

Pupil premium strategy statement – Carre’s Grammar School

This statement details our school’s use of pupil 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	807
Proportion (%) of pupil premium eligible pupils	7.7% (8.9% Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nick Law
Pupil premium lead	Jamie Holland
Governor / Trustee lead	Emma Oglesby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,933.33
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>	£88,933.33

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.

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, leading to attendance issues
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. 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 increases in PP participation from 12.7% in 2025 (11.8% in 2024, 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,573.33

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 <p>Subject specific training</p>	<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>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 Supported by EEF Guide to the Pupil Premium: The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	1, 2

<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 <p>Food ingredients etc</p>	<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 Supported by EEF Guide to the Pupil Premium:</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 26,680.00

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>GL Reading tests used to identify Lexia intervention and reading support need</p>	<p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<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>		<p>3, 4</p>
<p>Intervention to support students at risk of underachieving including:</p> <ul style="list-style-type: none"> • Maths/English targeted intervention 	<p>Termly tracking point data, particularly against three-year rolling average and subsequent gap analysis</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

<ul style="list-style-type: none"> • 1:1 and small group intervention • Reading programme and Lexia intervention • Student Support Mentors • Mentoring Programme • Additional classroom support 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,680.00

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

<ul style="list-style-type: none"> • Pastoral Support • Bromcom MIS software • Counselling • Wellbeing Ambassador training • Mental Health First Aid training for staff <p>Contribution to gym membership for PP students to promote fitness and wellbeing</p>		
<p>Access and engagement in extra-curricular opportunities</p> <ul style="list-style-type: none"> • D of E funding per student – (Bronze £100 and Silver £150) • Access to funding trips • 50% contribution towards music tuition <p>£250 per year contribution towards extra-curricular visits (50% of trip cost up to max £250)</p>	<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>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Expedited access to careers guidance and advice and additional assistance/guidance during process of choosing options in Years 9 and 11</p>		6

Total budgeted cost: £ 86,933.33

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 2024 to 2025 academic year.

- 90% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more (average for the whole year was 97%)
- 80% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more, including English and Maths (average for the whole year was 92%)
- 70% of Year 11 Pupil Premium students achieved grade 5 or above in English (average for the whole year was 80%)
- 90% of Year 11 Pupil Premium students achieved grade 5 or above in Maths (average for the whole year was 92%)
- 15% of PP students accessed the uniform support grants, 2% received support for music tuition, 52% accessed support for reward visits, 23% accessed support for revision materials, 17% accessed support for residential visits, 51% accessed support for Technology materials and 61% accessed support for curriculum trips and visits.
- 11+ entries of PP Children increased to 12.7% in 2025 (from 11.8% in 2024, 11.2% in 2023 and 9.2% in 2022)
- Successful 11+ candidates (starters in Y7) who are Pupil Premium decreased slightly to 7.6% from 8.3% in 2024. (10.3% - 2023, 8.3% - 2022, 6.4% - 2021)
- Pupil Premium student attendance remains high at 95.3% in 2024/25 (93.3% in academic year 23/24, 92.2% in academic year 22/23).
- Of the 8 students in receipt of a bursary in Y13, 4 have gone onto University, 3 to apprenticeships/employment and 1 is taking a gap year with a view to applying for 2026 entry

Externally provided programmes

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

Programme	Provider
Educake (Science)	Educake
Isaac Physics	Isaac Physics
Lexia Core 5 Reading Programme	Lexia UK
Unifrog (Careers/Post 18)	Unifrog
GL Reading Tests	GL Assessment
Sparx Maths	Sparx Maths
Frog (11+ familiarisation materials)	Frog
Maths Circles for Schools	Axiom Maths

