

Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wilmington Grammar School for Boys
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	10.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	SJH
Pupil premium lead	M Hollebon
Governor / Trustee lead	AO/LE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82,740
Recovery premium funding allocation this academic year	£23,184
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,924

Part A: Pupil premium strategy plan

Statement of intent

At Wilmington Grammar School for Boys we are committed to ensure that all pupils have the opportunity to fulfil their potential. However, we recognise that in order to do this, many disadvantaged pupils (who typically underperform compared to their peers) need extra support to achieve their goals. This support is provided via the Pupil Premium Fund.

Our Pupil Premium strategy is to provide high quality education for all, focusing on any areas of concern. We offer a broad motivating curriculum to engage all pupils and alongside this we carefully monitor and intervene in any areas where difficulties are encountered. Our strategy reaches beyond the pure academic, ensuring that our disadvantaged pupils are afforded the same challenge and opportunities as other pupils. Any particular difficulties are identified quickly and managed through targeted support. Our disadvantaged pupils have a diverse range of needs, so individual approaches are key. Meeting these needs enables us to overcome the barriers that prevent success. Mentoring, monitoring and carefully managing interventions supports our disadvantaged pupils to achieve the very best they can.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of our disadvantaged pupils across all year groups is less than that of their peers. The progress 8 score at GCSE is 0.43 for the whole school, but only 0.05 for disadvantaged pupils. In years 7-11 the same trend is observed.
2	In 2023 the new year 7 pupils eligible for the PP grant have an average reading age of 10 years, 8 months, compared with the average student having a reading age of 12 years and 4 months. This difference is also reflected in our year 8 pupils.
3	The well-being of our disadvantaged pupils was particularly affected during partial school closures, isolations and lockdowns. Safeguarding referrals increased for those with Mental Health issues to 29% compared to 5% pre-pandemic. In addition, there were increased requests for student counselling, which in the current climate of over loaded

	mental health services, is the one of the key ways that needs can be met.
4	The whole school attendance last year was 95.3% but pupil premium was only 94.7%. However, the persistent absentees were 8.0% for the whole school, but 14.3% for their disadvantaged peers.
5	The low aspirations of some disadvantaged pupils, which are present for a variety of reasons. In each year group a significant proportion of pupils fall into this category This impacts upon motivation and how pupils respond to challenge.

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
Improved attainment among disadvantaged pupils across the curriculum and at the end of KS4.	End of year outcomes at 2023/2024 demonstrate that disadvantaged pupils achieve in line with their peers in all year groups.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests show improvement in reading comprehension which are in line with non-disadvantaged peers, for all disadvantaged pupils in 2023/2024. Disadvantaged pupils in reciprocal reading groups show improvements at the end of each session.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • less pupils needing support – where only one day per week of counselling is required • less referrals to external support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance at 2023/2024 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

To improve career aspirations for disadvantaged pupils.

All disadvantaged pupils can express a purposeful challenging career goal, which is commensurate with their skills and abilities.

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: **£50,00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use and purchase of standardized tests to identify strengths and weaknesses in pupils. Training teachers to interpret results.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will purchase Accelerated Reader as part of our literacy drive.</p> <p>Staff training to acquire disciplinary literacy.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: All teachers should be supported to understand how to teach pupils to read, write and communicate effectively in their subjects' Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1
<p>Homework club for disadvantaged pupils to complete homework</p>	<p>Pupils complete work that otherwise would not get done due to inappropriate environment/ lack of motivation/ self-regulation.</p>	1,2
<p>Mentoring by Pupil Premium TA to identify strengths and weaknesses and plan learning journeys.</p>	<p>Similar evidence to tuition, but also recommended by EEF.</p>	1,2,3

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

Budgeted cost: **£27,962**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupil's and others, who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Purchase and provision of appropriate reading materials.</p> <p>Small group work of reciprocal reading strategies.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Small Group tuition, with teaching assistant to enhance areas of weakness.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<p>ELSA support with teaching assistant for a prescribed period of time.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,2

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

Budgeted cost: **£27,962**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling service which employs CBT therapy</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3</p>
<p>Embedding principles of good practice set out in DfE’s Working together to improve school attendance - GOV.UK (www.gov.uk) advice.</p> <p>Specific work done by Pupil Premium Teaching Assistant in forming excellent relationships with parents and families.</p> <p>Parental meetings to discuss barriers to school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4,3</p>
<p>Provide access to Morrisby tests and financially resource careers services.</p>	<p>All disadvantaged pupils can access all career opportunities, including the Morrisby test for which other pupils incur a charge.</p>	<p>5</p>

Behaviour -Support for targeted approaches for meeting student's needs.	Improving self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolk/behaviour-interventions	1,3
Resources	Allocated funding to support pupils who may be made homeless, unable to pay for transport etc. This includes trips and learning resources.	All

Total budgeted cost: £105,924

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 2021 to 2022 academic year.

	PP Number	KS2/CATS Ranking	Difference between KS2/CATS and term 6 ranking (2021)	Term 2 Ranking	Term 4 Ranking	Term 6 Ranking	Difference between KS2/CATS and term 6 ranking (2022)
Year 7 2021-2022	23 (as at Term 6)	99.9	n/a	117.4	124.7	119.5	-19.6
Year 8 2021-2022	23 (as at Term 6)	110.1	-12.1	116.1	116.1	125.0	-14.9
Year 9 2021-2022	14 (as at Term 6)	83.4	-17.6	94.4	91.4	90.9	-7.5
Year 10 2021-2022	18 (as at Term 6)	61.6	-9.5	71.6	70.9	71.2	-9.6

The performance data above is based upon the school's ranking system. Each pupil is initially ranked in their year group on the basis of their KS2 data. To make expected progress they are expected to maintain their ranking position, any deviation from this will show a decrease or increase in progress – for example a change from position 72 to 43 will indicate a gain in the rate of progress, a reduction in progress rate will be indicated by increasing their ranked position in the year group.

Therefore, on average disadvantaged pupils in all year groups have made less progress than their non-disadvantaged peers since they began at the school, but in the last academic year the year 9 disadvantaged cohort have improved their ranking position, whilst the year 10 cohort have maintained their previous rate of progress. However historically the largest gains are achieved in year 11.

Provision of a destination driven focus for all pupils through a targeted careers program and mentoring system. Providing Morrisby testing, careers advice and follow up.

Year 7 and 8 have explored careers and raised aspirations. Pupils use their Morrisby Careers profiles and explore the careers that they are matched to. They also identified their strengths and started to develop their employability skills.

Year 9 use the Morrisby Careers Platform to look at which GCSE Options they should choose given their future career path. This is followed up with optional 1:1 GCSE Options meeting with our Careers Lead.

Year 10 carried out a Morrisby assessment which helps to guide their future choices with more in-depth analysis. Year 10 were given a 1:1 Careers meeting with our Careers Lead or an external provider to discuss their career paths and next steps and could do online work experience.

Year 11 have focused Life programme Dropdown sessions on their Next Steps and this is followed up with optional 1:1 Next Steps meeting with our Careers Lead. These pupils have clear goals and ideals as they approach their future destinations. This is evidenced in the year 11 WG6 interviews.

Various activities to improve literacy skills; accelerated reader in years 7 and 8 and reciprocal reading

	Reading Age term 1 (year:month)	Reading Age term 6 (year:month)
Year 7 (All)	12.4	13.4
Year 7 PP	10.8	12.2
Year 8 All	13.7	14.3
Year 8 PP	13.1	13.6
Year 8 Reciprocal Reading	10.6	12.1

The table shows the results of the Accelerated Reader Programme with years 7 and 8. This has proved to increase the reading ages for all pupils. The stark difference in reading ages between disadvantaged and their none disadvantaged peers means that we will continue to support disadvantaged pupils through reciprocal reading groups this year, which in year 8 had the largest impact on reading age progress.

This year we will extend our Accelerated Reader provision by using their 'myON' library of digital resources to encourage personalised reading across all year groups.

Pastoral support to manage behaviour and interventions.

Identified pupils were put on report if necessary. Intervention in organisation and homework were very effective reducing W points for equipment and homework issues.

Meeting mental health needs – Counselling, individual learning environment and CBT.

Time talk referrals reduced from 29 to 24 in 2021-2022. However we are still mindful that Covid related needs are still surfacing, so our provision with the counselling service has not been reduced.

Early help referrals have remained constant and focused on attendance issues.

Monitoring; tracking progress, attendance and interviewing pupils and parents

Average attendance for the whole school is 95.3%, whereas for disadvantaged pupils this is 94.7%.

All attendance is carefully monitored and actions taken through a robust attendance policy. The School Liaison Officer is involved with persistent absentees and the local authority. With a small number of pupils in this sample, a few pupils are having a large impact e.g.in year 10 if one persistent non-attender is removed then the attendance for year 10 is 94%.

Percentage attendance 2020-21	Whole year group	Disadvantaged pupils
Year 7	95.8	95.1
Year 8	95.5	95.6
Year 9	95.1	95.1
Year 10	94.8	89.2
Year 11	95.5	91.6

Overall, the whole school value of persistent absentees is 8.0%, whereas with for disadvantaged pupils this is 14.3%.

Consequently, attendance is part of our current plan, which has now been improved for intervention to occur, at an earlier stage.

During 2021/22 all disadvantaged pupils and their parents had the opportunity to meet with a Teaching Assistant to discuss their progress, seek solutions to any difficulties, and request provision of resources, revision guides etc at Parent's evening meetings.

Emotional Literacy Support Assistant Intervention

A trained ELSA is now supporting disadvantaged pupils in terms of their emotional literacy.

1:1 English provision by TA

Year 11 disadvantaged pupils were supported in English lessons. Pupils achieved a progress 8 score of +0.23 in the English GCSE, which was higher than their general progress 8 score.

Technology

A number of devices were purchased for disadvantaged pupils, so that no student was unable to access homework or school systems due to a lack of equipment.

Homework Club

Homework club was attended by a large number of specifically invited disadvantaged pupils this year. This takes place 4 nights a week for 1 hour at a time. Homework can also be done at lunchtimes in our newly refurbished Garden Building Room, GB1.

The culmination of the above actions has resulted in the following data:

GCSE Grades	2022 All students	2022 PP (13 students)
Summer 2022	%	%
9/8/D*	26.33	12.5
9/8/7/D*/D	47.55	24.17
5+ 9/8/7/D*/D	47.3	15.38
5+ (9-5 & D*-M) inc E&M	93.24	76.92
APS per student	64.01	53.15
Ebacc standard	46.62	23.08
Ebacc strong	36.49	15.38
Attainment 8	67.85	58.35
Progress 8	0.43	0.04