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	Graham School
Number of pupils in school	970
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2019 to 2022
Date this statement was published	Oct 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Miss E Robins
Pupil premium lead	Mr G Peattie
LGC Governor / HSLT Trustee lead	Mrs P Gowland
Trust School Improvement Team Lead	Mrs K Humpleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 344755
Recovery premium funding allocation this academic year	£52345
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	£397100

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 the National Tutoring Programme 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

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, further exacerbated by the pandemic
4	Lack of focus and confidence due to poor mental health and well-being, further exacerbated due to the pandemic
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	Behaviours to learning for our disadvantaged learners are not as positive, which has been exacerbated by the pandemic

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 is 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 target of 1% increase from previous attendance. Covid remains a factor of low attendance and this must be considered when looking at attendance figures for impact.
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.	Progress measures across the school improve and the progress gap between disadvantaged and non-disadvantaged closes to within 0.25. P8 measure for disadvantaged increases by 0.25 from previous data.
6. Disadvantaged student progress improves by 0.25 and brings the progress gap with non-disadvantaged to well below national.	Close monitoring through our school data captures and our internal assessments throughout the year. Progress improves by 0.25 on previous validated data
7. Exclusions and seclusions are reduced from previous years ensuring that students are in the classroom experiencing QFT	To reduce exclusions to below or in line with national using our partner Trust schools as a benchmark. Less exclusions allows for more consistent quality first teaching and progress.

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: £ *112,866*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality and consistency of all elements of teaching and learning with Mark – Plan – Teach procedures and bespoke CPD using WALKTHRUS - to enable staff to make precise improvement to practice	'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	5
Every staff 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."	5

	Dr Brené Brown, research professor, University of Houston	
A whole school focus on high quality feedback in response to learning evidenced in a variety of ways.	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
Staff personal 6hrs CPD allows for bespoke teaching and learning research to further improve lesson delivery and learning. CPD logs kept.	"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

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

Budgeted cost: £ *210,828*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group literacy and numeracy support for year 7 and 8 students who have entered school significantly below 100 standardised score or by TA.	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
Meetings focussed to discuss pupil premium students first. Weekly Inclusion meetings to discuss and inform early and continued interventions for disadvantaged learners.	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

KS4 supported study groups for English and Mathematics Year 9, Year 10, Year 11 through curriculum support.	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: 1 to 1 and small group interventions around corrective reading, spelling, decoding, lego therapy, learning passports, Thinking Reading and Read Write Inc.	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
School Led Tutoring in addition to using DfE approved providers **(School Led Grant and Recovery 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
'First Story' provision to enhance creative writing skills across school **(Recovery Funding)**	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
Targeted provision for pupil premium students in our AP, delivered by our school staff with a bespoke curriculum.	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
Regular additional opportunities for disadvantaged students to include after school, school holiday sessions and Saturday School all targeted on curriculum and progress outcomes.	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
Additional provision for more able disadvantaged students	The average impact of the small group tuition is four additional months'	3, 5 and 6

through the Brilliant Club tutoring and the Scholars Programme University Programme **(Recovery Funding)**	progress, on average, over the course of a year. (EEF Toolkit)	

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

Budgeted cost: £ *73,406*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved approach from our attendance team in supporting families with attendance on a day to day basis. Additional home visits and calls.	Historic trends in school show clearly that students with less than 80% 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
Student access to a comprehensive programme of enrichment and careers provision both in school and out of school.	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
Programme of mentoring to support both student well-being and academic progress, identifying and removing barriers to learning.	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
Attendance Mentors developed in school alongside SLT linked to a year group to support	Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic	2 and 6

attendance **(Recovery Funding)**	outcomes such as attitudes to school, attendance and behaviour. (EEF Toolkit)	
Summer School during first week of the summer holidays with a focus on our most vulnerable students form primary. Academic and enrichment tasks.	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

Total budgeted cost: £ *397,100*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.
If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?