



Spalding Grammar School

Pupil Premium Strategy 2023-2024

This document 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 impact of last year's strategy.

School Overview:

Detail	Data
School name	Spalding Grammar School
Number of pupils in school	739 (Y7-11) 1000 (Y7-13)
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Pupil Premium Lead	Gareth Baker (Assistant Headteacher)
Governor Lead	Alexander Murray (Governor: Pupil Premium Strategy).

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£63,135
Recovery premium funding allocation	0
Pupil premium funding carried forward from previous years (enter £0) if not applicable.	0
Total budget for this academic year	£63,135

Part A: Pupil premium strategy plan

Statement of intent:

Spalding Grammar School's strategy is designed to enhance the progress made in narrowing the gap for socially disadvantaged students. This encompasses academic, personal development and employability skills by providing the best possible education, through access to a broad and balanced curriculum, alongside wrap around care and enrichment opportunities.

Challenges	Detail of challenges
1	Closing the progress and attainment gap. Data: Y11 2023: Disadvantaged P8 -0.2,
2	Widening student participation in enrichment and extra-curricular activities.
3	Increasing disadvantaged student attendance to bring closer in line with non-disadvantaged. Data: Sept-Dec 2023 Non-disadvantaged 95.88%, Disadvantaged 92.96%.
4	Raising aspirations of students from a disadvantaged background
5	Developing literacy, as a follow on from remote learning and partial school closures due to Covid-19.

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
Improved Progress 8 score for disadvantaged students	The Progress 8 score outcome is +0.5 or above.
Above average Attainment 8 for disadvantaged students	SGS students achieve above national average and local authority average for attainment, for disadvantaged students. Disadvantaged students to achieve in line with non-disadvantaged peers at Spalding Grammar School.
Attendance of disadvantaged students remains above national levels.	Improve disadvantaged students' attendance, to be closer in line with non-disadvantaged cohort and reduce persistent absence. Aiming for disadvantaged students to achieve 95% attendance by the end of this academic year.

Wider engagement in extra-curricular and enrichment activities for disadvantaged students to reduce social disadvantages.

All 59 disadvantaged students engage in extra-curricular and enrichment activities, as evidenced through EvolveClubs.

Activity in this academic year

This details how we intend to spend out pupil premium funding **this academic year (2023-24)**, to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention).

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching approaches (T&L Walkthrus) for all teaching staff, to develop student accessibility of curriculum areas where needed and develop quality first teaching.	EEF – High-quality teaching report. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 4, 5.
Whole staff CPD on development of literacy marking (SPaG) and live marking in lessons for fast responsive feedback, prioritising disadvantaged students.	EEF – T&L Toolkit: Feedback. Feedback EEF (educationendowmentfoundation.org.uk)	1, 4, 5.
Purchasing of 'show me' white boards, to allow for frequent formative assessment opportunities in lessons, to address knowledge gaps. Also to supplement questioning opportunities as part of 'T&L Walkthrus'.	Mini-white board guide, Tom Sherrington and Chartered College: 9.-Mini-Whiteboards.pdf (chartered.college)	1, 5.

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

Budgeted cost: £20,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one interventions with Pastoral Support Officer (including behavioural support and bespoke interventions, such as anger management, or developing self-confidence). CPD training for pastoral staff to support above interventions.</p>	<p>EEF 'Improving behaviour in schools' report. Chapter 5: 'Use targeted approaches to meet the needs of individuals in your school (page 30).</p> <p>Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4.</p>
<p>Attendance Officer support to track disadvantaged attendance, with particular focus on those with attendance between 80-90%. Telephone calls home to take place as a priority for disadvantaged students if absent.</p>	<p>Persistent absence and support for disadvantaged pupils (parliament.uk)</p>	<p>2, 3.</p>
<p>Lexia Reading Intervention access will be funded for all disadvantaged students. Students will undertake a baseline assessment and then work through the program as appropriate, with interventions from specialist literacy trained staff.</p> <p>This will work alongside our Whole School Literacy Strategy.</p>	<p>OFSTED (2022): 'Now the whole school is reading': supporting struggling readers in secondary school.</p> <p>'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p>	<p>1, 4, 5.</p>

CfL Lead to deliver and promote literacy across the school, as part of tutor time activities and assemblies, pre-examinations.	EEF Teacher toolkit: 'Reading comprehension strategies' Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
Literacy focus group interventions for those requiring additional support. These will be led on a timetabled basis and be led by JMM and JM, members of the Additional Needs team to develop literacy confidence, as well as English teaching staff. Pupil premium students will be focused on as a priority in these sessions.	EEF Teacher toolkit: 'Small group tuition' Small group tuition EEF (educationendowmentfoundation.org.uk)	
Revision guides purchased for all disadvantaged students at GCSE level and above.	The provision of revision guides is fundamental in ensuring Y11 students are prepared for their trial exams and starting revision well in advance of the summer exam series.	1, 4, 5.
Targeted intervention for identified disadvantaged students in the lead up to the summer exam series.	EEF Teacher toolkit: 'Small group tuition' Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 5.

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

Budgeted cost: £37,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated careers information and guidance from a qualified Careers Advisor, with disadvantaged	Effective Careers Interventions for Disadvantaged Young People (The Careers & Enterprise Company, 2021). bit67-cec-report_v3.pdf (careersandenterprise.co.uk)	2, 4.

students. GCSE students to be prioritised initially.		
<p>Half-termly, robust quality assurance of classroom practice, with focus on adaptive teaching approaches, including disadvantaged students and SEND.</p> <p>In addition, continued focus on disadvantaged outcomes as part of data reviews for Heads of Subject and Heads of Year, to target appropriate support where required.</p>	<p>'Menu of approaches': evidence brief and supporting resources (EEF, 2021).</p> <p>Pupil-Premium-resource-evidence-brief.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 5.
Funding of schooling equipment, musical instrument lessons and uniform (at request).	<p>Persistent absence, or breaks from schooling have shown to be caused due to financial grounds, thus, funding has been set aside to support those in need.</p> <p>Persistent absence and support for disadvantaged pupils (parliament.uk)</p>	1, 2, 3.
EvolveClubs subscription, to allow greater tracking of engagement across key marginal groups, including disadvantaged students.	<p>Student Engagement at School: A sense of belonging and participation (OECD 2003).</p> <p>engagement.indb (oecd.org)</p>	2, 3.
Funding allocation to reduce social disadvantage, through encouraging greater participation in extra-curricular and enrichment opportunities for disadvantaged students.		2, 3, 4.
Motivational speaker visits, with disadvantaged students prioritised to take part in these sessions.	<p>Student Engagement at School: A sense of belonging and participation (OECD 2003).</p> <p>engagement.indb (oecd.org)</p>	2, 4.

<p>Visiting author workshops to further highlight the importance of literacy and reading, with 'boy-centric' focus. All pupil premium students will be involved in these workshops.</p>	<p>OFSTED (2022): 'Now the whole school is reading': supporting struggling readers in secondary school.</p> <p>'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p>	<p>1, 5.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022-2023), drawing on national assessment data and our own internal summative and formative assessments.

The strategy aims for 2022-2023 and outcomes were:

Aim	Target	Target date	Outcome at target date
Progress 8	0 or above	August 2023	-0.197 (-0.03 average)
Attainment 8	65% (attainment 8 target reached)	August 2023	33.3% (34.8 points total, 5.8 average)
Percentage of Grade 4+ in English and Maths	100%	August 2023	Maths 100% (6/6 students) English 83.3% (5/6 students)
English Baccalaureate Entry (EBacc)	60%	August 2023	66.7% (4/6 students)

The data demonstrated that although interventions were put in place as part of the 2022-2023 pupil premium strategy, both Progress 8 and Attainment 8 were below the target set at the beginning of this plan. Whilst this is disappointing given the targeted intervention put in place for these students, our Year 11 disadvantaged cohort comprised of 6 students, meaning that the overall percentage was greatly affected at an individual level. Statistically, 5 out of 6 disadvantaged students achieved grades of 4 or higher in English and 6 out of 6 students achieved this in Maths which demonstrates good progress towards these targets.

Our evaluation of the approaches delivered last academic year indicates that although English interventions resulted in 83.3% of disadvantaged students achieving a 'pass', there is still some work to be undertaken on developing literacy and overall attainment to bring their achievement in line with non-disadvantaged peers. Several students in the cohort were close to reaching their attainment 8 targets, but missed these by marginal points.

Following on from our previous plan, in 2023-24, Literacy development will continue to be a whole school strategy. Specific actions are to be undertaken for our future disadvantaged cohorts using Lexia Power Up Literacy intervention and the deployment of specialist, literacy trained intervention staff.

As a follow on to the -0.2 Progress 8 score of 2022-2023, the 2023-2024 strategy will encompass the holistic approach of adaptive teaching as a whole school priority, with continued focus on marginal groups (PP & SEN) and more robust QA process to evidence the implementation of this.

As per last year's strategy, pastoral and wellbeing support will continue to be targeted, to drive engagement and progress in school, with staff CPD tailored for bespoke interventions.