

Pupil premium strategy statement – Townley Grammar

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	1585
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nevita Pandya
Pupil premium lead	Meriel Franz
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,501
Recovery premium funding allocation this academic year	£27,600
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>	£0
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>	£126,101

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 statement 2021 to 22 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. This will 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 examination results for year 11 has 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. 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 date drops (3 per year) and our external examination monitoring

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.

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 curriculum and events that are targeted at growing the cultural and academic opportunities for all. Overall therefore such 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	To ensure that disadvantaged learners achieve their potential in terms of academic attainment. The information relating to CAT testing of present year 7 shows that PP students are in line with non PP students and thus we need to ensure that their progress remains in line with non PP students as they progress (however we are conscious that in view of the PP cohort being relatively small this can impact on % overall in terms of the progress made) the use of internal data and assessment opportunities will allow us to monitor this.
2	Academic attainment of disadvantaged students. Although the GCSE data for 2022 showed that students attained in line with the rest of the cohort we need to ensure that this is now consistent in view of the previous data of 2019 which showed gap 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.
3	To ensure that PP students have an equality of opportunity in terms of experiences and opportunities a part of the wider curriculum and the potential financial costs involved.
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 be attain well and to have developed effective strategies in terms of skills required including metacognition
6.	Well-being 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 Well-being 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

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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<p>Disadvantaged students achieve in line with their individual targets the gap is closed at the end of KS4.</p>	<p>In year tracking data shows that the attainment of PP students is in line with the rest of the cohort attainment. Progress and attainment 8 data relating to GCSE results.</p>
<p>PP students are able to take advantage of extracurricular activities in line with the rest of the cohort and thus benefit from experiences outside the classroom</p>	<p>Participation in clubs and activities seen via extra-curricular registers this can be seen via some of the following: -</p> <ul style="list-style-type: none"> -Attendance at clubs and activities by PP students shows uptake in line with rest of cohort - 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. <p>STEM –focussed international trips</p> <p>Participation in the Duke of Edinburgh Award scheme.</p> <p>Trips and visits data shows participation (TBC in terms of those available)</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 well- being of all students including PP</p>	<p>Sustained levels of well-being 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 P/whole cohort</p>
<p>Continued Improved skills in relation to metacognition for all students including disadvantaged</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, 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 toolkit +7 for impact.</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: £ 15,017

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_EEF toolkit +7 for impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>There 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 subscription</p> <p>On line learning resources eg GCSE POD</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence has shown in relation to accelerated reader scheme that the whole cohort in years 7 and 8 have made progress however that of PP student is higher- reading is the core skill required to succeed and 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</p>	<p>DFE teaching a broad and balanced curriculum</p>	<p>1.2.4</p>

relation to the 21 st century along with the increased development of skills		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 34,052

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.		1, 2
Small group/individual support for PP students in terms of particular focused needs	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Intervention sessions including revision classes which will include PP students in small groups	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £ 77,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for extra curricular activities	activities including trips and visits Includes dance and drama trips, languages trips Music lessons, DofE Lamda. This enables all students to have as broad as possible experience	

Monitoring of attendance	<p>Although we have do not have data to suggest that this is an area of concern we ned to ensure that the attendance figures are closely monitored and that if required we are able to address effectively</p> <p>National foundation for educational research</p>	6
Social, emotional and mental health of our school community	<p>Ensuring that the social and emotional need of students is recognised. EEF tool kit.</p> <p>National figures show that PP students can be disproportionately impacted in relation to this- therefore professional help is required for their well-being and academic attainment.</p> <p>We aim to continue to train mental health ambassadors- EEF toolkit re sig of peer mentors</p> <p>Sutton Trust</p>	6
Professional educational services (£20 000)	EEF toolkit.	6
Breakfast club	<p>Breakfast provision helps to ensure no child has to learn when their hungry. In addition the provision of the Breakfast club enables other social and educational benefits EEF Magic Breakfast</p>	

Total budgeted cost: £ 126,101

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

Year 11 2022 FSM/PP achieved 'in line' with rest of cohort

Whole school % 5+ including Maths and English = 97.76% PP= 100%

Progress 8 whole school +0.63 PP=+ 0.6

Attainment 8 whole school= 76.76 PP= 75.19

Ebacc entry whole school = 73.54% PP= 81.24%

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 42% of year 13 students 2022 who were FSM went to Russell groups universities -school overall= 44%.

Our regular inhouse data drops also recognize 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 including English, Maths, French, German, Geography, Chemistry, Biology, Drama RS, and Art. and other support including our Phoenix groups which run before school. Pupil premium students have been included in these classes- 78.9% of PP students in year 11 were invited to Phoenix groups and or Easter revision classes. 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 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

During the course of the year all students were invited to take part in a theatre trip as part of well being associated with Build Back Better. Pupil premium students were supported with 50% of the cost- 24 students in years 7-1 were supported in this way. In the 6th form 12 students on FSM were also supported in the same way.

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.