

Pupil premium strategy statement – *Graham School 2024 - 2027*

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	983
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Jan 2025 and June 2025
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	£397950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£397950

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

Our disadvantaged students enter the academy with lower overall attainment than their peers. Therefore adaptive teaching that is able to support and challenge each child regardless of their starting points is crucial.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

We have invested significant time and effort in developing robust KS3 assessment and crucially, in preparing students and parents/carers for those assessments.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Outcomes for disadvantaged students remain below those for non-disadvantaged. The attainment gap has gradually closed over the last few years (2022-23 was 0.48 and 2023-24 was 0.24) although the progress of disadvantaged students remains a concern.</p>
2	<p>Attendance for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.</p>
3	<p>Access to enrichment activities. Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.</p>
4	<p>High levels of social, emotional and mental health difficulties.</p>
5	<p>Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers.</p> <p>On entry in 2023, percentage of students achieving 100+ in GPS was 56% compared to 72% nationally. Reading was 60% compared to 73% nationally. Maths was 57% compared to 73% nationally.</p> <p>On entry in 2024, percentage of students achieving 100+ in GPS was 62% compared to 72% nationally. Reading was 66% compared to 74% nationally. Maths was 61% compared to 73% nationally.</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
1	<i>Improved attainment for disadvantaged students across the curriculum with a particular focus on disadvantaged boys.</i>	<p>We intend to see an improvement year on year in Attainment 8 and Progress 8, when it returns.</p> <p>By July 2027 Attainment 8 score of 46.3 and 5+ English and Maths outcomes to be 49%</p> <p>The gaps between Attainment 8 for disadvantaged students and their peers will continue to reduce.</p>
2	<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by July 2027.
3	<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	<p>All disadvantaged students, who wish to, participate in external trips and visits.</p> <p>Similar proportions attending extra-curricular sessions when compared to non-disadvantaged students.</p> <p>Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.</p>
4	<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	<p>All students identified as needing support with their SEMH have a 'care plan' in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students.</p> <p>Improved dialogue between school and parents.</p> <p>Positive data from student voice, student and parent surveys and teacher observations.</p>
5	<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	<p>Disadvantaged students have similar reading ages to non-disadvantaged students. Students tested regularly and results actioned by placing on correct interventions.</p> <p>Improvements seen in book scrutinies and engagement in lessons.</p>

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: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	<p><i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools.</p> <p>EEF toolkit: collaborative learning + 5 months</p> <p>Feedback: + 6 months</p> <p>Metacognition and self regulation: + 7 months</p>	1
Trust strategic RAG process (academic, inclusion and reading)	EEF toolkit: Individualised instruction: + 4 months	1, 2, 3, 4, 5
Rigorous monitoring, tracking and intervention of student progress through faculties, SEND and SLT link	Small group tuition: + 4 months	
Disadvantaged first focus	Extending school time: + 3 months	
Purchase of SISRA to allow for effective data analysis		
Trust Director support for English, Maths and Science	EEF toolkit: Individualised instruction: + 4 months	1, 3
To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.	Small group tuition: + 4 months	
	Extending school time: + 3 months	

<ul style="list-style-type: none"> • Progress in each subject area is positive • Support for curriculum leaders • Cross Trust analysis of performance and sharing of good practice • 1-1/small group interventions with disadvantaged students • Aligned curriculums and assessment (2024/2025) 		
<p>Purchase of Edulink to allow staff to access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning as well as embedding of SIP (Subject Intervention Plans) to inform adaptive teaching.</p>	<p>Provides staff with essential information in an easy and accessible format.</p>	<p>1, 4, 5</p>
<p>Train all middle leaders to enable them to empower their teams to support disadvantaged students in their subject area or year team</p> <ul style="list-style-type: none"> • All middle leaders and senior links can clearly identify disadvantaged students and the support they require • All middle leaders fluent with data for use in RAG meetings 	<p>Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes.</p> <p>EEF toolkit: individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.</p> <p>GL assessments</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment.</p> <p>EEF toolkit: Phonics: + 5 months</p>	<p>1, 5</p>

<p>Success@Arithmetic for Numeracy – disadvantaged focus</p>	<p>Reading comprehension strategies: + 6 months</p> <p>TA interventions: + 4 months</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF</p>	
<p>Regular RAG meetings to include SLT, PP Lead, SENCo, Head of Year and Subject leads to identify early interventions required. Disadvantaged learners will be individually discussed first. In-house interventions will be put in place to support</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p> <p>Small group tuition: + 4 months</p> <p>Extending school time: + 3 months</p>	1
<p>1:1 or small group tuition/intervention – subject led using RAG data and progress data – tracked and targeted.</p>	<p>EEF toolkit: 1:1: + 5 months</p> <p>Individualised instruction: + 4 months</p>	1, 5
<p>Key students mentored by members of SLT and other experienced staff. Underperforming students identified and assigned a member of SLT/Other as an academic mentor.</p> <p>This is in addition to our established 1 to 1 Mentor one day per week who has a disadvantaged focus</p> <p>Regular meetings with students and parents. Progress and attitude closely monitored.</p> <p>This will have a disadvantaged boys focus initially.</p>	<p>EEF toolkit: Mentoring: + 2 months</p> <p>Parental engagement: + 4 months</p>	1, 2, 4, 5
<p>Implement disadvantaged boys project with small group through Inspiring Choices linking to the Boys' Impact Conference training in Sept 2024.</p>	<p>EEF toolkit: Individualised instruction: + 4 months</p>	1, 2, 3
<p>All students able to access curriculum and enrichment trips regardless of cost.</p>	<p>EEF toolkit: Arts participation : + 3 months</p>	1, 3

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, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 97,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of attendance support team/officers Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit : Parental engagement + 4 months	2
Enhanced Careers Provision for working with, for example, potential NEET, in house interventions/workshops, focused career interviews.	<i>Good-quality careers education can make a real difference to academic, social and economic outcomes.</i> (New review of evidence on the impact of careers education EEF)	1, 3
Summer School for all during first week of Summer holidays	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)	1, 2, 4
Consistency through whole school behaviour and inclusion policy.	EEF toolkit : Behaviour interventions + 4 months	1, 2, 4

<p>Create a purposeful learning environment for all students.</p> <p>Clear expectations and boundaries for students.</p>		
<p>Hardship and Support</p> <p>Supporting families with access to school to include uniform, resources, additional curriculum costs as well as ensuring no child is left out due to financial pressures on school trips/events and access to work placements.</p>	<p>Please refer to internal hardship budgets</p>	<p>1, 2, 3, 4</p>
<p>Rewards and incentives for sustained attendance and achievement. Supplementing the One Hundred Club initiative promoting excellent attendance, weekly, half termly and beyond.</p> <p>Supplementing the rewards system (stamps) for good progress and achievement within the curriculum.</p>	<p>EEF toolkit: Behaviour interventions + 4 months</p>	<p>1, 2, 4</p>
<p>Parental engagement.</p> <p>Improve the language used in communication</p> <p>Further develop Edulink with parents including alerts to both praise and behaviour logs</p> <p>Mental health support and understanding how to support made available at parents' evenings</p> <p>Electronic parent handbook which will allow families to understand and easily find out about policies and procedures that support engagement with school and students progress.</p>	<p>EEF toolkit: Parental engagement: + 4 months</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £397,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021-22 disadvantaged gap was 0.48 with disadvantaged boys performing less well than disadvantaged girls. Disadvantaged students with good attendance achieved a progress measure of +0.21 on average.

2022-23 disadvantaged gap reduced to 0.24 with disadvantaged girls making significant progress (gain of +0.29). Disadvantaged boy progress remained similar to the previous year. Thirteen curriculum areas reported increased progress measures compared to the previous academic year.

2023-24 disadvantaged gap has widened further to 0.9. The main reason for the widening of the gap is attendance to school, in particular long term medical absence and students attending alternative provision. These students affected PP P8 by 0.55 and therefore the gap would have been 0.37.

PP Progress 8 for students attending over 90% of the year was a positive measure. Attendance will continue to be one of our whole school focus areas for ALL staff.

Enrichment Activities were well attended by disadvantaged students with an average of 39% of PP students on every activity offered. This was 33% for Free School Meal students. On Average, each PP student accessed 3.81 events in comparison to a non PP student accessing 3.85 events. Events and activities are run in such a way that everything is inclusive.

Events that requested a financial contribution, namely, London and France, remissions were generous which enabled disadvantaged students to sign up. All other events and activities throughout the year were fully funded and free of charge to disadvantaged students.

Attendance for disadvantaged learners is 6% below that of non-disadvantaged learners and it fell by 1% over 2023-24. Our rewards system has been reviewed along with roles and priorities within the attendance team in order to support improved attendance going forward.