

Pupil premium strategy statement – Weald of Kent 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 | 1966 |
| Proportion (%) of pupil premium eligible pupils | 4.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023/24 to 2025/26 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Mr R Booth, Headteacher |
| Pupil premium lead | Mrs A Beasley, AHT |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £65,205 |
| Recovery premium funding allocation this academic year | £18,216 |
| 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 | £83,421 |

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.

We acknowledge that the only similarity in students eligible for the pupil premium grant is that they have been eligible for free school meals at some point in the last six years. Key to our support is an individualized approach and knowing students really well so we can intervene in a bespoke way for each student.

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 were impacted by Covid-19 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 in October 2022 show that, on average, disadvantaged pupils in all year groups have less positive attitudes towards school |

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| | 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 | Although disadvantaged students at Weald of Kent Grammar School make better than average progress, and in line with the progress of non-disadvantaged pupils nationally, they do not make as much progress as their non-disadvantaged peers at Weald of Kent. GCSE outcomes from Summer 2023 indicate a Progress 8 score of +0.13 for the disadvantaged cohort, compared with +0.86 for the cohort as a whole. |
| 5 | Based on the end of year 10 assessments (June 2023), progress of disadvantaged pupils in the current GCSE cohort is ALPS 4 compared to ALPS 2 for non-disadvantaged students. There is also an 18% gap in students achieving 5 grade 5s including English and Maths. |
| 6 | 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. |

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"> Improved attainment among disadvantaged pupils across the curriculum. P8 score for the disadvantaged cohort will be above +0.13. The gap in P8 scores between the disadvantaged cohort and the year 11 cohort as a whole will be better than -0.8. |
| 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"> 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. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged, in order to provide the conditions required to engage and excel in their education. | <p>Improving levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> quantitative and qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils improved attendance and lateness |
| To enhance the cultural capital and opportunities for social mobility of disadvantaged pupils | <ul style="list-style-type: none"> The enrichment programme will continue to grow providing students with greater access to activities that will help them develop character. Disadvantaged pupils will be financially supported to access a wide range of extra-curricular activities including culturally enriching visits, educational visits, workshops, super-curricular activities and accreditations. |

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| 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"> • the overall absence rate for all pupils being no more than 5% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced • the percentage of disadvantage pupils who are persistently absent is reduced |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,421

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improving teaching and learning to ensure cognitively active and supportive classrooms across all subject areas.</p> <p>This will involve ongoing teacher training and support and release time.</p> | <p>The Sutton Trust have identified quality first teaching and learning as having the biggest impact upon the progress of disadvantaged (and all) pupils: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>EEF guidance report on Effective Professional Development used to design CPD programme.</p> | 4, 5 |
| <p>Recruitment and retention of high quality teaching staff including cover to attend CPD including NPQs</p> | <p>Improving diagnostic ability based on students' prior attainment and progress to make interventions more pertinent and targeted.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p> | 4, 5 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provision of 1:1 or small group tutoring 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4, 5 |
| Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include SEND assessments, explicit instruction, cognitive and metacognitive strategies, scaffolding and the targeted use of technology. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding principles of good practice set out in DfE's Improving School Attendance advice. Increased funding for FSM to allow purchase of breakfast. | We cannot improve the attainment of pupils if they are not attending, identified as a key step in the NFER briefing for school leaders . Our school findings alongside the EEF guide on Pupil Premium (wider strategies) identifies that one of the most significant non-academic barriers to pupil success in school is attendance. Findings from how to best support parents using the guidance report by the EEF on Working with Parents to Support Children's Learning will also be incorporated as part of this strategy. | 1 |
| Dedicated 'Pupil Premium Champion' to prioritise individualised support, identify specific challenges faced by individual disadvantaged pupils and their families, to ensure that supportive, | Creating a Team Around the Child approach and involving parents as active partners https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 1, 2, 3 |

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| <p>relevant and meaningful measures are identified and implemented for individuals within this cohort.</p> <p>Priority booking for parent consultations.</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>Research on the Covid-19 mental health and wellbeing survey (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: Cognitive Behavioural Therapy - Youth Endowment Fund</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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | <p>1, 2, 3</p> |
| <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 (Kaufman and Gabler, 2004) 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 and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>Arts Participation Toolkit Strand Education Endowment Foundation EEF</p> <p>Physical Activity Toolkit Strand Education Endowment Foundation EEF</p> | <p>3, 6</p> |
| <p>Financial support for families to aim to counteract the cost of living crisis:</p> | <p>Research by Young Minds 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</p> | <p>2, 3</p> |

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| <ul style="list-style-type: none">• Uplift to daily FSM allowance• Contribution towards uniform costs• Supermarket vouchers• Contribution towards travel | will have an impact on their capacity to learn at their best in school. | |
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Total budgeted cost: £83,421

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key headline measures from Summer 2023 results show that disadvantaged pupils at Weald of Kent Grammar School make above average progress (P8 0.05). They far out perform disadvantaged students nationally and perform almost in line with their non-disadvantaged peers in other schools in Kent (P8 0.08).

However, disadvantaged students continue to be behind their peers in terms of attainment, despite entering with the same KS2 prior attainment. Attainment 8 measures were lower for disadvantaged students compared to the 2021/22 cohort whereas Progress 8 remained fairly stable. The gap widened further at GCSE in 2022/23 which is very much in line with national outcomes where the gap has grown to its widest since 2010/11. Despite this, the progress of disadvantaged students is still not good enough and it remains a school priority to narrow this gap.

PP students (21.4%) were half as likely to be entered for the EBacc than the rest of the cohort (54.8%). The difference was almost solely due to the modern foreign language (MFL) element. The school has moved to a compulsory MFL model at GCSE and therefore this will no longer be a limiting factor.

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.

We know that pupil wellbeing, mental health and attitudes to school have a considerable impact on attendance with social, emotional and mental health concerns being the most cited reasons for persistent absence. Pupil premium attendance rates are stable at 92%, only 2% lower than the school average which is narrowing from the last two academic years, however persistent absence rates for PP students is much higher than non-disadvantaged, they are twice as likely to be persistently absent. 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 improve their attainment and progress in Maths or English. 45% pupils made a grade or more progress during the 6 week period in which they were being tutored. There is still work to be done on gaining engagement and commitment from students to ensure that this intervention is as beneficial as possible.

Internal data from November 2023 suggests that the strategy is having a positive impact and current predictions indicate that the PP gap will be narrower in Summer 2023.

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 |
|--------------------------------|-----------------|
| Embedding Formative Assessment | SSAT |
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