

Pupil Premium strategy statement for Urmston Grammar (2023/24)

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	742
Proportion (%) of pupil premium eligible pupils	9.96%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Mrs Riffat Wall (Headteacher)
Pupil premium lead	Mrs Angie Rogers (Assistant Headteacher)
Governor / Trustee lead	Miss Helen Stedman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,500
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2,752
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,252

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have the very highest aspirations for ALL our pupils, ensuring that they make good progress and achieve high attainment across the curriculum, irrespective of background or any challenges our pupils may face. We offer a broad, balanced and enriching curriculum, which challenges our pupils academically, whilst also prioritising their personal development. We aim to create curious learners and foster a life-long love of learning and encourage our pupils to participate in a wide range of opportunities, both inside and outside of the classroom.

Our curriculum is founded upon:

- Quality First Teaching is at the heart of our approach, which prioritises high quality, inclusive teaching for all pupils.
- a wide range of enrichment opportunities, including extra-curricular clubs, super-curricular events and trips.
- a range of student leadership opportunities.
- strong personal development, including health and wellbeing.
- an extensive and diverse careers education and guidance programme.
- an expectation that all our pupils will participate and contribute to both our school and the wider community.

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

Quality First Teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and their peers. It is implicit in our intention and outcomes, that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers. We use a range of strategies to support our pupils 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.

Interventions are rooted in diagnostic assessments, not in any assumptions about the impact of disadvantage on an individual pupil. 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.

Challenges

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

Challenge number	Detail of challenge
1.	Overall P8 score for summer 2023 for non-PP pupils in Year 11 was +0.43 ; Overall P8 score for PP pupils for summer 2023 was +0.71 . Clear challenge to maintain and further improve the significantly higher average progress of PP students that we have seen this year. Whilst we celebrate this success, we will strive to further strengthen our interventions and widen the range of curriculum areas in which PP intervention is embedded.
2.	P8 score for Mathematics in summer 2023 for non-PP pupils in Year 11 was +0.46 ; P8 score for PP pupils in Mathematics for summer 2023 was +0.65 . Again, our challenge is to maintain and further improve the significantly higher average progress of PP students that we have seen this year in Mathematics.
3.	P8 English Language score for summer 2023 for non-PP pupils in Year 11 was +0.29 ; P8 English Language score for PP pupils was lower at +0.18 . For English Literature; P8 for non-PP pupils was +0.45 , and for PP pupils -0.06
4.	Whilst the attendance figures are also higher for our PP students this year, 96.3% , compared to 96% in the main cohort, we must not become complacent and continue the many interventions undertaken by our pastoral teams. Careful and consistent monitoring is fundamental in our approach.
5.	Increase the amount of targeted early intervention in English and Maths, and other curriculum areas for identified KS3 underachievers. Whilst we have a sustained programme of intervention at KS4, we need to further embed this, but much earlier at KS3.
6.	To further raise the profile of Pupil Premium strategy across the whole school, ensuring that staff are making greater use of additional tutoring opportunities and are keeping themselves and their records updated, as the number of PP pupils increases through the current cost of living crisis. To sustain a heightened awareness of the challenges faced by our disadvantaged pupils.

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. To continue to improve P8 score amongst disadvantaged pupils in GCSE Maths at the end of KS4.	This is already evident this year, with 15 out of 20 PP students achieving a positive P8 in Maths. We would hope to see this trend continue throughout the strategy plan. This year, our PP students have outperformed their non-PP peers in Mathematics.
2. To continue to improve P8 score amongst disadvantaged pupils in GCSE English at the end of KS4	In English, we would hope to see our PP pupils close the attainment gap and achieve a P8 score equal to their peers. This year 10 out of 20 PP students achieved a positive P8 score.
3. Further improved P8 score overall amongst disadvantaged pupils at the end of KS4	Whilst in 2023, our PP pupils obtained a more positive P8 score than the main cohort, we would hope to further maintain/improve this by the end of the current PP strategy plan.
4. To continue to monitor and intervene to increase the attendance rate of PP pupils whose attendance rate has fallen below 90%	To maintain and further improve the attendance rate of PP pupils across key stage 3 and 4.
5. To see an increase in the use of targeted intervention at KS3 to prevent a widening of the attainment gap between our disadvantaged pupils and their peers at a much earlier stage.	We would hope to see greater use of tutoring opportunities earlier on in key stage 3 to "iron out" any difficulties as they arise.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole school CPD led by our Assistant Headteacher for Teaching and Learning.	Staff attend Teaching and Learning meetings regularly to ensure a continued and shared approach to keeping abreast of the latest research and pedagogy in relation to the most effective classroom practice. We have a commitment to Quality First Teaching to support all students and to enable our PP students to close the attainment gap.	1-6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring in Maths/English	Continued, regular and targeted intervention classes, (weekly) have allowed much greater support to PP pupils both inside and outside of lessons. Small groups of pupils are being tutored every week, and the tutors work closely with our Head of Mathematics/English to ensure quality of provision and resources.	1,2
1 to 1 tutoring in Physics	Regular and targeted intervention on a 1 to 1 basis, (weekly) have allowed much greater support to PP pupils both inside and outside of lessons in this curriculum area.	1
Resources	GCSE revision resources/materials provided for all PP pupils in all subjects and for Year 9 in Science.	1-5

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and intervention.	Our Head of School and Attendance Officer monitor attendance and intervene where student absence means their attendance rate falls below 90%. A central spreadsheet is available and updated weekly to pastoral teams who can see the pupils listed and the interventions taken.	4.
Mentoring and support	Students are mentored and supported both academically and personally and an effective PHSE provision allows them to build resilience and develop coping strategies. Counselling is also available by our onsite counsellor.	1-5
SIMS data tracking and intervention	Data tracking points throughout the academic year allow for careful monitoring of both attainment and attitude to learning/behaviour. Pastoral Leaders analyse and present regularly to the SLT (Senior Leadership Team).	1-5

Total budgeted cost: £42,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

How successfully were our intended outcomes met for 2022/2023?

The achievement of our year 11 PP students was incredibly positive this year; the overall P8 score and P8 Maths score, in particular. Following extensive tutoring, both individual and group, and targeted intervention by colleagues for our PP pupils, the differences of our PP cohort compared to our non-PP cohort were significantly improved overall.

PP P8 score = +0.71, non-PP P8 score = +0.43

PP P8 score in Mathematics = +0.65, non-PP = +0.46

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
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/a