

# Urmston Grammar Pupil premium strategy statement

## December 2021

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	Urmston Grammar
Number of pupils in 11-16 school	777
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22. This plan is for 1 year only due to the considerable ongoing uncertainty over Covid's impact on schooling.
Date this statement was published	31 Dec 2021
Date on which it will be reviewed	30 Sept 2022
Statement authorised by	Riffat Wall, Headteacher
Pupil premium lead	Tony Elston, Assistant Head
Governor / Trustee lead	Helen Stedman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,670
Recovery premium funding allocation this academic year	£ 10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,778
<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	£ 93,178

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our ultimate objectives for our disadvantaged pupils**

We want all pupils to make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects, irrespective of background or the challenges pupils face.

### **How our current pupil premium strategy plan works towards achieving these objectives**

The focus of our PP strategy is to support disadvantaged pupils to achieve our ultimate objectives, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

### **Key principles of our strategy plan**

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	P8 Maths score for summer 2021 Year 11 leavers for All pupils was +0.073; and -0.321 for our twelve Year 11 Free School Meals in last 6 years pupils.
2	P8 English score for summer 2021 Year 11 leavers for All pupils was +0.205; and -0.646 for Free School Meals in last 6 years pupils.
3	Overall P8 score for summer 2021 Year 11 leavers for All pupils was +0.281; and -0.251 for Free School Meals in last 6 years pupils.
4	School refusal by 2 x current Year 11 students (almost 10% of Year 11 PP cohort) struggling to engage with school.
5	At any time, some disadvantaged students will need support with their wellbeing. The ramifications of Covid have clearly exacerbated the need for wellbeing support of some pupils.
6	Targeted early intervention in English and Maths for identified KS3 underachievers.

## 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
1 Improved P8 achievement among disadvantaged pupils in GCSE Maths at the end of KS4.	By the end of our current plan in 2021/22, our Y11 FSM leavers' cohort to achieve a positive P8 score in GCSE Maths.
2 Improved P8 achievement among disadvantaged pupils in English at the end of KS4.	By the end of our current plan in 2021/22, our Y11 FSM leavers' cohort to achieve a positive P8 score in English.
3 Improved overall P8 score achievement among disadvantaged pupils at the end of KS4.	By the end of our current plan in 2021/22, our Y11 FSM leavers' cohort to achieve a positive overall P8 score.
4 Ensure our 2 x Year 11 school refusers	Our 2 x Y11 school refusers will complete some GCSE exams, preferably having returned to school in January 2022.

complete some of their GCSE exams	
5 Ensure pupils who need it receive wellbeing support	Pupils deemed to need additional support are offered mentoring, counselling or other appropriate strategies. Students have built up coping strategies that allow them to successfully access the curriculum.
6	Narrow the gap for the identified KS3 pupils between December 2021 and July 2022.

## 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: £ 12,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher of Maths	Smaller classes have allowed more teacher time per pupil.	1
Additional teacher of English	As above.	2
CPD led by the Associate Senior Leader i/c of Teaching and Learning	Staff are applying CPD learning re: post-Covid catch up strategies, ensuring pupils action Learning Targets, and additional strategies shared at T&L Breakfast sessions.	1-6

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

Budgeted cost: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 virtual tutoring	14 x PP students in Years 7-10 engaged in 1 to 1 virtual tutoring over the summer 2021 break in Maths, Science and MFL, and for some this tutoring is still continuing at 31 Dec. 2021. It is universally recognized that 1 to 1 tutoring is most likely to be of greatest benefit to the recipient since it can focus on their greatest needs. A student voice activity conducted by our PP Coordinator in Aug 2021, along with various comments from parents, have reinforced the benefits of this approach.	1, 3, 4

	This has been especially important for a Y11 school refuser. Though the student was not attending school towards the end of the autumn term, they engaged in virtual 1 to 1 tutoring over the Christmas break (as well as over the summer break). Clearly this has helped not only their academic progress but also their wellbeing since they have repeatedly cited mental health issues (which are also being addressed outside of school).	
Group tutoring – intervention classes	A tutor currently works with small lunchtime groups of Y11 students including PP 3 days per week, delivering Maths and Physics tuition. The nature of the sessions allows for students to flag aspects of the subjects they find more challenging; and for teachers to ask for reinforcement of particular topics.  Once Y11 leave, the tutor will run these intervention classes with younger students.	1
Planned virtual tutoring in English	We are in discussion with a colleague who left in December re: virtual tutoring in English. The colleague hopes to be able to offer this. Since the colleague knows many of our pupils, they are clearly at an advantage in terms of being able to support our pupils.	2
Resources	GCSE revision materials in all subjects for all pupils; revision materials for Y7-11 in Maths and Y9 Science.	1-4

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

Budgeted cost: £ 45,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring, counselling or appropriate support strategies	Students have further developed coping strategies that allow them to successfully access the curriculum.	5
SIMS Admission and Data tracking, IT infrastructure, careers	<b>SIMS Admission and Data tracking/analysis including SISRA</b> help identify underachievement +	1-4

<p>advice, mentoring, SEN coordination time, PP admin costs, data analysis tools including SISRA, Teacher in charge of data collection, Teacher in charge of PP. All funded as percentage of total cost in line with percentage of PP pupils. <i>NB Our school Bursar keeps a detailed breakdown of these costs.</i></p>	<p>assess whether interventions and tracking are working/helps identify attendance issues; <b>IT infrastructure</b> enables pupils to access IT at school, <b>Careers advice</b> informs pupils of opportunities; <b>Mentoring</b> funds individual mentoring support for pupils; <b>SEN coordination time</b> helps fund extra support coordination where needed.</p>	
<p>Enhancing pupils' cultural capital through residential and other school visits; and cultural activities both in and out of school.</p>	<p>Y7 to attend our <b>school residential</b>, autumn 2022, to help develop social skills and build confidence. PP will also fund key school trips and music lessons.</p>	<p>1-5</p>

**Total budgeted cost: £ 71,670**

## 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 2020 to 2021 academic year.

In summer 2021 we set standardised teacher administered assessments to all year groups. These were diagnostic subject assessments in so far as teachers fed back to their groups to ensure pupils completed 'Fix-its' wherever feasible.

#### How successfully intended outcomes of 2020/21 plan were met

Whilst the achievement of all Y11 leavers was positive in all three key categories (overall P8 score, P8 English, P8 Maths), in the context of the nationally well-documented disproportionately considerable disadvantages experienced by disadvantaged pupils as a result of Covid, the differences in the P8 scores of this latter cohort compared to the overall cohort were encouraging. The differences were:

P8 score Maths: -0.4

P8 score English: -0.85

P8 score overall: -0.53

### 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
n/a	n/a

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

