

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	1244 (Years 7-13)
Proportion (%) of pupil premium eligible pupils	3.6% (Years 7-13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Russel Ellicott (Head Master)
Pupil premium lead	Bethan Morgan (Assistant Head of Inclusivity)
Governor / Trustee lead	Carolyn Hopper (Chair of People and Wellbeing Committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,745 (April 22- April 23)
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
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	£22,745

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 enables an acute awareness and consideration of both pastoral and academic needs, allowing 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.
- Recognising that Pupil Premium, Looked after Children, Services and Bursary pupils are not a homogenous group and ensuring that individual need is considered and met.
- Using 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.
- Revising the quality of the impact of these interventions and adjusting 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: £ 3245

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. Attendance at annual National Pupil Premium Conference to keep up-to-date with the most relevant academic research and CPD opportunities.	EEF research tells us that high quality teaching can narrow the disadvantage gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development .	1
Department time has been allocated during school INSET days to analyse the impact of diagnostic assessment.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	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 disadvantaged 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). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>
<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>	<p>1</p>

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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.”	1
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 unauthorized absence in line with our school attendance policy.	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).	1
Trips and activities (e.g., Music lessons) are offered to PP students at a reduced cost/ paid for as appropriate.	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.	1
Help with buying uniform and equipment (e.g., Dictionaries) is offered and provided when necessary through the Pate’s Pledge . The Sixth Form Bursary scheme exists for students in the upper school to use funds at their discretion. Support with travel expenditure to school (as appropriate) can be provided to make sure that students are able to access a Pate’s education.	Whilst the effect that school uniform has on attainment is inconclusive (EEF, 2018) using Pupil Premium funding for these approaches has shown positive results for other reasons, such as supporting an equitable ethos and promoting community involvement (Morrison and Dobson, 2020).	1

Total budgeted cost: £ [£22,745]

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 2021 to 2022 academic year.

Impact Summary October 2022

Every pupil premium student is tracked and supported using an individual action plan. Although in exam 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, far exceeding national attainment and expected progress over the last 4 years according to the Attainment 8 and Progress 8 measures.
2. In other year groups, pupil premium students are projected to achieve outstanding GCSE grades, in line with the rest of the 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)
24	83.8%	15.2%	1.4%

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

Number of PP students in Y9-10	Average GCSE points across all subjects (projected)
10	7.57

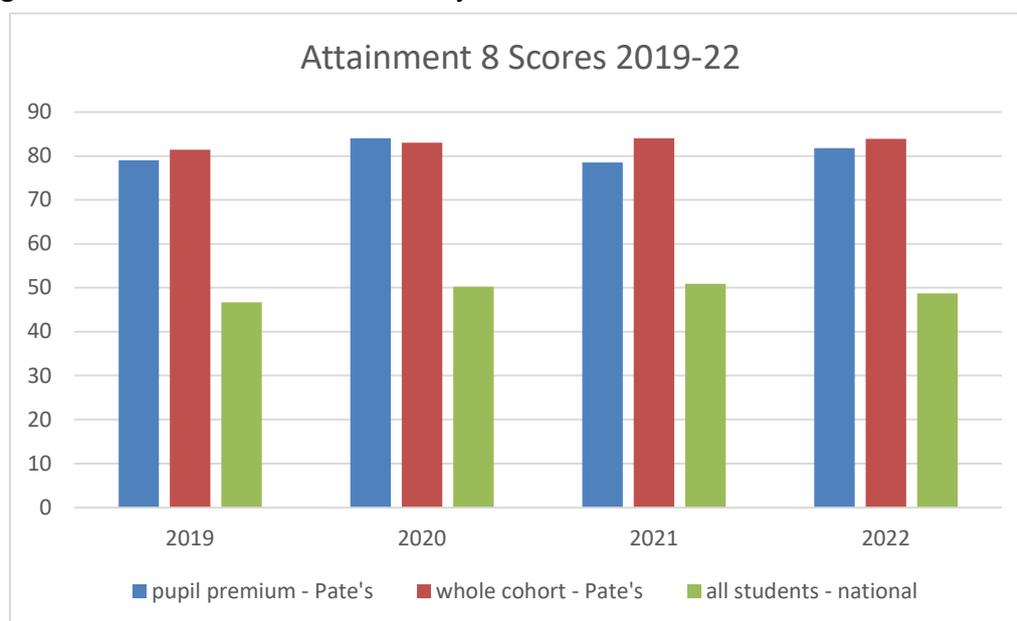
GCSE Analysis

Year 11	2019	2020	2021	2022
No. of Pupil premium students	2	1	3	4
Attainment 8 measure	A8 score 79.0	A8 score 84.0*	A8 score 78.5*	A8 score 81.8
Progress 8 measure (value added score)	P8 score +1.17	P8 score +1.07*	P8 score 0.00*	P8 score +0.90
English grades	Grades 9,6	Grade 9	Grades 8,7,7	Grade 9,9,9,8
Maths grades	Grades 7,8	Grade 8	Grades 8,7,7	Grade 9,7,7,7

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

Since the numbers of pupil premium students are very small in exam year groups (but rising in younger cohorts), 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 overall exceeding the expected progress for all students nationally.

The graph below summarises Attainment 8 scores in 2019-22, illustrating how pupil premium students at Pate's achieved far above the national average for all students. There are 6 pupil premium students in the current Y11. Internal tracking data currently projects an average grade of 7.8 across their Best 8 subjects.



Year 12 (ks5):

- 8 students are (former) pupil premium.
- All achieved highly at GCSE. We will track their progress through Year 12 carefully.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding

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

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:

- Appointment of a Pupil Premium Champion (due in the 2022-23 academic year) to oversee the strategic planning, monitoring and evaluation of the Pupil Premium Strategy at Pate's.
- 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.
- Pate's Sixth Form has developed the Pate's Sixth Form Access Programme to identify those students who may be eligible for access opportunities at Higher Educational Institutions and who may require additional support with this process. A series of access criteria is used, including (but not limited to) those who are in receipt of the 16-19 Bursary, those who are resident in an area with a postcode which falls in the lowest 20% of the IMD (Index of Multiple Deprivation) or those who would be first generation applicants to Higher Education. Eligible students are provided with bespoke Higher Education support, including one-to-one mentoring with a member of the Sixth Form team and additional funding support with payments related to university applications e.g. their UCAS application, entry for admissions tests such as UCAT or BMAT, support towards the cost of one university visit etc.