

Pupil premium strategy statement

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	Alcester Grammar School
Number of pupils in school	1326
Proportion (%) of pupil premium eligible pupils	1.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	7/10/2022
Date on which it will be reviewed	October 2023
Statement authorised by	Rachel Thorpe (Principal)
Pupil premium lead	Helena Tingle (Assistant Principal)
Governor / Trustee lead	John Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,715
Recovery premium funding allocation this academic year	£6,000
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	£24,715

Statement of intent

Our intent: that all students, irrespective of background or academic ability, have equal access to the central AGS premise that we nurture aspiration, achievement, and opportunity for all. We believe that every student should be able to access a rich, ambitious curriculum supported by outstanding pastoral care in an inclusive and collaborative learning environment. Our Pupil Premium funding is used to support a range of interventions, some of which are targeted at individual disadvantaged students, whilst others will also benefit the wider community.

The students at AGS who are eligible for Pupil Premium funding are not necessarily those who struggle with academic attainment and we are careful not to make any assumptions about attainment and social disadvantage.

As we have a relatively small number of students who qualify for funding, we are able to identify and support needs at an individual level, as well as identifying wider patterns of need across the student body. We use a range of strategies to identify the needs of students where there is a gap in attainment, and to identify the reasons for that gap. These include, but are not restricted to, regular diagnostic data analysis, tracking of pastoral issues and our knowledge of a student's individual circumstances, financial or otherwise. Teaching staff are involved in the analysis of data in order to identify strengths and targets for students; underachievement at all levels is targeted, not just lower attainment.

We use research (such as the Teaching and Learning Toolkit from the Education Endowment Foundation) to support us in determining strategies that will be most effective. The school ethos is one where there are high expectations for all students. All teaching and SEND staff are aware of which students receive the Pupil Premium funding, and are informed of effective evidence-based strategies for narrowing any attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Technology: ongoing discussions with students and their families indicate restricted access to core curriculum resources and IT equipment at home to support independent learning
2	Literacy: Internal and external data, as well as teacher observations, suggest that gaps in literacy levels remain as a legacy of lost learning during the Covid pandemic. Some students come from families where a language other than English is spoken at home. In both cases, some of these students also experience social disadvantage.
3	Costs of resources and activities: discussions with families and students indicate that financial limitations affect access to study materials, uniform and enrichment activities.
4	Mental Health: records show an increase in numbers of students accessing counselling & numbers who avoid engaging with school, which may in some cases be linked to social disadvantage.

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
To ensure that all students have the resources to study independently, complete homework, and access a rich variety of enrichment resources	All students, including disadvantaged, own the technology and other study resources to support independent study & access online enrichment opportunities
To ensure that all students are confident in their literacy skills (speaking, reading, writing and listening) across the curriculum, regardless of disadvantage.	<p>Students demonstrate confident use of subject-specific terminology, well-structured extended writing responses and speaking skills (where appropriate).</p> <p>All curriculum plans across the school will have literacy strategies identified within them.</p> <p>A robust intervention strategy, which prioritises disadvantaged students, will systematically identify students in need of literacy and other forms of academic support. Targeted interventions, especially in English, Maths & Science, will support literacy development.</p>
To ensure that all students, including the most disadvantaged, access a rich and varied extra-curricular programme, including work experience and careers opportunities	<p>All parents of disadvantaged students know how to access financial support for appropriate activities, resources and trips.</p> <p>An affordable, varied enrichment programme is in place, and all students, especially disadvantaged students, will participate.</p> <p>All disadvantaged students participate in Duke of Edinburgh Award Scheme, should they wish to</p> <p>All students and parents are informed about career and higher education opportunities, including those which target disadvantaged students. Participation is high.</p>
To ensure all students have access to mental health support at the point of need	Disadvantaged students can access funded counselling and mentoring services when required

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of new TLR posts including Literacy, Researcher, Outreach, Enrichment, Diversity & Inclusion roles to develop strategic provision throughout the community	The EEF Toolkit reading interventions EEF Improving Literacy in Secondary Schools EEF Effective Professional Development	2, 3, 4
Robust CPD flexi-INSET package for all staff, including but not limited to the science of learning, pastoral, technology & innovation, subject knowledge	The EEF Guide to Pupil Premium Autumn 2021 recommends professional development to support high quality teaching as a top priority for Pupil Premium spending EEF Effective Professional Development	1,2, 3, 4
SEND training SEND provision supports those disadvantaged by educational need, which encompasses some of those students who are also financially or socially disadvantaged. Quality First training is embedded into CPD	EEF report Making Best Use of Teaching Assistants 2018	2, 4
Development of AGS Learner in order to build resilience and self-esteem as well as curiosity and academic engagement of all students.	The EEF Toolkit Metacognition Evidence based learning strategies Mastery , Cognitive Load Theory , Rosenshine's Principles of Education and resources from providers such as the Learning Scientists	2,4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust intervention programme to reduce barriers to attainment, especially for disadvantaged students. To include adaptive teaching strategies, small group tutoring, SLT mentoring, careers	The EEF Toolkit recommends this range of interventions as a very high impact strategy.	2, 4

guidance, external coaching where appropriate, and revision skills tuition		
Small group tutoring in core subjects	The EEF Toolkit	2,3,4
Priority provision to disadvantaged students of academic curriculum resources: stationery, calculators, art or technology materials, texts, revision materials or musical instruments.	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student's access to the curriculum.	1, 2, 3
Provision of laptops for all disadvantaged students	The Sutton Trust Social Mobility and Covid-19 report 2020	1, 3
Music tuition	The EEF Toolkit	3

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Leadership: Review the Pupil Premium Strategy, at least annually, & report to Governors. Monitor provision for disadvantaged students through learning walks, work scrutinies, student surveys. Track & report academic performance of disadvantaged students and discuss intervention strategies with pastoral & academic leads. Prioritise disadvantaged students in the provision of resources, both academic and social / emotional. Lead CPD to develop Teaching & Learning	EEF Toolkit & Effective Professional Development report EEF School's Guide to Implementation	All
Mental Health: increase availability of coaching and counselling, and actively seek to overcome school avoidance	DfE guidance on Mental Health in schools	4
Enrichment activities - ensure a varied and affordable programme for all, regardless of household income: Core curriculum trips, Curriculum enrichment experiences, Enrichment Week, Bronze and Silver DofE	The EEF Toolkit "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them."	2, 3, 4
Careers guidance: inform students and parents about career and higher education opportunities, including those which target disadvantaged students.	Developed in line with Gatsby Benchmarks	1,3, 4
Supporting parents: Provide information to parents about how funding can be accessed & offer open door communication. Enable attendance at parents' information evenings, parents' evenings and share online resources	EEF Working with parents	All

Total budgeted cost: £ 19,000

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.

Intended outcome	Success criteria
Improved engagement, amongst disadvantaged students in particular, with independent work and homework, including supercurricular enrichment activities	<p>All disadvantaged students now own a laptop, with the necessary software to access the school curriculum and associated online platforms.</p> <p>Revision skills programme is now shared with students, parents and available on intranet, plus access to online support from Elevate.</p> <p>Robust homework monitoring system in place (Purple cards) allows monitoring and supportive interventions as appropriate, with additional focus on disadvantaged students</p> <p>All Y10 students accessed work experience and career guidance, despite some ongoing Covid restrictions.</p>
Improved literacy skills (speaking, reading, writing and listening) across the curriculum across all students, regardless of disadvantage.	<p>Literacy Coordinator has led CPD and initiated staff Reading Champion programme, visual & verbal literacy training. Subject-specific literacy reported as high from learning walks, work scrutinies and other observations.</p> <p>Literacy strategies are foregrounded in revised departmental curriculum planning across school</p> <p>Refined Feedback & Assessment policy focuses on written & verbal feedback</p> <p>Disadvantaged students in Y9-11 were prioritised for small group interventions and this had a positive impact on external GCSE results</p>
All students can participate fully in curriculum enrichment activities, including those who are disadvantaged.	<p>All parents of disadvantaged students are informed how to access financial support for enrichment activities & staff proactively seek opportunity to ensure equal access.</p> <p>All disadvantaged students who wished to have participated in Duke of Edinburgh Award Scheme & Newquay and uptake is high despite some ongoing Covid restrictions. All students have participated in a rich and varied enrichment programme, provided free to disadvantaged students.</p>

Service pupil premium funding (optional)

Measure	Details
n/a	

Further information (optional)

The pupil premium strategy is embedded within a broader strategic implementation cycle aligned with the School Development Plan.