

Carre's Grammar School - 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 students.

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	Carre's Grammar School
Number of students in school	779
Proportion (%) of pupil premium eligible students	4.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Law, Headteacher
Pupil premium lead	Jamie Holland, Deputy Headteacher
Governor / Trustee lead	Jo Slessor (Chair, LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,515
Recovery premium funding allocation this academic year	£6,000
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	£37,515

Part A: Student 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 (and, where appropriate, vocational) progression pathways and to ensure that the learning needs of all students are considered. We want to ensure that all students, irrespective of the challenge they may face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

High-quality teaching is at the heart of our approach, as reflected in our teacher appraisal objectives and current CPD, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for students whose education has been worst affected, including non-disadvantaged students.

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

- Provide targeted academic support by improving progress in core subjects to close any attainment gaps identified
- To ensure that staff have a high level of awareness of the needs of disadvantaged students in their classrooms
- Improve attendance of students 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 students in extra-curricular and enrichment activities
- Increase the participation of able Pupil Premium students in the 11+ selection process

Challenges

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

Challenge number	Detail of challenge
1	Low aspiration/perception of selves as less able within a selective setting
2	Lower self-confidence and less academic and pastoral resilience
3	Lack of access to technology and resources, particularly during lockdown, leading to gaps in knowledge
4	Study skills less secure and can lack personal organisation
5	Less experience of travel/higher education and opportunity to participate in extra-curricular activities

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
Able PP students from Sleaford and surrounding areas continue to participate in 11+ process	Increased participation compared to previous year. In September 2021, 5.8% of students taking 11+ (238 in total) were PP. Of those who met the required standard, 1.2% were PP
PP students make good progress and feel supported in lessons and outside	92.6% (3-year average from 2017-2019) achieve Grade 4 and above in 5 subjects, including English & Maths
Improvement in attendance of PP students, especially Persistent Absence	Persistent Absence improves from 20/21 figure of 40.5% (FSM6)
The wellbeing of PP students is supported appropriately to ensure conditions are in place for them to thrive	PP students know how to access support for their good mental health and wellbeing and feel that they are supported and make progress, despite any obstacles in their way
PP students have greater involvement in extra-curricular activities	Increased uptake of the following by PP students: <ul style="list-style-type: none"> • Music lessons • Duke of Edinburgh • Extra-curricular clubs in school
Destinations continue to show PP students applying for Higher Education courses	Destination data for PP students is in line with cohort

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£19,883**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop excellence in classroom practice so that lessons optimise students' learning</p> <p>Resources</p> <ul style="list-style-type: none"> • Staff coaching time and development • CPD reading resources • Subject specific training courses 	<p>Using CPD process at departmental level to coach teaching staff in best pedagogical practice</p> <p>Pedagogy and curriculum reading expanded through CPD reading group opportunities</p> <p>Subject based professional learning and evaluation</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>PP student progress exceeds that nationally of 'other' students and over 2017-2019 three year trend for 'other' CGS students</p> <p>Resources</p> <ul style="list-style-type: none"> • Staff coaching programmes • Support time for intervention strategies 	<p>Effective use of intervention strategies in KS3 and 4 targeting under-achieving students (including those with PP).</p> <p>GCSE learning gap stands at 22.7 months for the most persistently disadvantaged (sec-ed.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>Staff awareness – continue to update staff with students who are in receipt of PP funding.</p> <p>Resources</p> <ul style="list-style-type: none"> • Development time of senior 	<p>Senior Leadership promotes promote awareness of PP students through Bromcom coding</p> <p>Subject Leads develop greater awareness of PP students and track progress in line link meetings and QA</p>	<p>1, 2, 5</p>

<p>staff on preparing surveys and analysing data</p> <ul style="list-style-type: none"> • Bromcom training and updates 	<p>documentation, identifying PP data on a subject specific basis</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Funding of teaching materials such as revision guides to support student premium progress</p> <p>Resources</p> <ul style="list-style-type: none"> • STAR reader (English) • Educake (Science) • Unifrog (Post 16) 	<p>Continued provision and regular usage of subject specific support materials, with a specific focus on creating awareness of availability to PP students</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3, 4

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

Budgeted cost: £11,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students' progress exceeds that nationally of 'other' students and is in line with the progress of 'other' Carre's students</p> <p>Resources</p> <ul style="list-style-type: none"> • Tracking point data administration • CAT data administration for Y7 parents • Tutor funding for Maths, English & Science as required 	<p>Swift identification of whether PP students are making relevant progress in line with peers at regular tracking points</p> <p>CATS data for Y7 and report to parents. Termly tracking point data, particularly against 2017-2019 three-year average</p> <p>Widening attainment gap shows need for more Covid recovery funds (sec-ed.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2

<p>Ensuring access to revision resources</p> <p>Resources</p> <ul style="list-style-type: none"> • STAR reader subscription • Educake subscription • Hard copy revision resources/key texts as appropriate 	<p>Termly tracking point data, particularly against 2017-2019 three-year average and subsequent gap analysis</p> <p>Widening attainment gap shows need for more Covid recovery funds (sec-ed.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3, 4</p>
<p>English & Maths intervention</p> <p>Resources</p> <ul style="list-style-type: none"> • Additional funding as required for classroom support and extra sessions 	<p>Termly tracking point data, particularly against 2017-2019 three-year average and subsequent gap analysis</p> <p>Widening attainment gap shows need for more Covid recovery funds (sec-ed.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>School led tutoring</p> <p>Resources</p> <ul style="list-style-type: none"> • Employment of tutors across core subjects as appropriate 	<p>Termly tracking point data, particularly against 2017-2019 three-year average and subsequent gap analysis</p> <p>Widening attainment gap shows need for more Covid recovery funds (sec-ed.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>Student Support mentors</p> <p>Resources</p> <ul style="list-style-type: none"> • 2.8 FTE x Student Support workers 	<p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>

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

Budgeted cost: **£6,378**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing number of PP students sitting 11+, undertaking familiarisation tests and applying for a place at CGS</p> <p>Resources</p> <ul style="list-style-type: none"> • Familiarisation tests • Primary school engagement • Taster days/Open days • Frog subscription 	<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>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2</p>
<p>PP students have access to technology/equipment</p> <p>Raise awareness so that parents of PP students are encouraged to approach school for financial support for extra-curricular activities</p> <p>Resources</p> <ul style="list-style-type: none"> • Laptop provision • Funding towards school uniform and other 	<p>Deprived families describe “impossible choices” over remote education (sec-ed.co.uk)</p> <p>Lockdown 2.0: Engagement with remote education is up but significant poverty gaps remain (sec-ed.co.uk)</p> <p>School uniforms - GOV.UK (www.gov.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>3</p>

resources – allowance provided annually		
<p>Provision of suitable learning environment</p> <p>Resources</p> <ul style="list-style-type: none"> • Library provision and staffing • After school homework club until 4.30pm 	<p>Homework strategy from the EEF teacher toolkit “<i>Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</i>”</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3, 4
<p>Pastoral and wellbeing support</p> <p>Resources</p> <ul style="list-style-type: none"> • 2.8 x Student Support Assistants • Bromcom software • 1:1 catch up tutors for Maths, Science and English • External Counselling & Support • Wellbeing Ambassador training 	<p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2
<p>Access and engagement in extracurricular opportunities</p> <p>Resources</p> <ul style="list-style-type: none"> • D of E funding • Access to funding for school trips and visits • Music Tuition fees 	<p>School inspection reports and the status of outdoor learning, residential experiences and adventurous activities in Scottish schools Council for Learning Outside the Classroom (lotc.org.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2

<p>Improved attendance and reduced persistent absence of PP students in school</p> <p>Resources</p> <ul style="list-style-type: none"> • Administration of attendance data • External counselling provided where appropriate to support return to school/improved attendance 	<p>Using the Pupil Premium to boost attendance - Attendance Matters Magazine (attendancemattersmagonline.co.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p>
<p>Promotion of wider opportunities post 16 and post 18</p> <p>Resources</p> <ul style="list-style-type: none"> • Careers advisor • 1:1 Careers interviews for Y11& Y13 students 	<p>Reference to Gatsby Benchmarks - Addressing the needs of each student Gatsby (goodcareerguidance.org.uk)</p> <p>EEF Blog: The Pupil Premium and school segregation – an... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>5</p>

Total budgeted cost: £37,515

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

This details the impact that our Pupil premium activity had on pupils in the 2020 to 2021 academic year.

From a summary of Teacher Assessed Grades completed in June 2021 with Year 11 (cohort size 108, FSM6 – 11 students):

- 100% of Year 11 Pupil Premium students achieved 5 GCSE at grade 4 or more (average for the whole year was 100%)
- 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 99%)
- 100% of Year 11 Pupil Premium students achieved grade 4 or above in English (average for the whole year was 99%)
- 100% of Year 11 Pupil Premium students achieved grade 5 or above in English (average for the whole year was 90.7%)
- 100% of Year 11 Pupil Premium students achieved grade 4 or above in Maths (average for the whole year was 100%)
- 100% of Year 11 Pupil Premium students achieved grade 5 or above in Maths (average for the whole year was 97.2%)
- 27.3% of Year 11 Pupil Premium students achieved grade 7 or above in 5 or more subjects (average for the whole year was 41.7%)

As evidenced in schools across the country, partial closure was detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and through the online delivery of lessons through Teams.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was 2.1% higher than their peers and persistent absence 13.4% higher.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used student

premium funding to provide wellbeing support for all students, and targeted interventions where required.

Externally provided programmes

Programme	Provider
Educake (Science, Maths)	Educake
Isaac Physics	Isaac Physics
STAR Reader (English)	Renaissance Learning
Seneca (Music, Computing, MFL)	Seneca Learning
UniFrog (Careers/Post 18)	Unifrog