

Pupil premium strategy statement – Carre’s Grammar School

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 | 800 |
| Proportion (%) of pupil premium eligible pupils | 6.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Nick Law |
| Pupil premium lead | Jamie Holland |
| Governor / Trustee lead | Val Rhodes (LGT) |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £86,420 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| 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> | £86,420 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background, leave having achieved their academic potential as well as being fully prepared for the next stage of education, or for work, and having acquired the enthusiasm for lifelong learning.

The school provides a broad, balanced, and relevant curriculum to offer the very best academic progression pathways and to ensure that the learning needs of all students are considered. We want to ensure that all students, irrespective of the challenges they may face, make good progress and achieve highly across the curriculum, particularly in EBacc subjects.

High-quality Teaching and Learning is at the heart of our approach and is supported by our CPD programme – in which one of our Key Themes is Pedagogy, focussing on practice, retrieval, feedback, checking for understanding, and questioning. Evidence has shown that disadvantaged pupils require the most support in the 3 former topics, and that better progress is made when the latter two are delivered expertly. These pedagogical strands have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that pupil attainment will be sustained and improved for all – whether pupils are disadvantaged or not.

Our commitment is to offer a broad range of opportunities for Pupil Premium students to gain experiences, learning outside the classroom as well as within.

As a result of our strategy, our key aims (linked to our school development plan) are to:

- Develop and share practical expertise of best teaching and learning
- Provide targeted academic support by improving progress to close any attainment gaps identified
- Improve attendance of pupils eligible for pupil premium so that they lose less learning time and benefit from greater access to high quality teaching, intervention, and access to enrichment
- Further increase the participation of Pupil Premium pupils in extra-curricular and enrichment activities
- Expedite access to careers and options advice and guidance
- Increase the participation of able Pupil Premium pupils in the 11+ selection process
- Prioritise applications for a place at the school for Pupil Premium pupils in the case of oversubscription

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low confidence in own abilities and perception of being less able within a selective setting |
| 2 | Less academic and pastoral resilience |
| 3 | Lack of access to resources, leading to less equity in accessing the curriculum |
| 4 | Study skills less secure and can lack personal organisation |
| 5 | Higher chance of lower level of cultural capital, less experience of travel/higher education and opportunity to participate in extra-curricular activities leads to the possibility of low aspirations |
| 6 | Lower aspirations with respect to careers and options choices |

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 |
|--|---|
| PP pupils make good progress equal to their non-PP peers and feel supported in lessons and outside | Examination data and SISRA analysis show comparable outcomes for PP and non-PP students. PP students in year 11 make progress in line with national average i.e. not significantly below. |
| Improvement in attendance of PP pupils | Targeted support to ensure persistent absence for FSM6 students is in line with non-FSM6 cohort |
| The wellbeing of PP pupils is supported appropriately to ensure conditions are in place for them to thrive | PP pupils in common with their peers know how to access support for their good mental wellbeing. PP pupils access and engage with the tiers of wellbeing support in the school. Parents have access to resources to support their child's wellbeing Expedited access to advice and guidance for careers and options process |
| PP pupils have greater involvement in extra-curricular activities | Attendance at extra-curricular activities to be monitored through registers. |

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| | Financial barriers to extra-curricular trips addressed through £250 payments per year to support trips. Support also available to enable PP students to join the gym and participate in Duke of Edinburgh. |
| Destinations continue to show PP students applying for School Sixth Form, Further and Higher Education courses | Students leaving Year 11 and 13 access appropriate pathways for continuing education, training or careers. Maintain NEETs at low levels |
| Able PP pupils from Sleaford and surrounding areas continue to participate in 11+ process | Further increase PP participation from the 11.8% achieved in 2023 (11.2% in 2023, 9.2% in 2022, 5.8% in 2021) |

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: £34,568

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Develop excellence in classroom practice so that lessons optimise students' learning through:</p> <ul style="list-style-type: none"> • CGS CPD Priority – Pedagogy for all staff – Quality First Teaching • CPD Reading resources • Staff coaching time and development • Subject specific training | <p>Using CPD process to upskill teaching staff through attendance at staff training days and departmental meetings in best pedagogical practice using current Educational Research as a base for all CPD delivered.</p> <p>Pedagogy and curriculum reading expanded through CPD reading group opportunities</p> <p>Subject based professional learning and evaluation Supported by EEF Guide to the Pupil Premium: The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |

| | | |
|---|---|-------------------|
| <p>Use of Tutoring Programmes to enhance classroom learning</p> <p>Subjects use online platforms to offer retrieval practice opportunities and close attainment gaps using programmes such as:</p> <ul style="list-style-type: none"> • Educake (Science) • Seneca • Unifrog (post-16) | <p>Continued provision and regular usage of subject specific support materials, with a specific focus on creating awareness of the availability of these resources to PP pupils</p> <p>Supported by EEF Guide to the Pupil Premium: The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> |
| <p>Funding of teaching materials to support pupil premium progress including:</p> <ul style="list-style-type: none"> • Hard copies of set texts • Revision guides • Art supplies • Food ingredients etc | <p>Continued provision and regular usage of subject specific support materials, with a specific focus on creating awareness of the availability of these resources to PP pupils</p> <p>Supported by EEF Guide to the Pupil Premium: The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4</p> |

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

Budgeted cost: £25,926

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Swift identification of whether PP pupils are making relevant progress in line with peers at regular tracking points</p> <p>Tracking point data, particularly against rolling three-year averages</p> | <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> |

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| GL Reading tests used to identify Lexia intervention and reading support need | | |
| <p>Ensuring access to revision resources such as:</p> <ul style="list-style-type: none"> • Online subscriptions <p>Hard copy revision resources /key texts as appropriate given directly to PP students in Year 11</p> | | 3, 4 |
| <p>Intervention to support students at risk of underachieving including:</p> <ul style="list-style-type: none"> • Maths/English targeted intervention • 1:1 and small group intervention • Reading programme and Lexia intervention • Student Support Mentors • Tutoring Programme • Additional classroom support • Employment of external tutors where appropriate | <p>Termly tracking point data, particularly against three-year rolling average and subsequent gap analysis</p> <p>Widening attainment gap shows need for more Covid recovery funds (sec-ed.co.uk)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |

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

Budgeted cost: £25,926

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------|---|--------------------------------------|
|-----------------|---|--------------------------------------|

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|--|---|-------------|
| <p>Increasing number of PP pupils sitting 11+, undertaking familiarisation tests and applying for a place at CGS</p> <ul style="list-style-type: none"> • Familiarisation tests • Primary school engagement • Taster days/ Open days <p>Frog subscription</p> | <p>Admission data, information from county admissions team, anecdotal feedback from prospective parents at open days, attendance at familiarisation events and registration for 11+ process</p> <p>LCGS Report on 11+ and Pupil Premium Students – May 2021</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>£100 per PP student available directly to parents with receipts for funding towards school uniform or school transport passes</p> | <p>https://www.gov.uk/government/publications/school-uniform/school-uniforms</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Provision of suitable learning environment Library provision and staffing After school homework club until 4.30pm</p> | <p>Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>3, 4</p> |
| <p>Pastoral and wellbeing support:</p> <ul style="list-style-type: none"> • Pastoral Support • Bromcom MIS software • Counselling • Wellbeing Ambassador training • Mental Health First Aid training for staff • Contribution to gym membership for PP students to promote fitness and wellbeing | <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |

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| <p>Access and engagement in extra-curricular opportunities</p> <ul style="list-style-type: none"> • D of E funding per student – (Bronze £100, Silver £150 and Gold £180) • Access to funding trips • 50% contribution towards music tuition • £250 per year contribution towards extra-curricular visits (50% of trip cost up to max £250) | <p>Learning Outside the Classroom - CLOtC - Helping you take your teaching beyond the classroom</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | 5 |
| <p>Improved attendance of PP pupils in school through monitoring of attendance data and Pastoral Support</p> | <p>https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-boost-attendance/#:%7E:text=Using%20the%20Pupil%20Premium%20to%20boost%20attendance%20to%20secure%20the%20most%20benefit%20from%20available%20funding</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| <p>Individual interviews with Y9 PP students at Options time</p> <p>Promotion of wider opportunities post 16 and post 18</p> <p>Careers advisor 1:1 careers interviews for Year 11 and Year 13 students – PP students prioritised early in process enabling follow-ups if required (Y10 and 12)</p> | <p>Reference to Gatsby Benchmarks - Addressing the needs of each pupil Gatsby (goodcareerguidance.org.uk)</p> <p>EEF Blog: The Pupil Premium and school segregation – an... EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> | 6 |

Total budgeted cost: £86,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- 100% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more (average for the whole year was 90%)
- 100% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more, including English and Maths (average for the whole year was 88.2%)
- 66.7% of Year 11 Pupil Premium students achieved grade 5 or above in English (average for the whole year was 71.8%)
- 66.7% of Year 11 Pupil Premium students achieved grade 5 or above in Maths (average for the whole year was 81.8%)
- 16.6% of Pupil Premium students achieved an overall positive Progress 8 score (average for the whole year was 54.8%)
- 22.95% of PP students accessed the uniform support grants, 3.28% received support for music tuition and 77% accessed support for trips and visits.
- 11+ entries of PP Children increased to 11.8% from 11.2% (2023) and 9.2% in (2022)
- Successful 11+ candidates (starters in Y7) who are Pupil Premium decreased slightly to 8.3% from 10.3% (2023). 8.3% (2022) and 6.4% (2021)
- Pupil Premium student attendance remains high at 93.3% in 2023/24 (94.3% in academic year 22/23).
- All 3 of the Year 13 PP-designated students have commenced degrees at university.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------------------------|----------------------------|
| Educake (Science, Maths) | Educake |
| Isaac Physics | Isaac Physics |
| Lexia Core 5 Reading Programme | Lexia UK |
| Unifrog (Careers/Post 18) | Unifrog |
| GL Reading Tests | GL Assessment |
| Study Skills workshops | Maximise your Potential 13 |

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| Frog (11+ familiarisation materials) |
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| Frog |
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