

Pupil Premium Strategy 2023-2024

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 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	SJH
Pupil premium lead	Naomi Takeda
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 in English, Maths and Science across all year groups continues to be marginally lower than that of their non-disadvantaged peers. At GCSE in 22/23, the provisional progress 8 score is 0.73 for all pupils, but only 0.12 for disadvantaged pupils – despite an increase from the previous year's score of 0.05.
2	In 23/24 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	In the year 2022-2023 mental health concerns accounted for 22% of all safeguarding referrals. Already this year the figure is 20%. Where appropriate we offer in-school student counselling for students that require it. There is usually a waiting list for the counselling which clearly shows

	that there continues to be a demand. Young people in the lowest income bracket are 4.5 times more likely to experience severe mental health problems than those in the highest income bracket.
4	Whole school attendance last year was 94.3% with disadvantaged pupils at 92.8%. Unauthorised absences stood at 2.6% for whole school and 3.7% for PP. The persistent absentees were 14.0% for the whole school, and 22.4% 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 future aspirations 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 and progress 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.	End of 2023/2024 reading comprehension tests show improvement in reading comprehension where reading ages for disadvantaged pupils are in line with non-disadvantaged peers
To improve wellbeing awareness and support for all pupils, including those who are disadvantaged.	Increased awareness amongst all pupils of the importance of looking after wellbeing. Increased range of wellbeing support available in school to reduce the number of referrals to external support agencies
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 attendance rate for all pupils being 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. 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 receive funding for a Morrisby profile in Y10 and are prioritised for careers advice to support options choice in Y9.
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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: **£69,790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use and purchase of standardized tests to identify strengths and weaknesses in pupils. Training teachers to interpret results.	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	1
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will purchase Accelerated Reader and MyOn as part of our literacy drive.	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. We will continue to review the effectiveness of both MyOn and AR, to ensure that they continue to provide value for money and have an impact on reading for pleasure.	1,2
Mentoring by Pupil Premium TA to identify strengths and	Similar evidence to tuition, but also recommended by EEF.	1,2,3

weaknesses and plan learning journeys.	Small group tuition	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£3,821**

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:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Small Group support sessions with PP TA to help pupils with organisation and revision skills and improve areas of weakness</p>	<p>Small group support targeted at specific needs can be an effective way to support low-attaining pupils or those making less progress.</p> <p>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, 3

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

Budgeted cost: **£32,313**

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. Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>3,4</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>Effective Careers Interventions for Disadvantaged Young People: Evidence review The Careers and Enterprise Company</p>	<p>5</p>

Resources	Allocated funding to support pupils who may be made homeless, unable to pay for transport etc. This includes trips and learning resources.	All
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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 2022 to 2023 academic year.

Term 6 data drop average grades 2022-2023						
Year group	Avg English WAG		Avg Maths WAG		Avg Science WAG	
	All	PP	All	PP	All	PP
7	5.4	5.3	6.9	6.6	6.3	5.6
8	6.1	5.5	6.9	6.6	6.1	5.7
9	5.6	5.4	6.7	6.0	5.8 (Bio) 6.6 (Chem) 7.0 (Phys)	5.3(Bio) 6.4 (Chem) 6.9 (Phys)

The performance data above is based upon the school's assessment system. Each pupil is assessed in each of their subjects and a current working at grade (WAG) is recorded at each data drop. To continue making progress, a student's WAG should increase year on year, although progress through a grade may not always be regular in that more/faster progress may occur at certain times in the year rather than others. The data above shows that in all subjects and in all year groups, disadvantaged students are behind their peers. The difference may only be marginal in some subjects and years, for example Physics in year 9 and English in year 7, but wider in others for example Maths in year 9 and Science in year 7.

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

All students have independent reading in form time once a week, with students in Years 7 and 8 having a dedicated library lesson every other week.

At the start of each year, students take a ‘Star Reading’ test which gives them a reading age. This is carried out twice again in the year and is used to monitor their progress.

The table below shows starting and ending reading ages for Year 7 students:

	Reading Age term 1 Averages (year:month)	Reading Age term 6 Averages (year:month)
Year 7 Non PP	13.16	13.35 (+0.67)
Year 7 PP	12.84	13.51 (+.019)
With RR intervention	10.81	12.12 (+1.31)
Without RR intervention	13.65	13.64 (-0.01)

On average PP students start Year 7 with a lower reading age than their peers.

After Easter 2023, students who hadn’t improved on their second test were placed into a group for ‘Reciprocal Reading’ (RR, a structured approach that allows students to improve their reading comprehension.

In the short time that we were working with the Year 7s, on average, those who were getting support increased their reading age by over a year.

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.

Our provision with the counselling service has not been reduced as our goal is to continue to provide a wide range of support for our students' wellbeing.

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 in 2022-2023 was 94.78%, whereas for disadvantaged pupils this was 93.557%.

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.

Percentage attendance 2022-23	Whole year group	Disadvantaged pupils
Year 7	96.07	95.18
Year 8	94.97	93.63
Year 9	94.51	93.84
Year 10	94.65	93.64
Year 11	94.76	96.16

Overall, the whole school value of persistent absentees is 7%, whereas with for disadvantaged pupils this is 18%.

Consequently, attendance is part of our current plan, with a focus on intervention at an earlier stage of concern so that there is greater impact.

During 2022/23 all disadvantaged pupils and their parents had the opportunity to meet with the Pupil Premium Teaching Assistant at Parents' Evening to discuss their progress, seek solutions to any difficulties, and request provision of resources, revision guides etc.

Emotional Literacy Support Assistant Intervention

A trained ELSA continues to support disadvantaged pupils in terms of their emotional literacy.

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:

SUMMER 2023 GCSE GRADES	ALL STUDENTS %	PP (16) STUDENTS %
9/8/7/D*/D	44.85	50
5+ (9-5) inc E&M	94.63	93.75
5+ (9-4) inc E&M	98.66	100
APS per entry	6.38	6.36
Total per student	63.33	63.97
Ebacc standard	45.64	62.5
Ebacc strong	36.24	50
Attainment 8	67.05	67.28
Progress 8	0.73	0.43

Year 11 GCSE Pupil Premium Headlines

Attainment 8 Target 66.94 vs Actual 67.28 (Above Year group average)

Progress 8 Target 0.09 vs Actual 0.12 (Above VHAP and HAP students)

Average Residual –1.68 (Better than Average Residual in 2022 of –7.23)

3 students 100% Grades 7-9

6 students 100% Grades 5-9

3 students 100% Grades 4-9

Extra curriculua activities

Since the end of Covid restrictions, the school are now able to run a full schedule of extra-curricular activities including sports clubs, music lessons, and foreign trips.

This year, we have supported PP students on the following activities:

- Year 7&8 Science trip to Wildwood Kent
- Year 7 History trip to Dover Castle
- Year 8 History trip to Greenwich Maritime Museum
- Year 9 Bronze Duke of Edinburgh (expedition costs and equipment)
- Year 9 History trip to Belgium for Remembrance Day
- Year 10 Spanish trip to Barcelona
- Year 11 Computer Studies trip to Eurodisney for Computing Live student conference
- F1 for Schools finals
- Guitar lessons for a Year 9 student