

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Graham School
Number of pupils in school	1006
Proportion (%) of pupil premium eligible pupils	39
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	October 2022
Date on which it will be reviewed	Jan 2022 and May 2022
Statement authorised by	Miss E Robins
Pupil premium lead	Mr G Peattie
Governor / Trustee lead	Mrs P Gowland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,690
Recovery premium funding allocation this academic year	£97704
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,393
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	£463,787

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 alongside enriching their school experience through additional activities and opportunities.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their potential, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils through the activities we have outlined in this statement, of which are intended to support students' needs, regardless of whether they are disadvantaged or not.

We understand that Quality-First teaching is the best day to day provision for any child, and that 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.

Excellent attendance is therefore a key factor in accessing high quality teaching in school. We have invested interventions and built teams to curb weaker attendance in an attempt to raise progress for our students

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led Tutoring practices for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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
- Challenge yet support poor school attendance as we know poor attenders make much less progress

Challenges

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

Challenge number	Detail of challenge
1	Increasing levels of literacy and numeracy on entry below standard
2	Persistent absence is high amongst disadvantaged students
3	Many learners have low aspirations due to economic challenges of the area and rates of unemployment
4	Embed interventions to support increased mental health and wellbeing issues amongst students
5	Independent learning needs improving, learning outside of the classroom. Self-reflection and self-regulation.
6	Progress of disadvantaged students is below that of non-disadvantaged students
7	Ensuring that identified disadvantaged students engage fully with School Led Tutoring

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
1	Identified students receive bespoke interventions in literacy and numeracy through in house and external support in order to close the gap in learning. This will be focussed on Year 7 and 8. Early intervention is key.	All students improve on baseline assessments with a second intervention offered if required. Outcomes from interventions are transferred to curriculum progress. Students improve their progress across the curriculum. Linked to number 5 challenge.
2	Attendance of disadvantaged students improves and there is a reduction in the number of persistent absence in disadvantaged students. This leads to improvement in progress.	Attendance to remain in line with or above national figures.
3	More disadvantaged students value education and have future pathway goals. Disadvantaged students engage in enrichment, careers and post 16 (FE and HE) activities.	All enrichment visits target disadvantaged students with at least 40% of the school cohort engaged. Disadvantaged students given additional careers interviews and option choice support.

4	Improve student well-being and learning through pastoral and academic mentoring for targeted disadvantaged students alongside our PSHE programme.	Student feedback from mentoring and feedback regarding our whole school PSHE provision. Students have less barriers to school and attendance improves hence progress improves.
5	Disadvantaged students become more confident learners, making improved progress in all areas and are a main focus on whole school and departmental development plans. Quality wave 1 observed in lessons.	Progress measures across the school improve and the progress gap between disadvantaged and non-disadvantaged closes to within 0.35. P8 measure for disadvantaged increases by 0.2 from previous data.
6	Disadvantaged learners embrace the academic interventions on offer through School Led Tutoring.	More than 50% PP (as a proportion of disadvantaged in the Year Group) involved in SLT and regular attendance to sessions is observed.
7	Parental and student engagement increases through bespoke events/launch events in school.	Students engage in tutoring and interventions identified by need. Parents are well informed of the benefits of such intervention. Events are well attended in school.

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: £ 116,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop teaching practices to ensure quality first teaching is consistent for all students, with particular emphasis on disadvantaged. Focus on Walkthrus.	'Teaching is such a complex endeavour that the idea of a complete guide to teaching excellence is surely impossible, but this comes closer than anything I have seen to date. Anyone seriously interested in improving education needs this at their side.' Dylan William	2, 5 and 6
Every colleague member to implement our Pupil Premium Promise	"I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgement; and when they derive sustenance and strength from the relationship." <i>Dr Brené Brown, research professor, University of Houston</i>	3 and 5
A whole school focus on high quality live marking and feedback	There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors (EEF Toolkit)	3, 4, 5 and 6
Create a school bespoke CPD programme	"It is important your CPD is relevant to the work that teachers do and is tailored to meet the needs of each teacher, ensuring even the most experienced teachers within your school still develop and enhance their skills though the CPD programme" (The National College)	4, 5 and 6

To continue to develop disciplinary literacy across the school alongside the launch of Oracy for Writing	On Average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	1 and 6
Continue to use QA to inform developments - identified areas: supporting teachers to be consistent in the classroom and the use of adaptive teaching to develop strategies to support disadvantaged students.	On Average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	5 and 6
Develop support for our most able learners with a focus on disadvantaged more able students	Our evidence shows that the most able learners would benefit from a focus on pushing them beyond KS4 with sessions that deliver a real deep learning within their talents.	3, 5 and 6

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

Budgeted cost: £ 232,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Reading, Literacy and Numeracy interventions for targeted students.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. (EEF Toolkit)	1
Disadvantaged learners are a key discussion in all aspects of school from DC points to seating plans.	Greater, deeper and regular discussions surrounding vulnerable learners is key to early interventions and removing of barriers before they develop further.	2, 3, 6 and 7
Supportive curriculum pathway at KS4 to allow additional maths and English	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (EEF Toolkit)	6

Personalised support through SEN team for disadvantaged students	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF Toolkit)	1, 5 and 6
Additional tutoring for targeted students through School Led Tutoring. Supported through PP funding.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF Toolkit) The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. (EEF Toolkit)	6 and 7
Creative writing opportunities through First Story provision. English Mastery Provision (Recovery Premium £8750)	Add on to English Mastery... The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Toolkit)	1, 3 and 6
Alternative Provision provided for the most vulnerable	Bespoke curriculum, taught in a purpose built area with suitably trained staff provides our most vulnerable students with a personalised programme. Exclusions are reduced, chance of perm exclusion significantly reduced. (internal data)	6 and 7
Additional academic opportunities for disadvantaged students outside of normal timetable.	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. It also includes revisions to the school calendar to extend the total number of days in the school year. (EEF Toolkit)	5 and 6
Development of in house enrichment provision for more able disadvantaged	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. (EEF Toolkit)	3, 5 and 6
Additional classroom support in Maths and SEND support. Academic Mentor role funded through DfE and PP funds.	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF Toolkit)	1, 5 and 6

Study Skills workshop and follow up sessions. Bespoke impactful Revision sessions. (Recovery Premium £4074)	Student Voice indicates that not all students are familiar with suitable revision techniques in preparing for exams.	5 and 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 92502

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance strategy incorporated into Appraisal for all. Enhanced attendance team through FSW and EWO roles (Recovery Premium £6492 and £26000)	Historic trends in school show clearly that students with less than 90% attendance fail to make the progress that they should (see internal data). This is across all year groups. The pattern is also the same with non-disadvantaged students.	2 and 6
Learning Mentor SEMH focus across school	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. (EEF Toolkit)	2, 3, 4, and 5
Increased opportunities for enrichment and career based activities	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF Toolkit – key findings)	3, 4 and 7
Increased mentoring within school, both pastoral and academic (Recovery Premium supporting additional days in school to support student's mental health £6532)	Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes (EEF Toolkit)	3, 4, 6 and 7
Year 11 mentoring focussing on attendance, behaviour and progress. Senior Teachers via Head of Yr 11.	Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF Toolkit)	2 and 6

Summer School for all during first week of Summer holidays (Recovery Premium £7000)	On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. (EEF Toolkit)	3, 4 and 5
Community Focus to improve parental engagement – collaboration with school, improvement partners, parent voice	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF Toolkit)	2 and 6
Set up a breakfast club to support students of all ages and backgrounds (projected costs - Recovery Premium £1050). DfE National Breakfast Programme	Breakfast clubs can help pupils concentrate and pay attention in class. According to a government study, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.	2 and 3
Enhanced Careers Provision for working with, for example, potential NEET, in house interventions/workshops, focused career interviews. (Recovery Premium £7400)	Good-quality careers education can make a real difference to academic, social and economic outcomes. (New review of evidence on the impact of careers education EEF)	3 and 4
Other funding opportunities as they rise throughout the year. This will be Recovery Funding	See Recovery Funding future plans (on request)	

Total budgeted cost: £ 441,664

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.

Areas for Action 22-23	Actions to be taken and/or Next Steps
<p>Attendance</p> <p>PP attendance is still too low</p> <p>Too many PA students</p>	<ul style="list-style-type: none"> • Daily caring calls made, additional focus on PP children. • Daily home visits made, PP focus. • Focus on students of concern document, to ensure pupils are pursued robustly. • Work with the LA PACE process to pursue individuals with poor attendance. • DOP / VP LMM to discuss key poorly attending students. • PA texts to students below 90% • SLT year group links and support.
<p>Behaviour</p> <p>Need to reduce seclusion figures further to ensure students receive quality first teaching</p> <p>Exclusions to reduce further</p>	<ul style="list-style-type: none"> • Bi-weekly DOP / VP LMM to ensure support strategies are put in place. • BSO / DOP / SLT direct support and discussions with individuals to help them to avoid seclusion. • Bespoke behaviour pathway where required, e.g., LS involvements, HUB, etc. • Close work with parents / carers to ensure joined-up thinking between home and school, and support for school from home.
<p>Progress</p> <p>GAP still sits at around 0.5</p> <p>P8 for PP requires improving</p> <p>Attainment of PP needs improving</p>	<ul style="list-style-type: none"> • Reinvention of PP Promise booklet with additional strategies that link to T and L whole school policies/approaches • Learning Walks and other QA to always have a PP focus • New data tracking documents through DOLS to include vulnerable groups for early interventions • Wave ½ interventions documented by subject areas for early intervention at data captures • Real push to ensure disadvantaged students fully access tutoring opportunities to help with catch up
<p>Engagement</p> <p>Too many PP students/families fail to engage in additional tutoring opportunities</p> <p>Parental engagement can be poor for disadvantaged students</p>	<ul style="list-style-type: none"> • Leading Parent Partnership Award launched • Parent launch events for tutoring/wider school opportunities • Increased links and community events • Develop use of Edulink as a tool to engage all parents
<p>Teaching and Learning</p> <p>Level of challenge seen in lessons needs improving</p> <p>Use of assessment to feedback into T and L/planning</p> <p>Typicality of quality of teaching needs improving to match that seen in formal observations</p> <p>Reading, Oracy and Numeracy as increased low ability on entry</p>	<ul style="list-style-type: none"> • Walkthru training and CPD specifically questioning techniques • Coaching and T and L community • Every QA to have a SEND and disadvantaged focus. Detailed feedback offered followed up by support. Sharing of good practice across areas. • Reading programmes increased, numeracy across school