

Pupil premium strategy statement – Graham School 2023 ->

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	1056
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	March 24 and July 24
Statement authorised by	Miss E Robins
Pupil premium lead	Mr G Peattie
Governor / Trustee lead	Mr S Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356128
Recovery premium funding allocation this academic year	£85560
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£12780
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>	£454468

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. This is one of our main focus areas this year.

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
- Target interventions to those who need it

Challenges

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

Challenge number	Detail of challenge
1	Further enhance the quality of wave 1 teaching in school
2	Persistent absence is high amongst disadvantaged students
3	Levels of literacy and numeracy on entry are below national standards (14% lower on average across all strands)
4	Many learners have low aspirations due to economic challenges of the area and rates of unemployment
5	Progress of disadvantaged students remains below that of non-disadvantaged students
6	Disadvantaged students are generally harder to engage in interventions

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	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 analysis shows improvements term on term.
2	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.
3	More disadvantaged students value education and have future pathway goals. Disadvantaged students engage in enrichment, careers and post 16 (FE and HE) activities. Disadvantaged learners progress to their chosen post 16 pathway.	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	Disadvantaged learners embrace the academic interventions on offer through School Led Tutoring and other academic offers afterschool. More students meet or exceed their target grades across all subjects.	Data analysis shows improved forecast on outcomes. Further improved disadvantaged vs non-disadvantaged progress gap.
5	Parental and student engagement increases through bespoke events/launch events in school. Attendance to school led tutoring is excellent and students see its value.	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: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use the agreed whole school 'WalkThru Cluster' to ensure consistency of adaptive teaching strategies for all students, with a particular emphasis on the disadvantaged.	'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	1 5
Every colleague member to implement our Pupil Premium Promise and the EEF recommended '5 A Day.'	Any evidence that helps to develop teacher practice for pupils with SEND should be taken seriously. Any evidence that may improve outcomes for pupils with SEND should be considered carefully. For all teachers, from early career teachers to their experienced peers, an accessible 'Five-a-day' notion when it comes to high quality teaching for pupils with SEND, is likely to prove valuable. EEF	1 2 4
To further embedded our whole school focus on high quality live marking and feedback, developing students' ability to evaluate their own work and that of others.	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)	1 5
To deliver school bespoke CPD with a focus on our agreed WalkThru cluster: -Make Everyone Think -Cold-Calling -No Opt Out -Modelling Handover -Showcall	"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 through the CPD programme" (The National College)	1 5
To embed the disciplinary literacy strategies introduced with further work on Oracy	On Average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF Toolkit)	1 3 5

QA 'WalkThrus' and 'Flood' introduced for 2023, to focus on consistency across Faculties ensuring adaptive teaching is implemented effectively in all classrooms.	Consistency in QFT is the most important factor in improving progress for ALL.	1 5
To further develop support for our most able learners with a focus on disadvantaged more able students. Focus on new assessments, Independent Study and academic resilience	Our evidence shows that the most able learners would benefit from a focus on pushing them beyond KS4 with lessons that deliver a real deep learning within their talents. This will aid improvements in Grade 7 to 9.	1 5

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

Budgeted cost: £ 215,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke Reading, Literacy and Numeracy interventions for targeted students.</p> <p>Development of reading interventions across school at all levels</p> <p>Introduction of numeracy linked interventions in school.</p> <p>(including increased staffing funded by Recovery Premium @£36986.70)</p>	<p>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)</p> <p>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)</p>	3 4 5
<p>Disadvantaged learners are a key discussion in all aspects of school from DC points to seating plans. Regular RAG meetings with identified early interventions.</p>	<p>Greater, deeper and regular discussions surrounding vulnerable learners is key to early interventions and removing of barriers before they develop further.</p>	1 5 6

School Led Tutoring for targeted students covering up to 4 year groups and involving at least 5 different curriculum areas. Delivered in groups up to ratios of 1 to 8	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)	5 6
Supportive curriculum pathway at KS4 to allow additional maths and English focus in small groups with specialist staff.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. (EEF Toolkit)	1 2 5
Creative writing opportunities through First Story provision. (Recovery Premium funded @£5250 plus time)	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)	3 4 5 6
Alternative Provision provided for the most vulnerable. Disadvantaged students make up the majority of places.	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)	1 2 5
Study Skills, workshops, bespoke revision sessions etc to enhance progress and exam preparedness. Internal approach this year.	Student Voice indicates that not all students are familiar with suitable revision techniques in preparing for exams.	4 5 6

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance strategy incorporated into Appraisal for all. Enhanced attendance team. Attendance is everyone's responsibility. DfE support programme. SLT highly involved in supporting.	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 5
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)	4 5

Increased mentoring within school, both pastoral and academic. (Recovery Premium supporting additional days in school to support student's mental health. Recovery Premium supports one day @£6876.11)	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)	1 2 5
Increased opportunities for enrichment and career based activities. This includes in-school and out of school opportunities. Also visits abroad and to London. Inclusive approach to encourage disadvantaged students to become involved. (Recovery Premium supports @£7000)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. (EEF Toolkit – key findings)	2 4 5
Summer School for all during first week of Summer holidays (Recovery Premium supports @£9000)	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)	2 4
Breakfast Club embedded to support disadvantaged students through the 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 4 5
Enhanced Careers Provision for working with, for example, potential NEET, in house interventions/workshops, focused career interviews. (Recovery Premium supports with additional capacity @£13675.50)	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)	4 5
Other funding opportunities as they arise throughout the year. Recovery Funding will support and will include learning resources. Hardship, development of talent will also feature. (Recovery Premium @£11000)	See Recovery Funding yearly plans (on request)	

Total budgeted cost: £ 455,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the year 2023 PP vs NPP progress gap has closed to a measure of 0.31 compared to 2019 **when the last pre pandemic exams were sat** which was a gap of 0.51.

2023 saw the overall progress of PP students increase by 0.36 compared to that of 2019 and 0.43 from 2017 indicating a continuing improvement trend.

PP boys remain a real focus in school as their progress was noticeably less than that of PP girls at almost 0.6 difference.

PP students with good attendance continue to make progress above 0 (P8 +0.22) showing that attendance to school is vital and hence our biggest focus in school over the last few years after quality first teaching.

Attendance is a huge factor preventing many disadvantaged learners from achieving their potential. We continue to find ways to promote and improve attendance for all learners.