

Pupil premium strategy statement – Urmston Grammar

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	1,134 (including sixth form)
Proportion (%) of pupil premium eligible pupils	7.72% (58/751 students in Years 7-11)
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	T. Kennedy-Fowler
Pupil premium lead	A. Rogers
Governor / Trustee lead	M. McPartland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,067.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£74.067.00

Part A: Pupil premium strategy plan

Statement of intent

At Urmston Grammar, we have the very highest aspirations for ALL our students. We seek to remove the notion of disadvantage and aim to implement a curriculum in which all students are successful, irrespective of background or circumstance. We have founded our Pupil Premium strategy around the educational research of the Education Endowment Foundation (EEF) and follow their three categories of: high quality teaching; targeted academic support and implementing wider strategies to close the disadvantage attainment gap in our school. We offer a broad, balanced, and enriching curriculum, which challenges our students academically, whilst also prioritising their personal development. We aim to create curious learners and foster a life-long love of learning and encourage our students to participate in a wide range of opportunities, both inside and outside of the classroom.

Our curriculum is founded upon:

- high quality teaching, which prioritises inclusive strategies for all students and ensures students are challenged and supported to achieve their very best.
- a wide range of enrichment opportunities, including extra-curricular clubs, events, and trips.
- a range of student leadership opportunities.
- strong personal development, including health and wellbeing, support with attendance, and social, emotional, and behavioural support.
- an extensive and diverse careers education and guidance programme.
- an expectation that all our students will participate and contribute to both our school and their wider community.

The principal aim and focus of our Pupil Premium strategy is to remove barriers for our disadvantaged students and to support them, ensuring that they can still access our curriculum to the same extent as others, including for those disadvantaged students, who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker, or are young carers, or students where additional needs are identified, for example additional SEND support.

Educational research shows that high quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged students and their peers. It is implicit in our intention and outcomes that the attainment of non-disadvantaged students will be sustained and improved alongside progress for their disadvantaged peers. We use a range of strategies to support our students across all aspects of their lives, both academic and otherwise, and we are explicit in the high expectations we have for all of them. Through effective monitoring and internal reporting, we can intervene early, where a need is identified. Furthermore, our whole school approach to our Pupil Premium strategy ensures that all staff are aware that they play a vital role in supporting our disadvantaged students to achieve the very best possible outcomes.

December 2025

Challenges

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

Challenge number	Detail of challenge
1	<p>KS4 Attainment and Progress: Whilst there was no progress measure reported for the 2025 GCSE results, our data shows an attainment gap between disadvantaged students and their non-disadvantaged peers. Whilst our disadvantaged students make strong progress at Urmston Grammar compared to the national picture, it remains the highest priority, and we will continue to have a razor-sharp focus on closing the attainment gap.</p>
2	<p>The academic progress and engagement in school of our ‘double disadvantaged’ students or those pupils with one or more ACEs: Research indicates that educational disadvantages can be multifaceted and some students at our school are disadvantaged by multiple factors. Our 2025 results showed that a proportion of those students who are Pupil Premium and SEND made less progress than their non-disadvantaged peers. Similarly, our internal data shows that our disadvantaged students in Years 8,9 & 10 have achieved a lower outcome in terms of progress, AtL and behaviour.</p>
3	<p>Social, Emotional and Mental Health: Our assessments, observations and student voice have identified social and emotional concerns for some students, such as anxiety and low self-esteem. All of these can impact engagement in lessons and academic progress and outcomes. These challenges are more prominent in our disadvantaged students than their non-disadvantaged peers; whilst this is a national picture, we will continue to work towards embedding our trauma-informed approach, to ensure that all our students are able to thrive in our immediate school setting and beyond.</p>
4	<p>Attendance: Whilst our school attendance data remains consistently excellent, it indicates that our disadvantaged students attend school less than their non-disadvantaged peers. At Urmston Grammar we recognise that there is a very strong correlation between attendance and academic outcomes, therefore it is imperative that we help support disadvantaged students to attend school more to ensure they are achieving their potential. Similarly, our persistent absence rate (PA) is higher for our disadvantaged students.</p>
5	<p>Enrichment & Personal Development: Following our most recent student survey, there are a small number of disadvantaged students who are less likely to engage in some extra-curricular activities, such as clubs, leadership initiatives and trips. Whilst participation is generally very high amongst our students, we will continue to ensure that we engage with these students and their parents to ensure that they are aware of all the enrichment opportunities available to them and the support we can offer. Our school offers a diverse extra-curricular programme to enrich and develop all our students; however, it is important to recognise that the barriers to participation may not always be financial. Whilst we will seek to address financial causes, we will also continue to monitor and follow up with students to ascertain reasons for lower levels of participation.</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
<p>To improve the attainment of disadvantaged students at KS4 across the curriculum, but especially in GCSE English and Maths.</p>	<p>By the end of the current strategy, we will aim to ensure that KS4 outcomes will show that our disadvantaged students achieve their academic potential and the attainment gap has narrowed. We recognise that this can be achieved by ensuring all students can access our curriculum and that high quality teaching and learning is the priority and the normal way of working in every classroom. Our Quality Assurance processes show that all students have access to consistent high-quality teaching, which provides effective feedback and targeted academic interventions. We will continue to embed our whole school commitment to Adaptive Teaching and CFU, (Checking for Understanding) in line with our Teaching and Learning Strategy.</p>
<p>To improve the overall engagement and academic progress of our double disadvantaged students and those with one or more ACEs.</p>	<p>To improve the academic progress, engagement in lessons and attendance in school of our double disadvantaged students we will:</p> <ul style="list-style-type: none"> • Complete regular student and parental / carer voice via to help overcome any potential barriers to attendance and engagement in school. • Ensure all staff know and meet the student's needs and are familiar with available pupil data/Pupil Passports/Edukey. • During all progress tracking meetings in departments and with SLT those students who are disadvantaged, or double disadvantaged are focused on as a priority. • Weekly Inclusion Panel meetings which discuss extra internal and external support for students prioritise those who are disadvantaged, or double disadvantaged. • The school's attendance lead, attendance officer and pastoral leads have an increased focus on the attendance of those who are double disadvantaged. • To continue embedding our Trauma-Informed approach and work with the Trafford initiative "Belong".
<p>To continue to support and improve the social, emotional and mental health needs of our students.</p>	<p>To be proactive and respond effectively to the emerging social, emotional and mental health needs of our students, particularly disadvantaged students. The school will actively encourage increased participation in enrichment activities, personal development programmes and interventions beyond the classroom, The improvement of wellbeing will be demonstrated by quantitative data from the PowerBi programme which can help to monitor and flag up any support needed. In addition to this, qualitative data from student voice, parent surveys and teacher observations will be used to ensure our</p>

	disadvantaged students' social, emotional and mental health needs are met. Continued support from our school Pupil Premium Champion, our Inclusion Panel and trained mental health support team will also maintain a sharp focus on all our students, but in particular those who are disadvantaged. Our whole school approach to trauma informed teaching and whole staff training via the Belong programme will also further support the well-being of all our students.
To improve and sustain participation rates in enrichment activities for all students, particularly our disadvantaged students.	Ensure that all disadvantaged students are accessing and regularly attending the diverse enrichment programme/extra-curricular clubs offered at our school. Attendance will be reviewed regularly by the SLT.

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: £21,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training on a Student Led approach for disadvantaged students	<p>During the 2025/6 academic year, Urmston Grammar will be continuing to embed a 'student-led' approach for disadvantaged students. As in the previous 3 years, the progress of our disadvantaged students has been a whole school target for all teaching colleagues in our appraisal process.</p> <p>There will be regular staff training sessions that help to:</p> <ul style="list-style-type: none"> • embed a clear understanding of the context of our disadvantaged students within our school community. • have a clear strategy to help improve academic outcomes for our disadvantaged students through high quality teaching and learning and in 	1, 2

	<p>particular through the use of adaptive teaching, high quality feedback, reading and metacognition strategies.</p> <ul style="list-style-type: none"> • have a clear strategy to help develop the social and cultural capital of our disadvantaged students. 	
<p>All early career teachers will undertake a two-year induction underpinned by the Early Career Framework (ECF) which is led by Bright Futures. In addition to this, the school will run their own induction programme for all new teaching staff and teaching assistants.</p>	<p>The combination of the ECF support from Bright Futures, the support of subject specific mentors and the Urmston Grammar Induction Programme for all new staff ensures all teachers have the necessary support to help them deliver high quality teaching and learning, which ultimately helps improve the academic outcomes and attainment for all our students, but particularly our disadvantaged students.</p>	1,2
<p>A focus on improving the attainment around disadvantaged students, including those with SEND.</p>	<p>We prioritise a student-led approach and recognise that knowing our individual students' needs, as well as building positive relationships with students and parents / carers is vital.</p> <p>Whole staff appraisal targets as part of the appraisal process which are in line with departmental and whole school targets.</p> <p>All disadvantaged students are known and planned for with focused and specialised seating plans.</p> <p>Sharing important information with staff via Edukey/Pupil Profiles and regular review of individual students via the Inclusion Panel.</p>	1,2,
<p>Using academic data to track and improve progress across the school.</p>	<p>The school uses Sisra Analytics to track academic progress. This is used at all levels in the school from class teacher, HoY, HoD and SLT. The use of Sisra allows a sharp focus on the achievement and progress of disadvantaged students. This helps teaching staff to continuously evaluate disadvantaged students progress and where necessary provide in class and out of class intervention.</p> <p>As part of the school's tracking of progress at a whole school, departmental and pastoral level there will be an increased focus on disadvantaged students and their progress / next steps.</p>	1,2,

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

Budgeted cost: £27,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged students will have access to learning resources that can be used outside the classroom to improve knowledge and understanding of subjects	Improved access to learning resources for disadvantaged students at KS3/KS4. Materials and resources are provided for students in each subject area (texts or revision guides etc) to help them progress more efficiently.	1,2,
Department intervention	Each subject area may request funding to support students within their subject to help improve academic progress and learning. This can range from small group tuition, professional development to improve specialist subject knowledge and teaching and learning within subjects, and external trips that will help improve outcomes and attainment.	1,2,
Academic intervention to support progress in and Maths/Science.	The school will put in targeted academic intervention in place to support disadvantaged students' progress in KS3 and KS4 in core subjects.	1,2,

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

Budgeted cost: £17,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged 'Champion' on SLT	The school's Pupil Premium lead is part of the Senior Leadership Team, and this ensures that in any discussions around all aspects of the school and the School Improvement Plan there will be a focus on how any changes and improvement will impact disadvantaged students and how any potential barriers can be overcome. This member of staff is part of the Trafford Pupil Premium Leads group and the outreach programme "Horizon" which provides transition support for year 6 into 7, and support with tutoring for the Trafford Consortium entrance examination.	1,2,3,4,5
Behavioural intervention for specific students who require support.	Our pastoral teams / Heads of Year may make referrals to our weekly Inclusion Panel meetings to help support/improve student engagement in learning, reduce	1,2,3,4,5

	<p>incidents of disruptive behaviour, enhance emotional well-being and resilience. At this stage a suitable intervention strategy would be agreed upon by panel considering any additional needs or barriers. Trained mental health support colleagues are also involved with the Inclusion Panel.</p> <p>Individualised Pastoral & Learning Support Plans/Pupil Passports: Developed tailored plans for students, including specific behavioural goals and support mechanisms.</p>	
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FURTHER WIDER STRATEGIES

Every Pupil Premium student at Urmston Grammar can expect to receive;	PP funding can also be used in the following ways, dependent on need;
1. Support with uniform items –1x blazer, 1x tie, 3x PE items. This will be awarded for the start of Year 7 and on one further occasion according to need.	For targeted academic interventions to support student attainment and progress; small group tuition, pastoral support.
2. Payment for the Year 7 residential trip to Lakeside.	Contributions to fund extra-curricular activities – peripatetic music lessons, LAMDA etc.
3. A scientific calculator	Broader strategies to support student well-being and social and emotional needs.
4. All educational day visits which are linked to the curriculum.	
5. A further contribution of up to £500 towards an additional residential trip, (domestic or abroad) that is linked to the curriculum. This can only be awarded on one occasion during the student’s time at Urmston Grammar.	

Total budgeted cost: £65,763

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the outgoing Year 11 students having not sat their KS2 SATS due to the pandemic, there were no progress measures reported this year. Overall, our examination outcomes for our disadvantaged students were disappointing, though not entirely unexpected. However, relative to national attainment figures, the performance of our disadvantaged students at GCSE is still strong, although our disadvantaged students performed less well in their GCSEs than their non-disadvantaged peers, and their average attainment score was lower. There were 19 students in this category, which is higher than in a typical year, and 5 of those students achieved an APS ranging between 3/33-5.33. Four of the 19 students fell into the double-disadvantaged category of having a SEND need and being Pupil premium and many of the pupils in this cohort faced significant SEMH challenges.

As we reach the end of our current 3-year strategy, we are delighted with the performance of our Pupil Premium students at Urmston Grammar:

- Over the past 3 years our PP students are above national progress measures in Overall progress 8 measures, in addition to English, EBacc subjects and Open subjects progress measures.
- This is also the case for progress in Maths over the past 2 years.
- Our PP students are significantly above non-Pupil Premium students nationally.
- In terms of attainment our PP students are significantly above non-PP students nationally across all attainment measures.

PERFORMANCE OF DISADVANTAGED STUDENTS AT URMSTON GRAMMAR GCSEs 2025 (AS and A8 scores)	PERFORMANCE OF NON-DISADVANTAGED STUDENTS AT URMSTON GRAMMAR GCSEs 2025 (AS and A8)
APS = 6.35 A8 = 6.38	APS = 6.92 A8 = 7.20
<p>Disadvantaged pupils overall A8 for Urmston Grammar for last 3 years compared to national:</p> <p>2023 Urmston Grammar 76.2 (national 35.0)</p> <p>2024 Urmston Grammar 77.0 (national 34.6)</p> <p>2025 Urmston Grammar 65.3 (national 34.9)</p>	

The attendance rate of both our disadvantaged and non-disadvantaged students is strong, although our disadvantaged students attended school less than their non-disadvantaged peers.

ATTENDANCE RATE OF DISADVANTAGED STUDENTS INC. PERSISTENT ABSENCE AT URMSTON GRAMMAR	ATTENDANCE RATE OF NON-DISADVANTAGED STUDENTS INC. PERSISTENT ABSENCE AT URMSTON GRAMMAR
94.5% PA 19%	95.7% PA 5.5%

Whilst there were some anomalies, we retain our position of being significantly below the national average for persistent absence of disadvantaged students nationally, (41.9%).

May highlight the focus for this academic year: additionally to track PP students whole engagement across the school