

Pupil premium strategy statement Townley Grammar School

School overview

| Detail | Data |
|---|----------------|
| Number of pupils in school | 1610 |
| Proportion (%) of pupil premium eligible pupils | 7.32% |
| Academic year / years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mrs N Pandya |
| Pupil premium lead | Mrs M Franz |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £104,535 |
| Recovery premium funding allocation this academic year | £27,876 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £132,411 |

Part A: Pupil premium strategy plan

Statement of intent

'From here it is possible', this is our aim for all students.

As stated in our previous statements, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our aim is to enable disadvantaged students to perform and develop as well as their peers.

As a result of this intention, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by disadvantaged pupils.

Evidence has shown, through the outcomes of our previous cohorts, that high-quality teaching should remain at the heart of our approach and we aim to ensure that all students receive the highest quality of teaching and thus are enabled to access the highest quality of learning. High quality teaching and the ability to facilitate this is of key importance and the driving force of our strategy. We fully appreciate that research shows that pupil premium students do not necessarily achieve as well as their peers and are not necessarily given the same access to opportunities as them. We aim to ensure that this is not the case. Within our school cohort, the number of pupil premium students is relatively low, however, we are driven by the mantra that 'from here it is possible' and this applies to all students. We aim to ensure that disadvantaged pupils will achieve well, as shown in relation to in-year data obtained via regular and systematic progress checks and external data, including progress and attainment 8 pupils. Data from 2022 and 2023 (i.e., post pandemic) examination results for year 11 have shown the outcomes for this year group, for disadvantaged pupils, is in line with that of the whole cohort. As a consequence, we consider that such a strategy is effective, shown in the review, as a headline 100% of PP students achieved a 5 or above in Maths and English. The focus on high quality teaching 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. The impact of this can be measured by review of whole cohorts and comparison to disadvantaged students - this is a consistent feature of our inhouse monitoring of regular data drops (three per year in key stage 4 and two in key stage 3) and our external examination monitoring, where we carefully review the outcomes of all groups within the cohort.

Part of the strategy with pupil premium funding is to ensure that all students are able to take advantage of the opportunities available, and this includes a focus on experiences outside the classroom. We also aim to support families through our breakfast club opportunity and support in terms of snacks at break. As part of this, we also aim to ensure that all students, regardless of their background, have high aspirations and that this is reflected in our destinations data.

The ultimate objective of our pupil premium policy is that disadvantaged students achieve in line with their individual targets, and in comparison to the overall target and outcomes for the cohorts.

We are guided by the principle that all students, regardless of their background, should be able to achieve their potential and thus we aim to remove any gaps in terms of outcomes and experiences. Data has shown that our strategy has been effective.

Townley Grammar is committed to an ethos of attainment and experiences for all pupils. We ensure that all students, regardless of their position, experience a curricula and events that are targeted at growing the cultural and academic opportunities for all. Overall, therefore, our aim is to ensure that pupil premium students:

1. Have full access to our curriculum
2. Can access extra-curricular provision
3. Improve their levels of attainment and progress

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>To ensure that disadvantaged learners achieve their potential in terms of academic attainment.</p> <p>Monitoring in relation to this will take place from the first set of data in year 7 and continuously. In KS3 target grades are not set, however we will monitor in relation to our new grading system, A+ to C and effort, behaviour and independent study, so that any gaps can be addressed. In KS4, progress in relation to target grades will be used.</p> |
| 2 | <p>As continuation of the previous point, the academic attainment of disadvantaged students needs to be a focus although the GCSE data for 2022 and 2023 showed that students attained in line with the rest of the cohort (attainment 8 for non-PP was 7.56 and for PP students was 7.42). In terms of progress, that of PP students was above that of non-PP students (0.79 compared to 0.77).</p> <p>In 2023, we need to ensure that this is now consistent in view of the previous data of 2019, which showed gaps in relation to progress 8 and attainment 8. We aim to ensure that this gap, in terms of outcomes at the end of KS4, continues to be reduced and that the data does not show a dip, as in 2019.</p> |
| 3 | <p>To ensure that PP students have an equality of opportunity in terms of experiences and opportunities, as part of the wider curriculum and the potential financial costs involved. We believe that the mantra of ‘from here it is possible’ applies to all students and we will therefore aim to reduce potential financial barriers - especially in the current economic climate.</p> |

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| 4 | To ensure that the aspirations of PP students in terms of post 18 remain high. |
| 5 | To ensure that students are fully equipped to attain well and to have developed effective strategies in terms of skills required, including metacognition, and in relation to the school focus on oracy - to equip all students in relation to future development. The continued development and implementation of our EDGE programme for all students will aid such development. |
| 6 | Wellbeing is a key concern for all students including disadvantaged students, and must be a continued focus. Evidence of this can be seen in terms of learning manager and house tutor comments, and safeguarding questions raised and dealt with. All students are invited to volunteer to be Health and Wellbeing Ambassadors and Anti-Bullying Ambassadors, and as such are able to take a lead in raising awareness around these topics for all students, including disadvantaged students. These students are trained by external organisations to help them in fulfilling their role. We also provide counselling for students to support them. We also ensure that concerns can be raise via ‘my concerns’. |

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 |
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| Disadvantaged students achieve in line with their individual targets, the gap is closed at the end of KS4. | In year tracking data shows that the attainment of PP students is in line with the rest of the cohort attainment throughout KS3 and 4. Progress and attainment 8 data relating to GCSE results. |
| PP students are able to take advantage of extra-curricular activities in line with the rest of the cohort and thus benefit from experiences outside the classroom. | Participation in clubs and activities seen via extra-curricular registers and can be seen via some of the following: - - Attendance at clubs and activities by PP students shows uptake in line with rest of cohort - Support in relation to music lessons - Attendance at careers and aspirational events and activities. Conferences at Further and Higher education institutions to support understanding and aspiration for further and higher education. UCAS applications and destinations data. STEM –focussed international trips. Participation in the Duke of Edinburgh Award scheme. |

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| | <p>Trips and visits data shows participation - this is also linked to school's application for funding via the Turing scheme.</p> <p>Entry to competitions and outcomes.</p> |
| <p>Aspirations of PP students and FSM, specifically in 6th form, are high.</p> | <p>Collation of data in relation to destinations.</p> <p>Comparison of destination data for FSM students in year 13 compared to whole cohort - especially in relation to Russell Group universities.</p> |
| <p>To support the wellbeing of all students including PP.</p> | <p>Sustained levels of wellbeing are demonstrated – in particular a focus on examination year groups and the preparation of this. This includes EDGE days, walking talking mocks, and pre-examination information and guidance for pupils and parents.</p> <p>Monitoring of attendance to see if there are any perceived issues of PP students compared to non-PP/whole cohort.</p> <p>Support in relation to external counselling services.</p> |
| <p>Continued improved skills in relation to metacognition for all students including disadvantaged and in relation to the school focus on oracy - to equip all students in relation to future development.</p> <p>The continued development and implementation of our EDGE programme for all students will aid such development.</p> | <p>Teacher reports. Lesson observations and student response show that all students including disadvantaged are able to monitor and self-regulate their own learning</p> <p>QAs, lesson observations, student conversations and language used, closing gaps in outcomes for disadvantaged students, teacher reports, EDGE feedback.</p> <p>Teaching metacognitive strategies has a positive impact on learning, particularly for disadvantaged students, as evidenced in the EEF report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF EEF toolkit +7 for impact.</p> <p>Focus in relation to Oracy 21 – Townley is a member and it is part of our school priority.</p> |
| <p>Continued development of leadership of all students, including PP with a wide range of opportunities provided.</p> | <p>Leadership lessons in KS3 along with the new initiate of consciousness curriculum. A review of opportunities and consideration of the participation of PP students compared to non-PP.</p> |

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: £ 27,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>High quality teaching via investment in professional development, training and support, including ECT.</p> <p>Bespoke CPD programme to enable development of all staff.</p> | <p>EEF guide.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF toolkit +7 for impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes (EEF).</p> | <p>1, 2, 5, 6</p> |
| <p>Resources for all students, including accelerated reader – via Renaissance Learning subscription.</p> <p>On line learning resources, e.g., GCSE POD.</p> | <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF.</p> <p>Evidence has shown in relation to the accelerated reader scheme, that the whole cohort in years 7 and 8 have made progress. However, that of PP students is higher - reading is the core skill required to succeed and a key life skill.</p> | <p>1, 2, 4</p> |
| <p>Curriculum design which is ambitious, to include not just National Curriculum plus a wide range of GCSE and A level choices but also 21c, our unique opportunity to extend student knowledge and understanding in relation to the 21st</p> | <p>DFE teaching a broad and balanced curriculum.</p> | <p>1, 2, 4</p> |

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| century, along with the increased development of skills, our leadership programme and bespoke consciousness curriculum. | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 31,211

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Revision support guides and material for PP students requested by departments, including purchase of texts as required e.g., English literature set texts. | | 1, 2 |
| Small group/individual support for PP students in terms of particular focused needs e.g., organisation or study support. | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| Intervention sessions including revision classes which will include PP students in small groups - e.g., Phoenix groups year 10 and 11, Easter revision. EDGE days via Learning Performance Limited. | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1, 2 |

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

Budgeted cost: £ 73,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Financial support for extra-curricular activities. | Activities including trips and visits - this includes dance and drama trips, languages trips, Music lessons, DofE and LAMDA. This enables all students to have as broad as possible experiences. This also links to high aspirations. | 3, 4 |
| Monitoring of attendance. SSEHSS attendance services Bexley. | Although do not have data to suggest that this is an area of concern, we need to ensure that the attendance figures are closely monitored and that, if required, we are able to address effectively. We are conscious that the relatively small number of PP students mean that lower attendance of a very small number of students can have significant impact on the overall average attendance of PP students, compared to the cohort average. National foundation for educational research. | 6 |
| Social, emotional and mental health of our school community. My concerns subscription. SEMH Bexley | Ensuring that the social and emotional need of students is recognised. EEF tool kit. National figures show that PP students can be disproportionately impacted in relation to this and therefore professional help is required for their wellbeing and academic attainment. We aim to continue to train Mental Health Ambassadors - EEF toolkit re the significance of peer mentors. Sutton Trust. | 6 |
| Professional educational services | EEF toolkit. Counselling e.g., Granville. | 6 |
| Breakfast club and snack bars for break (i.e., support beyond FSM allowance) | Breakfast provision helps to ensure no child has to learn when they are hungry. In addition, the provision of the breakfast club enables other social and educational benefits EEF Magic Breakfast . | 6 |

Total budgeted cost: £ 132,411

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data shows that the outcomes of our students who are deemed to be disadvantaged is in line with that of the whole cohort. As a result of which, we consider that our strategy relating to Pupil Premium to be impactful and successful.

PP/FSM students achieve in line with other students, as clearly outlined in data below.

In year 11 in 2023, there were 18 PP students and their outcomes overall were in line with the whole cohort – Attainment 8 for non-PP was 7.56 and for PP students was 7.42. In terms of progress, that of PP students was above that of non-PP students, 0.79 compared to 0.77.

In terms of Ebacc entry, the whole school figure was 53.8% and in relation to PP students was 50%, with progress for PP students being 0.77, compared to 0.74 for the rest of the cohort.

Evidence relating to destinations is also significant as this links to the aspirations of all students. Year 13 data, with regards to destinations, shows that 58.8% of year 13 students in 2023, who were FSM, went to Russell Group universities – the school overall figure was 46.2%.

Our regular in-house data drops also recognise the attainment of students, with PP students identified as a demographic group. Data shows attainment in line with the rest of cohort. The feedback in relation to EDGE has been positive and therefore we wish to continue to develop the skills related to metacognition in relation to all students.

Support has been offered to students through Easter revision classes in a wide range of subjects: for GCSE Computer Science, Engineering, Geography, History, Dance, Physics, RS, French, Chemistry, Art, Spanish, PE, English, DT and Biology and other support, including our Phoenix groups which run before school. Students were also provided with additional revision and study guide support in additional sessions, if required. Additionally, some PP students had the opportunity to become year 11 prefects, all students were invited to apply, to become Wellbeing Ambassadors and to be part of the School Council.

We have a review in terms of the opportunities provided for all students, including PP, in terms of activities in year 11.

We have continued to support students via the counselling service provided by an outside agency. Pupil premium students have additionally been supported with 50% of the cost of trips and visits (maximum of £500 per individual trip), including theatre trips, music trips, PE courses as part of the GCSE curriculum and additionally 13 students were supported with Music lessons. In order to enhance aspirations, PP students were involved in a visit to Gonville & Caius College.

Externally provided programmes

| Programme | Provider |
|--------------------|----------------------|
| accelerated reader | Renaissance |
| EDGE | Learning Performance |