

# 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 pupils.

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	Weald of Kent Grammar School
Number of pupils in school	1973
Proportion (%) of pupil premium eligible pupils	4.12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S Clark, Acting Headteacher
Pupil premium lead	Mrs A Beasley, AHT
Governor / Trustee lead	Liz Kinnersley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,055
Recovery premium funding allocation this academic year	£18,216
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,564

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are supported to achieve their potential and realise academic excellence and personal success.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by tackling obstacles to achievement and progress caused by material disadvantage, ensuring full access to the curriculum, ensuring that differences are diminished and narrowing the attainment and progress gap between disadvantaged students and their peers.

High-quality teaching is at the heart of our approach as “evidence indicates...[it] is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils” (EEF, 2022).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will use funding to provide equality of opportunity for students to broaden their experience and cultural capital outside of the curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been around 2.5-3% lower than for non-disadvantaged pupils. They are also twice as likely to be late to school. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils and they are more likely to have social and emotional issues, such as anxiety, depression and low self-esteem. These findings are backed up by several national studies. This has resulted in significant knowledge gaps, and therefore in pupils falling further behind their non-disadvantaged peers.
3	Results from the PASS survey show that, on average, disadvantaged pupils in all year groups have less positive attitudes towards school than their non-disadvantaged peers. This was particularly significant in questions regarding attitudes to attendance, feelings about school, preparedness for learning, perceived learning capabilities and self-regard as a learner.

4	<p>Although disadvantaged students at Weald of Kent Grammar School make better than average progress, they do not make as much progress as their non-disadvantaged peers.</p> <p>GCSE outcomes from Summer 2022 indicate a Progress 8 score of +0.1 for the disadvantaged cohort, compared with +0.84 for the cohort as a whole.</p>
5	<p>Based on the end of year 10 assessments, disadvantaged pupils in the current GCSE cohort have a gap of around half a grade in English and Maths compared to the average attainment of their peers.</p>
6	<p>In contrast to the wider context of the school community, our disadvantaged pupils have more limited opportunities and/or access to cultural enrichment activities and experiences, trips and travel.</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
The gap in progress and attainment between disadvantaged pupils and their peers will be narrowed.	<ul style="list-style-type: none"> <li>Improved attainment among disadvantaged pupils across the curriculum. P8 score for the disadvantaged cohort will be above +0.1.</li> <li>The gap in P8 scores between the disadvantaged cohort and the year 11 cohort as a whole will be better than -0.74.</li> </ul>
The social, emotional and mental health needs of disadvantaged pupils will be supported in order to provide the conditions required to engage and excel in their education.	<ul style="list-style-type: none"> <li>Outcomes from the PASS survey will show that disadvantaged students have improved attitudes to school and improved views of themselves as learners. There will be a less significant gap in these results between disadvantage pupil and their peers.</li> </ul>
All disadvantaged students have access to the necessary resources and equipment to allow them to engage and excel in their education.	<ul style="list-style-type: none"> <li>All eligible students will have access to necessary curriculum resources and equipment, specific uniform items and uninterrupted learning via school-supplied electronic devices, so that any streamed lessons and online resources are accessible to all.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Improving levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>quantitative and qualitative data from PASS survey results, student voice, student and parent surveys and teacher observations</li> <li>an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To enhance the cultural capital and opportunities for social mobility of disadvantaged pupils	<ul style="list-style-type: none"> <li>The enrichment programme will continue to grow providing students with greater access to activities that will help them develop character.</li> <li>Disadvantaged pupils will be financially supported to access a wide range of extra-curricular activities including culturally</li> </ul>

	enriching visits, educational visits, workshops, super-curricular activities and accreditations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%</li> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</li> <li>• the percentage of disadvantage pupils who are persistently absent is reduced</li> </ul>

## 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving formative assessment in all subject areas to ensure that gaps in knowledge are identified more effectively.  This will involve ongoing teacher training and support and release time.	The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged (and all) pupils: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a>  Research by the EEF found that students in school participating in the SSAT Embedding Formative Assessment programme made the equivalent of two additional months' progress in their Attainment 8 GCSE score: <a href="#">EEF project evaluation</a>	4, 5

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide tutoring for pupils who are most at risk of under-performance. Priority will be given to pupils who are disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5

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

Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Increased funding for FSM to allow purchase of breakfast.</p>	<p>We cannot improve the attainment of pupils if they are not attending, identified as a key step in the <a href="#">NFER briefing for school leaders</a>.</p> <p>Our school findings alongside the <a href="#">EEF guide on Pupil Premium</a> (wider strategies) identifies that one of the most significant non-academic barriers to pupil success in school is attendance.</p> <p>Findings from how to best support parents using the guidance report by the <a href="#">EEF on Working with Parents to Support Children's Learning</a> will also be incorporated as part of this strategy.</p>	1
<p>Dedicated support from the Family Liaison team to identify and support specific challenges faced by individual disadvantaged pupils and their families, to ensure that supportive, relevant and meaningful measures are identified and implemented for individuals within this cohort.</p> <p>Targeted support, including access to CBT, for pupils whose low self-esteem and emotional resilience has significant impact on their academic progress.</p>	<p><a href="#">Research on the Covid-19 mental health and wellbeing survey</a> (chapter 4) indicates that, during the pandemic, disadvantaged young people have reported poorer mental health and wellbeing.</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a> (eif.org.uk)</p> <p>Creating a Team Around the Child approach and involving parents as active partners</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3
<p>A comprehensive programme to enhance the curriculum which includes financial support to ensure participation in school trips and visits, curriculum activities and extra-curricular clubs including team building, exposure and involvement with the arts, enterprise, Duke of Edinburgh and sporting activities.</p>	<p>Many disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to wider cultural capital. Enhancing pupils' cultural capital in school will have a positive impact on pupils' aspirations and self-esteem. Recent research argues that extracurricular activities may enhance children's intellectual creativity, breadth and scope (<a href="#">Kaufman and Gabler, 2004</a>) and moreover that cultural participation may lead to a genuine increase in analytical and academic competence (Kisida et al., 2014).</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration as well as to build life skills such as confidence, resilience</p>	3, 6

	and socialising. Disadvantaged pupils will be encouraged and supported to participate.	
<p>Financial support for families to aim to counteract the cost of living crisis:</p> <ul style="list-style-type: none"> <li>• Uplift to daily FSM allowance</li> <li>• Contribution towards uniform costs</li> <li>• Supermarket vouchers</li> <li>• Contribution towards travel</li> </ul>	<p><a href="#">Research by Young Minds</a> shows that worry about financial pressures is the leading cause of anxiety in children rising with the current cost of living crisis. Children reported disruption to their daily lives including sleep and diet which in turn will have an impact on their capacity to learn at their best in school.</p>	2, 3

**Total budgeted cost: £70,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

KS4 performance measures have been published for leavers 2022 for the first time since 2019. Key headline measures show that disadvantaged pupils at Weald of Kent Grammar School make above average progress, better than other disadvantaged pupils in the region. However, disadvantaged students continue to be behind their peers in terms of attainment, despite entering with the same KS2 prior attainment. There was an attainment 8 gap of -0.7 and a progress 8 gap of -0.74. This data is skewed by a significant percentage of the small cohort which were accessing alternative provision and therefore not attending during year 11 and were not entered for exams but were still counted towards the school results. Despite this, the progress of disadvantaged students is still not good enough and it remains a school priority to narrow this gap.

Both attainment 8 and progress 8 measures were lower for disadvantaged students compared to the last cohort sitting external examinations in 2019 and the gap between the disadvantaged students and their peers has widened considerably. The impact of school closures in relation to the pandemic did have an impact on this. Lack of engagement from large proportions of disadvantaged pupils resulted in them not accessing their learning compared to their peers, despite being given the devices to enable them to do so. Attendance of disadvantaged pupils during lockdown was significantly lower than the rest of the school. As a result, the attainment and progress gap has widened despite the effective online and altered curriculum put in place post lockdown. This is a similar picture nationally.

Whilst Pupil Premium students at Weald of Kent represent a significantly smaller proportion than the national average, the needs of this cohort are unique and differ from the challenges of the majority of disadvantaged students both locally and nationally. As such, strategies which are widely considered to be best practice do not necessarily apply in this setting. A review of the existing, bespoke support led to a new strategy for the 2021/22 academic year, which is a universal approach combined with and supplemented by a personalised package of support. This is continuing to be embedded and its impact monitored.

Data from the PASS survey demonstrated that pupil wellbeing, mental health and attitudes to school were significantly impacted last year and we believe this has been exacerbated by school closures. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils as well as targeted interventions where required. We know that pupil wellbeing, mental health and attitudes to school have a considerable impact on attendance. The overall attendance of disadvantaged pupils was lower in 2021/22 than before the pandemic, as were attendance levels for the whole school, but the gap between disadvantaged students and their peers had returned to pre-pandemic levels. The percentage attendance of disadvantaged students was 88.9% compared



to their peers at 91.3% during the 2021/22 academic year. Attendance and wellbeing remain a priority in this year's plan.

All year 11 Pupil Premium students were given the opportunity to have tutoring in a core subject through the National Tutoring Programme. It is clear that pupils benefitted from this additional tutoring if they engaged fully with the programme and it did help to minimise the missed learning due to the pandemic. The overall impact of the tutoring was a positive one with 86% of the cohort making a grade or more progress during the sixth month period in which they were being tutored. This was a greater than average increase compared to the cohort as a whole in this period.

Access to digital resources continued to be crucial for pupils to access learning and resources at home. In terms of the number of devices loaned out, there were 49 pupils who benefitted from the loan of a digital device, 23 of these pupils being classed as disadvantaged. This definitely helped support the most vulnerable pupils to access learning or catch up with work missed during lockdown and isolation. Although loan requests are reducing, devices continue to be made available for those who need this support.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider