Best 8 subjects.



#### Year 12 (ks5):

- 7 students are (former) pupil premium (4 joining from other schools.)
- All achieved highly at GCSE. We will track their progress through Year 12 carefully.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Those learners who qualify for service pupil premium funding are provided with the same support as their peers (outlined above), dependent on individual need.
What was the impact of that spending on service pupil premium eligible pupils?	As outlined in “Impact Summary” above.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium.

Some of which include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award and CCF), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged, monitored, and supported to participate.